

Grade 11 History of Canada

Clusters and Learning Experiences

With Essential Questions, Descriptions of Learning Experiences, Assessment Focuses (Targeted Enduring Understandings and Historical Thinking Concepts), Historical Background statements and Suggested Content Organization

(Draft Document)

Cluster 1: First Peoples and Nouvelle-France (to 1763)

Learning Experience 1.0: *What is history and why do we study it?*

Description of the Learning Experience

Students investigate the nature of history as a discipline and how historians conduct inquiry into the past. They examine the importance of studying history to learn about the past, to understand the present, and to plan for the future. Students also gain an understanding of the six Historical Thinking Concepts and how these concepts provide the foundation for meaningful and authentic historical inquiry.

Historical Thinking Concepts:

- Make informed and defensible judgements about the **historical significance** of people and events in the past
- Select, evaluate and interpret primary and secondary source **evidence** in order to retell and explain the past as objectively and accurately as possible
- Observe and explain **continuity and change** over time
- Analyze the multiple **causes and consequences** of historical events and developments
- Take a **historical perspective** in order to interpret the past as it may have been experienced by the people who lived in it
- Consider the **moral dimension** of events in the past and the value judgements that may influence historical accounts

Note:

1. Learning Experience 1.0 is intended to provide a brief introduction to the discipline of history, the methods of historical inquiry and the Historical Thinking Concepts. Students will have ample opportunity to engage the Historical Thinking Concepts in a meaningful way within the context of selected content in subsequent learning experiences.

2. The Historical Thinking Concepts (Benchmarks) are adapted, with permission, from the work of Dr. Peter Seixas, Centre for the Study of Historical Consciousness, University of British Columbia. Visit <http://www.histori.ca/benchmarks/>

Learning Experience 1.1: *Who were the First Peoples and how did they structure their world?*

Description of the Learning Experience

Students explore the long pre-European history of Canada, including the diversity and complexity of First Peoples societies and cultures and ways in which First Peoples societies adapted to the environment. Students investigate the nature and role of governance, social organization, indigenous knowledge and tradition in First Peoples societies.

Assessment Focus

Enduring Understandings

- First Nations, Métis and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions
- The oral traditions of First Nations, Métis and Inuit peoples teach the importance of living in harmony with one's social and physical environment in a universe governed by natural laws
- The history of governance in Canada is characterized by a transition from indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories

Historical Thinking Concepts

- Select, evaluate and interpret primary and secondary source **evidence** in order to retell and explain the past as objectively and accurately as possible
- Take a **historical perspective** in order to interpret the past as it may have been experienced by the people who lived in it

Historical Background

Canada has a long history dating back thousands of years. History, archaeology, anthropology, genetics, linguistics and oral tradition provide us with differing explanations of when and how First Peoples came to live in the land that is now called Canada. First Peoples were self-governing nations with a wide variety of dynamic cultures and languages. First Peoples occupied all geographical regions in North, Central and South America and their means of survival were intricately linked to their respective environments. They lived in societies ranging from small informal nomadic family groupings to large, highly complex and densely populated permanent settlements. First Peoples were spiritually connected to the natural world around them and sought to live in harmony with each other and with the physical environment in a universe governed by natural laws. First Peoples histories encompass migration, settlement, development of economic systems, trade, invention of new technologies, sophisticated systems of politics and governance, military technologies and strategies, engagement in war and negotiation of peace, development of agriculture including plant science, animal domestication and development of new breeds, ecology and land management. First Peoples also developed or had knowledge of mathematics, astronomy, calendar systems, writing, engineering, architecture, city-planning, textiles, metallurgy, painting, sculpture, ceramics, medicines and medical procedures, and intergenerational preservation of knowledge. An important element of Canada's history is the story of how First Peoples related to each other, understood and explained their world, and organized their lives. A central theme revisited throughout this course is that First Nations, Métis and Inuit have played and continue to play an important part in the history of Canada.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Diversity and origins of First Peoples

- Overview of First Nations cultures and traditional territories
- Traditional narratives of First Peoples (e.g. Cree, Anishinabe, Dakota, Dene . . .)
- Archeological evidence of First Peoples (e.g. The Forks, Lockport, Brandon Stott Site, Duck Bay . . .), current scientific evidence (e.g. DNA analysis . . .)

2. Worldviews and societies of First People

- World views: spirituality and values, links to the land, oral tradition, indigenous knowledge, arts
- Governance: patriarchal and matriarchal organization, clan systems, role of elders, collective decision-making
- Social structures: family, gender roles, justice, holistic education, and community responsibilities
- Relations between nations: alliances and confederacies (e.g. Iroquoian, Siksika, . . .) trade, war & peace

Learning Experience 1.2: *Why did the French and other Europeans come to North America and how did they interact with the First Peoples?*

Description of the Learning Experience

Students investigate competing motivations for French and British colonization of North America and acquire knowledge of the establishment of Nouvelle-France and early British colonies. Students also examine the adaptations of the European arrivals to North American conditions and their interactions with First Peoples. Students develop an understanding of the role of European colonization of Canada within the broader context of European expansion and mercantilism of the 16th and 17th centuries.

Assessment Focus

Enduring Understandings

- Nouvelle-France, Acadie, Québec and francophone communities across Canada have played a role in shaping Canadian history and identity
- The relationship between Aboriginal and non-Aboriginal peoples may be broadly defined as a transition from pre-contact through stages of co-existence, colonialism, and cultural and political resurgence
- Canada continues to be influenced by issues of war and peace, international relations and global interactions

Historical Thinking Concepts

- Observe and explain **continuity and change** over time
- Consider the **moral dimension** of events in the past and the value judgements that may influence historical accounts

Historical Background

The long period of First Peoples as the only inhabitants of the Americas came to an end with the arrival of the first Europeans. After the Vikings in the 10th century, the first Europeans to visit this land came to fish along the coast of Newfoundland and Labrador in the latter part of the 15th century. In the 16th century French explorers and speculators showed an interest in settlement. Some Europeans hoped to find gold and other precious metals, while others were looking for the Northwest Passage to Asia. Some wanted to spread Christianity, some wanted to expand the power of their home country, and some saw possibilities in the fur trade. Whatever their reasons, they all assumed the principle of *terra nullius* (Latin for “nobody’s land”). They believed that First Peoples did not own the land on which they lived, and therefore Europeans had the right to claim possession of it. In the seventeenth century the French established settlements in what are now Québec, the Maritimes, the Great Lakes region, and the Mississippi valley. French explorers and

traders traveled across much of the West, both north and south of the 49th parallel. The French brought their language, culture, and religion to Nouvelle-France, and adapted to North American conditions. They quickly established a distinctive culture and a French presence which today forms a defining characteristic of Canada. Nouvelle-France, for much of its existence, was involved in intermittent war with the British and their allies, the Iroquois. However, as a result of the Seven Years War (1756 – 1763) Britain gained possession of Nouvelle-France and made it a British colony. The Hudson Bay region, Acadia, and Newfoundland were also scenes of Anglo-French conflict during this time. The foundations of the French-English duality in Canada had been set.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. European Exploration and Colonization

- Reasons for exploration and colonization: e.g. seeking trade route to Asia (Northwest passage), mercantilism, Christianization, competition for power . . . (consider examples of early European explorers in North America such as Cabot, Verrazano, Frobisher, Davis, Hudson . . .)
- Geographic overview of European colonial countries and their respective colonies in the Americas (France, Britain, Holland, Spain and Portugal)

2. Nouvelle-France

- Early French exploration and colonization, Cartier and Champlain
- Political organization of Nouvelle-France, Royal Government 1663, militia and defence, extent of French territory (Acadie, Mississippi valley, Great Lakes-St. Lawrence)
- Social organization: role of Church; Jesuits and religious orders, seigneurial system, role of women, filles du roi, fur trade, coureurs de bois
- British-French hostilities: Treaty of Utrecht 1713; expulsion of Acadians 1755; Seven years war, 1756 – 1763, British conquest of Quebec (1759 – 1760), Treaty of Paris, 1763

3. Relations with First Peoples

- Contact, the doctrine of terra nullius
- Christian missionaries, the fur trade
- Conflicts and alliances with First Nations (Huron, Iroquois), Great Peace of 1701
- Impact of contact (e.g. cooperation and alliances, conflict, disease, dependence . . .)

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Learning Experience 1.3: *How did First Peoples and Europeans interact in the Northwest and what were the results?*

Description of the Learning Experience

Students focus on the expansion of European fur trade in the Northwest through the establishment of Rupertsland, the creation of Hudson's Bay Company and British-French competition for resources and land. They explore ideas related to early French presence in the region, European contact and interaction with First Nations and the rise of the Métis nation. Students develop an understanding of the origins and impact of European colonial expansion in the Northwest region of Canada.

Assessment Focus

Enduring Understandings:

- Canada's history and identity have been shaped by its vast land, its northern location, and its abundant natural resources
- The relationship between Aboriginal and non-Aboriginal peoples may be broadly defined as a transition from pre-contact through stages of co-existence, colonialism, and cultural and political resurgence
- Nouvelle-France, Acadie, Québec and francophone communities across Canada have played a role in shaping Canadian history and identity

Historical Thinking Concepts

- Analyze the multiple **causes and consequences** of historical events and developments
- Select, evaluate and interpret primary and secondary source **evidence** in order to retell and explain the past as objectively and accurately as possible

Historical Background

While the British and French were colonizing Atlantic Canada and Quebec, they came to the West mainly as explorers and fur traders rather than as settlers. For the most part, the British entered the West through Hudson Bay and the rivers that flow into it, while the French came through the Great Lakes and the rivers and lakes of Western Canada. The Europeans were a tiny minority of the total population of the West and were dependent on the First Peoples for many things, including geographic knowledge, survival skills, and the success of the fur trade. Even so, the First Peoples had no resistance to many European diseases such as measles, whooping cough and smallpox and over the years they suffered many deaths from these and other diseases. In 1670 the King of England granted Hudson's Bay Company a monopoly of trade in Rupertsland, a vast region defined by the Hudson Bay drainage area. Both First Peoples and Europeans benefited from the exchange of trade goods and technologies (e.g. guns, furs, metal goods, pemmican, canoes, moccasins, etc.). As a result of the fur trade the West saw the creation of a new

nation of mixed First Nations and European ancestry, the Métis. The Métis played an important role in the fur trade era in Western Canada. Métis men and women made pemmican, moccasins and other supplies, they hunted and fished and helped build and work the canoes and boats used in the fur trade. The Métis helped maintain the trading posts, served as guides, acted as intermediaries between First Nations hunters and European traders, and became traders in their own right. Although geographically far removed from central Canada, the events and peoples of the Northwest were inextricably linked to the French–English struggle for territorial control and to the growth and expansion of British North America and later Canada of which they eventually became a part.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Hudson's Bay Company

- European interest in the fur trade; the demand for beaver pelts
- Roles of Radisson and des Groseilliers, 1668
- Creation of Hudson's Bay Company, (HBC charter), 1670; Rupertsland
- Relations of HBC with First Nations; terms and operation of fur trade; women in the fur trade

2. The Western Fur Trade

- Role of HBC: (contested ownership, governance and monopoly)
- Role of First Peoples in Western fur trade
- French- English war in Hudson Bay region in 1690s and beyond
- Early European explorers of the West (e.g. La Vérendrye, Kelsey, Heday, Hearne, Pond, Mackenzie, Thomson, Fraser . . .)
- Establishment of the Northwest Company and expansion of HBC trading posts into the interior; voyageurs and Métis nation, 1770s

***Note:** The content of this LE is linked to the development of the Hudson's Bay and Northwest Companies and the subsequent NWC/HBC rivalry continuing until the merger of the two companies in 1821. See LE 2.2 for more detailed study of the fur trade rivalries and the role of the Métis. Teachers may wish to explore the fur trade as one study.*

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Cluster 2: British North America (1763-1867)

Learning Experience 2.1: *How did British colonial rule change during this period and what was its impact on life in North America?*

Description of the Learning Experience

Students develop an understanding of the challenges faced by the British in governing their newly acquired colony of Quebec and how the British met these challenges. They acquire knowledge of the development of responsible government and British North America's relationship with the newly independent United States. Students also explore the everyday life of people and examine economic development in British North America.

Assessment Focus

Enduring Understandings:

- The relationship between Aboriginal and non-Aboriginal peoples may be broadly defined as a transition from pre-contact through stages of co-existence, colonialism, and cultural and political resurgence
- Canadian institutions and culture reflect Canada's history as a former colony of France and of Britain
- French-English duality is rooted in Canada's history and is a constitutionally Protected element of Canadian society
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy

Historical Thinking Concept

- Make informed and defensible judgements about the **historical significance** of people and events in the past
- Select, evaluate and interpret primary and secondary source **evidence** in order to retell and explain the past as objectively and accurately as possible

Historical Background

While the British were engaged in the increasingly intense rivalry over the fur trade in the Great Lakes region and in the Northwest, they were faced with serious challenges over how to govern their new colony of Quebec in eastern Canada. Britain expected its colonies to resemble the mother country but Quebec was French-speaking, Roman Catholic, and had its own distinct system of land ownership and law. In addition, after 1763, a small minority of English-speaking merchants in Quebec hoped to control the French-speaking majority. This situation was further complicated by the arrival of thousands of Loyalist refugees, from the newly independent United States in the 1780s,

who demanded their British rights. In response to these challenges, Britain experimented with a variety of forms of government which ultimately led to rebellions in Upper and Lower Canada in 1837. As a result, Britain granted responsible government to its North American colonies in the 1840s. Relations with United States presented other challenges and in 1812 the United States declared war on Britain and invaded Canada. Although the war ended in 1814, a number of border issues remained. In the 1840s Britain's adoption of free trade created serious economic difficulties for her British North American colonies. Despite these challenges, large numbers of British immigrants came to British North America in what came to be known as the Great Migration. New settlements were established with accompanying economic development and the construction of canals and railways. Throughout these events, Britain attempted to reconcile the rights of First Nations to their lands with the demands of the settlers but ultimately this was the beginning of a long period of marginalization of First Nations in what is now Canada. The expansion of the fur trade to the Northwest, the rise of the Métis Nation and the arrival of new settlers brought further changes to the face of British North America.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Governing the Peoples of British North America

- Challenges of governing Quebec: the Royal Proclamation, 1763; Quebec Act, 1774
- Territorial disputes with First Nations: Pontiac's Rebellion, 1763
- Arrival and impact of Loyalists following 1776 (*Note: see topic 2 below*)
- Further challenges of governing Quebec: the Constitutional Act, 1791; Act of Union, 1840 and Lord Durham's Report
- Gradual Civilization Act, 1857

Note: see suggestion at end of item #3 below

2. The United States of America

- The American War of Independence, 1776-1783, and its impact on Canada
- Arrival and impact of United Empire Loyalists (include Black Loyalists and First Nations Loyalists)
- Jay's Treaty, 1794
- The War of 1812, role of First Nations as allies of Britain (Tecumseh), Treaty of Ghent, 1814
- Anglo- American Convention, 1818, (49th parallel boundary agreement) and subsequent border disputes (e.g. Ashburton Treaty, Oregon Treaty . . .)
- Ongoing issues in Canada – US relations: e.g. Annexation Manifesto 1849, Reciprocity Agreement, 1854, Fenian Raids, fear of US attack
- American Civil War, 1861 – 1865, and impact on Canada: e.g. Black immigration to Canada

3. Towards Responsible Government

- Issues related to responsible government: oligarchies, Chateau Clique in Lower Canada; Family Compact in Upper Canada; reform leaders Papineau and Mackenzie respectively; Joseph Howe in Nova Scotia
- Rebellions of 1837 – 1838 in Upper and Lower Canada
- The Baldwin-Lafontaine coalition, 1842
- Responsible government in united Province of Canada and in Nova Scotia; Rebellion Losses Bill, 1849

Note: Include elements of social and economic history from various perspectives throughout the LE; e.g. home, work, family, role of women, education, religion, arts, the Industrial Revolution, agriculture, construction and impact of canals and railways

Learning Experience 2.2: How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?

Description of the Learning Experience

Students explore changes occurring in western Canada with the creation of Rupertsland, expansion of the fur trade, and the rise of the Métis nation. They investigate rivalries between Hudson's Bay Company and the Northwest Company, including the competition that existed between the two companies for First Nations' support. Students examine the Métis way of life, the buffalo hunt, and the creation of the Selkirk (Red River) settlement.

Assessment Focus

Enduring Understandings:

- First Nations, Metis and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions
- The relationship between Aboriginal and non-Aboriginal peoples may be broadly defined as a transition from pre-contact through stages of co-existence, colonialism, and cultural and political resurgence
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology and global economic interdependence

Historical Thinking Concept

- Observe and explain **continuity and change** over time
- Take a **historical perspective** in order to interpret the past as it may have been experienced by the people who lived in it

Historical Background

During the period of the existence of British North America (1763-1867) the North West was largely the preserve of the First Peoples; First Nations and Métis in the West and Inuit in the far North. Until 1869, when Hudson's Bay Company sold Rupertsland to Canada, Britain was largely content to allow the HBC to govern Western Canada. The Company's main interest was the fur trade and the only settlements of any note were those created by Lord Selkirk and the Métis in the years after 1812. The Métis and First Nations lived as independent peoples running their own affairs although in these years the population of the First Nations declined drastically due to their vulnerability to European diseases. Events elsewhere in North America and the impact of the fur trade also led to some shifts of territory among various First Nations. The struggle of Hudson's Bay Company and the Northwest Company for control of the fur trade until their merger in 1821, the establishment of the Selkirk settlement at Red River, and the threat of American expansion into the West combined to give the British government a more direct interest in the West. The Hind and Palliser expeditions reported that parts of the west, in particular the Red River and North Saskatchewan River valleys, were suitable for agriculture and this heightened outside interest in this region. The gold rush brought attention to the Pacific Northwest where, following an agreement between Britain and the United States, the international border along the 49th parallel was extended to the Pacific Ocean in 1846. Vancouver Island and British Columbia were united into one colony in 1866. When Canada was created as a self-governing Dominion in 1867 one of its first actions was to take possession of the West, which it saw as a valuable source of raw materials, a potential market for its goods, a place for immigrants to settle, and a means of creating a larger Canada stretching from the Atlantic to the Pacific. Thus, in western Canada the stage was set for the signing of treaties, the creation of reserves, the institution of a policy of assimilation of the First Nations and the marginalization of the Métis in order to open the land to immigration and settlement.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Fur Trade and Settlement Rivalries

- Brief review of the western fur trade: e.g. Hudson's Bay Company, voyageurs, Montreal traders, relations with First Nations (*Refer back to LE 1.3*)
- Creation and operation of Northwest Company in Montreal, 1783
- Rivalry and conflict between HBC and NWC; e.g. trade routes, conflict with settlers, merger in 1821
- Selkirk and Red River settlement, 1812; (relations with First Nations, HBC, NWC and the Métis)

2. The Métis Nation

- Birth of the Métis Nation, role in the fur trade, Métis settlement along Red and Assiniboine Rivers
- Way of life, buffalo hunt, lands, language, religion, role of women
- Pemmican proclamation, 1814; Seven Oaks incident, 1816 (e.g. Cuthbert Grant, Métis Leader and Robert Semple, HBC Territorial Governor)
- Métis reaction to the Selkirk Settlement
- The end of HBC monopoly (Pierre Guillaume Sayer trial, 1849; Métis opposition to HBC monopoly of trade)
- Decline of the fur trade and buffalo hunt and impact on traditional way of life (*Refer to LE 3.1*).

3. Towards the Pacific Coast

Note: This should be a brief treatment of key developments leading to British Columbia's entry into Confederation.

- Westward explorations (e.g. Mackenzie, 1793; Vancouver, 1792-94; Thompson, 1792, 1811; Fraser, 1808)
- Palliser and Hind expeditions, 1857 (agricultural potential of the prairies)
- Oregon issue, 1846, establishes Canada-US border in far west (*see LE 2.1*)
- British colonies and role of HBC on Pacific coast
- Gold rush and impact (Fraser River 1858, Cariboo 1860)
- Dispossession of First Nations

Learning Experience 2.3: *Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?*

Description of the Learning Experience

Students examine the political, economic and security challenges faced by the British colonies in North America. They explore the possible solutions to these challenges, including some proposed by Britain and others proposed by the colonies. Students also investigate factors favouring a confederation of colonies, the passage of the British North America Act and the creation of the Dominion of Canada.

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Assessment Focus

Enduring Understandings

- The history of governance in Canada is characterized by a transition from indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society
- British cultural traditions and political institutions have played a role in shaping Canadian history and identity
- Geographic, economic, cultural and political links to the United States continue to be important factors in Canada's development

Historical Thinking Concepts:

- Select, evaluate and interpret primary and secondary source **evidence** in order to retell and explain the past as objectively and accurately as possible
- Analyze the multiple **causes and consequences** of historical events and developments

Historical Background

The changes in the Northwest notwithstanding, by the 1860s Britain's colonies in North America were facing a number of serious challenges. English-French tensions in the Canadas were simmering and it was difficult to achieve a stable government. The lack of investment needed for economic development, including the building of canals and railways, Britain's adoption of free trade in the 1840's and the repeal of the Reciprocity Treaty by the United States, led to economic problems. Potential American hostility following the Civil War and Britain's reluctance to defend her colonies raised security concerns. Thus, Britain's colonies were forced to consider how to strengthen their defences, how to advance economic development and how to achieve political stability on their own. Some form of union seemed to offer a solution but the colonies worried that they might lose their own particular identities or suffer some other disadvantage. The Atlantic colonies were beginning to think of some form of Maritime union, but the colony of Canada West and Canada East proposed a larger confederation as a way out of its problems. Anxious not to alienate the United States and reluctant to fight the United States in defence of her colonies in North America, Britain was supportive of some form of

union. At conferences in Charlottetown and Quebec in 1864, representatives of the colonies agreed on a constitution and the colonial legislatures of the United Province of Canada, New Brunswick and Nova Scotia approved it while Prince Edward Island and Newfoundland opted against union. Delegates to the London conference in 1866 agreed on a final plan and drafted the British North America Act. The British parliament approved the BNA Act and on July 1, 1867, the new Dominion of Canada came into existence.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Challenges Facing British North America

- Issue of representation by population in the Canadas (also referred to as Canada East and Canada West or the Canadas, and later as Quebec and Ontario)
- Political deadlock in the Canadas; French-English duality and consequences of Act of Union (*Refer to LE 2.1*)
- Economic and geographic challenges of colonies e.g. construction of railroads and canals, need for investment . . .
- Territorial and trade challenges from the United States: e.g. St Alban's raid, 1864; Fenian raids, 1865; end of reciprocity, 1866; Civil war tensions, 1860's; US expansionism
- British support for Confederation: reduced colonial and defence costs in North America and maintenance of good relations with the USA

2. Seeking Political Solutions

- The "Great Coalition", 1864, of Brown, Macdonald and Cartier
- Movement for Maritime union
- Charlottetown and Quebec Conferences, 1864; the 72 Resolutions (negotiation of federal-provincial responsibilities)
- Pros and cons of joining confederation (Canada East, Canada West, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland); issue of legislative vs. federal union

3. Making Confederation a Reality

- The London Conference 1866 – 1867, participating colonies (Canada East, Canada West, Nova Scotia and New Brunswick)
- Passage of the British North America Act, and proclamation of the Dominion of Canada on July 1, 1867
- Main features of Canadian federalism, e.g. British parliamentary system; monarchy; role of Governor-General; division of federal-provincial powers

Cluster 3: Becoming a Sovereign Nation (1867 – 1931)

Learning Experience 3.1: *What role did the Métis play in the westward expansion of Canada?*

Description of the Learning Experience

Students focus on the transition of Rupertsland to Canadian rule, the Métis resistance at Red River and Manitoba's entry into confederation. They explore ideas related to the Northwest resistance, the trial and execution of Louis Riel and the political impact of these events on Central Canada. Students also develop an understanding of the building of the railway, European immigration and settlement, and the creation of the North-West Mounted Police.

Assessment Focus

Enduring Understandings

- The relationship between Aboriginal and non-Aboriginal peoples may be broadly defined as a transition from pre-contact through the stages of co-existence, colonialism, and cultural and political resurgence
- Since the beginnings of colonization, First Nations, Inuit, and Métis peoples have struggled to retain and later, to regain their cultural, political and economic rights
- Nouvelle-France, Acadie, Quebec and francophone communities across Canada have played a role in shaping Canadian history and identity
- The history of governance in Canada is characterized by a transition from indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories

Historical Thinking Concepts

- Analyze the multiple **causes and consequences** of historical events and developments
- Consider the **moral dimension** of events in the past and the value judgements that may influence historical accounts

Historical Background

With the creation of Canada as a self-governing Dominion in 1867 many of the challenges faced by the British North American colonies appeared to have been resolved – at least for the time-being. The new Dominion could now turn its attention to those colonies reluctant to join and to expand by consolidating control of Rupertsland. Thus one of the first actions of the Dominion was to take possession of western Canada which not only set the stage

for changes in the lives of the First Nations inhabitants, but also for the growing Métis population centred at Red River and in the Saskatchewan country to the northwest. As described in Learning Experience 1.3, the Métis played an important role in the fur trade era in Western Canada. When the Dominion of Canada bought Rupertsland from Hudson's Bay Company in 1869, however, the Métis in the area were not consulted. Not surprisingly, they wondered what their future would be in this new Canada that had only recently been created. In 1869-70 the Red River Métis, under the leadership of Louis Riel, resisted Canadian annexation, created a Provisional Government, negotiated for their rights, and forced the Dominion government to establish Manitoba as a separate province. Similar events unfolded in the North-West in 1885 when the Métis, again under Riel's leadership and supported by some First Nations, resisted what they saw as the Canadian government's disregard of their rights. Despite early victories in several battles, the resistance was defeated by Canadian troops and Riel was captured, put on trial and executed. These events had major political ramifications in Central Canada, but governments at all levels largely ignored the question of Métis rights. Also through these events, the west was now securely in the hands of the Canadian government, Manitoba had become a province and the lands to the north and west became known as the Northwest Territories.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Red River Resistance and Manitoba's entry into Confederation, 1869-1870

- Canada acquires Rupertsland, 1869; Canadian westward expansion
- Métis grievances & demands, tensions at Red River between Métis & Canadians
- Louis Riel and Provisional Government, Métis Bill of Rights
- McDougall's proclamation
- Execution of Thomas Scott, consequence and government's response
- Manitoba Act, 1870
- Dispersion of the Métis

2. North West Resistance, 1884-1885

- Problems facing Métis and First Nations in the West
- Return of Louis Riel
- Policies of Canadian government
- The North-West Mounted Police and the Canadian Pacific Railway
- Escalation of conflict (Batoche, Fish Creek)
- Government response and impact on Métis & First Nations
- Trial and execution of Riel and political consequences in Canada
- Changing views of Riel over time

(Note: refer to LE 3.2 and LE 3.3 for more detailed study of the Indian Treaties and of subsequent Métis-Canada relations)

Learning Experience 3.2: *How did territorial expansion, immigration, and industrialization change life for men and women in Canada?*

Description of the Learning Experience

Students examine the territorial expansion of Canada following Confederation, construction of the Canadian Pacific Railway, immigration and settlement. Students investigate social issues related to cultural diversity, industrialization, the labour movement, urbanization and the rights of women. Students also examine the changing role of government, emerging federal-provincial relations including western discontent over agricultural and trade issues, and the rise of reform movements.

Assessment Focus

Enduring Understandings

- Immigration has helped shape Canada's history and continues to shape Canadian society and identity
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology and global economic interdependence

Historical Thinking Concepts

- Make informed and defensible judgements about the **historical significance** of people and events in the past
- Observe and explain **continuity and change** over time

Historical Background

The creation of the Dominion of Canada and its subsequent expansion brought together a group of separate British colonies each with its own history and identity. A major challenge facing the successive central governments of the new Dominion was to make Canada more than just a name on the map and to turn it into a united and prosperous country that deserved the support of its citizens. Addressing this challenge required political, economic, social, and cultural development. Politically, Canada took in most of the colonies that had initially stayed out of Confederation, assumed its present national borders (except for Newfoundland), created new provinces out of the Northwest Territories, mapped the West, claimed sovereignty over the Arctic, and strengthened its

democratic institutions and its involvement in world affairs. Economically, Canada promoted the development of agriculture, forestry, mining and industry and created national communications and transportation systems. Socially, Canada encouraged large-scale immigration thus laying the foundation for the creation of a multi-ethnic, multi-cultural Canada. Questions relating to the role of women and their right to vote, the creation of labour unions and the impact of regional discontent further challenged the new Dominion. Culturally, Canadian governments set out to create a shared sense of Canadian identity so that people would see themselves as Canadians as well as British subjects. These policies were largely successful, though they had adverse consequences for First Peoples of Canada and did not always benefit all regions equally. These policies also created a variety of challenges which resulted in governments assuming new responsibilities for social and economic well-being and created demands for political reform. Throughout the period 1867-1931 Canadians were debating what kind of country they wanted Canada to be, although those of First Nations, Métis and Inuit ancestry were largely absent from this debate.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Canadian Expansion from Sea to Sea

- Colonizing the West: Indian Treaties and dispossession of First Nations lands (*Refer to LE 3.3 for more detail on First Nations*); Dominion Lands Act, 1872; creation of North-West Mounted Police, 1874
- Canada's vision for nation-building: Macdonald's National Policy, 1879 – 1896; construction of the Canadian Pacific Railway, settlement, agricultural, resource and industrial development
- Expanding confederation: British Columbia, 1871; Prince Edward Island, 1873; Northwest Territories; 1875; Saskatchewan and Alberta, 1905

2. Immigration and Settlement

- Immigration to western Canada in 1870-1880s; e.g. Ontarians, Quebecers, Mennonites, Doukhobors, Icelanders . . .
- Clifford Sifton and immigration policy: immigrants' countries of origin, excluded groups
- Impact of immigration on Canada: challenges & problems of integration

3. Economic Development and Industrialization

- Exploitation of natural resources e.g. agriculture, mining, logging, fisheries
- Effects of industrialization and urbanization: growth of cities, trade unions
- Winnipeg General Strike, 1919
- Western discontent: tariffs and freight rates; agrarian reform, and emergence of United Farmers movement

4. Social and Political Changes

- The women's movement: women in the work force (including in the First World War), Nellie McClung and suffrage in Manitoba, 1916; Persons Case, 1929; prohibition and temperance
- Reform movements: social gospel, cooperative movement, early socialism
- Manitoba Schools Question
- Federal-provincial powers e.g. Manitoba and railways, 1880s; Oliver Mowat in Ontario
- Expanding role of Government; eg. education, health, policing, public services, labour legislation, social security

NOTE: The social impact of the First World War may be studied in this LE or in LE 3.4

Alternate approaches to organizing content for this Learning Experience

1. The Prime Ministers of Canada, 1867 – 1931

- John A. Macdonald (Conservative) 1867-1873; 1878-1891
- Alexander Mackenzie (Liberal) 1873-1878
- Wilfrid Laurier (Liberal) 1896-1911
- Robert Borden (Conservative) 1911- 1920
- Arthur Meighen (Conservative) 1920-1921; 1926
- William Lyon Mackenzie King (Liberal) 1921-1926; 1926-1930

2. Challenges Facing Canadian Government

- Creating/strengthening national unity/identity
- Economic growth
- Federal-provincial relations
- Relationship with Britain (refer to LE 3.4)
- Relationship with the United States (refer to LE 3.4)
- Social security
- Language and cultural issues
- Relationship with First Peoples (refer to LE 3.3)

NOTE: Students should understand that the policies governments adopted to deal with these challenges were not necessarily effective or defensible and that they often gave rise to controversy and disagreement.

/Cont'd

Learning Experience 3.3: *How did Canada's relationship with First Nations, Métis and Inuit peoples change after Confederation?*

Description of the Learning Experience

Students explore changes in First Nations and Métis life brought about by the decline of the fur trade and buffalo hunt, and the arrival of settlers in the west. They acquire knowledge of the numbered treaties and the different understandings of the treaties held by First Nations and the Canadian government. Students also examine the Indian Act and issues related to the creation of reserves and residential schools, as well as the resultant marginalization and attempts at assimilation of First Nations.

Assessment Focus

Enduring Understandings

- First Nations, Inuit, and Métis peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions
- The relationship between Aboriginal and non-aboriginal peoples may be broadly defined as a transition from pre-contact through the stages of co-existence, colonialism, and cultural and political resurgence
- Since the beginnings of colonization, First Nations, Métis and Inuit peoples have struggled to retain and, later, to regain their cultural, political and economic rights
- The history of governance in Canada is characterized by a transition from indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories

Historical Thinking Concepts

- Take a **historical perspective** in order to interpret the past as it may have been experienced by the people who lived in it
- Consider the **moral dimension** of events in the past and the value judgements that may influence historical accounts

Historical Background

The decline of the fur trade in the nineteenth century and the onset of European settlement fundamentally changed the relationship between the First Nations and Europeans. Due to the pressure of European settlement and the policies of colonial governments, the First Nations in eastern and central Canada found themselves increasingly marginalized and treated, not as equals and allies as had once been the case, but as inferiors and dependents. In western Canada the First Nations lived as independent and self-governing peoples prior to and during the early years of European arrival and settlement. In the West the First Nations were the majority and they took part in the fur trade on their own terms. The traders were well aware that their success depended on the cooperation of the First Nations, whose relationship with Europeans was one of partnership and equality. This

relationship changed, however, in the 1870s when the Dominion of Canada, anxious to open up the West to European settlement, negotiated treaties with the First Nations. Although the treaties recognized certain Aboriginal rights, they extinguished native title to the land and confined the First Nations to reserves. In addition, the government pursued a policy of assimilation, most notably through the passage of the Indian Act and the creation of residential schools, designed to eliminate Aboriginal tradition and culture. Nonetheless, precisely because they were treaties between nations, the treaties implicitly recognized the historical sovereignty of the First Nations. In practice, however, this period saw increasing economic and political marginalization of First Nations. The challenge for First Nations was how to establish a relationship with the new Dominion of Canada that would guarantee justice and equality and allow them to retain the benefits of their traditional culture.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. From Allies to Subordinates

- Colonialism and euro centrism: Gradual Civilization Act 1857
- Transition from Peace and Friendship treaties to elimination of Native title to the land
- The Numbered Treaties: role of the Crown, terms of the Treaties, creation of reserves, relevance of the Treaties today; e.g. fishing and hunting rights (*Refer to LE 5.3*)
- Differing understandings of the Treaties: oral vs. written tradition; treaty as a sacred covenant; treaty as a nation-to-nation agreement

2. The Indian Act, 1876

- Intent of Indian Act: assimilation & control, main provisions
- Impact of Indian Act on First Nations: e.g. identity and registration, gender distinctions, band council, pass system, role of Indian commissioner and agents, economic & political marginalization of reserves

3. Assimilationist Policies

- Residential schools, 1870s to 1960s; aims and consequences, role of churches
- Suppression of First Nations languages and cultural practices; e.g. potlatch, sun dance
- Issues of citizenship e.g. right to vote
- First Nations participation in the First World War and enfranchisement (*Refer to LE 3.4*)

LE 3.4: *How was Canada's identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?*

Description of the Learning Experience

Students explore Canada's subordinate status in international affairs as a member of the British Empire in the years following Confederation. They also investigate Canada's involvement in the First World War, including military contributions and events on the home front. Students develop an understanding of Canada's increasing independence in foreign affairs in the post-war period leading up to the Statute of Westminster which granted Canada full control over its foreign policy.

Assessment Focus

Enduring Understandings

- British cultural traditions and political institutions have played a role in shaping Canadian history and identity
- The history of governance in Canada is characterized by a transition from indigenous self-government through French British colonial rule to a self-governing confederation of provinces and territories
- Canada continues to be influenced by issues of war and peace, international relations and global interactions
- Since the beginning of the twentieth century, Canada has played an increasingly active role in world affairs through trade and development, military engagement and participation in international organizations

Historical Thinking Concepts

- Make informed and defensible judgements about the **historical significance** of people and events in the past
- Take a **historical perspective** in order to interpret the past as it may have been experienced by the people who lived in it

Historical Background

In 1867 Canada was a self-governing dominion so far as domestic affairs were concerned but in international affairs Britain made the decisions for all its colonies. Canada was a member of the British Empire and until the post-First World War period, its external affairs were largely controlled by Great Britain. Canada's head of state was the Governor-General appointed by Britain and serving as representative of the British monarch. Canada was expected to support the mother country and when Britain entered the First World War in 1914, Canada was automatically involved, though free to decide just what part it would play. Canada made important military contributions on the Western Front as well as to the war at sea and in the air. Canada's reputation was enhanced in 1917 with

membership in the Imperial War Cabinet giving it an important voice in war planning. Mobilization in support of the war effort at home resulted in significant economic growth and a new sense of pride and independence amongst Canadians, although there were serious disagreements about conscription. At the end of the Great War Canada became a member of the League of Nations in its own right, thereby winning recognition that it was more than simply a colony of Great Britain. The passage of the Statute of Westminster in 1931 gave Canada the right to make its own foreign policy decisions without seeking British approval. Even before this, however, Canadian governments had begun to have a voice in decisions that affected Canada. This was usually the case in decisions involving the United States that also affected Canada, as in the Treaty of Washington of 1871, the Alaska Border settlement of 1903, or the Boundaries Water Treaty of 1909. The first international treaty that Canada signed on its own behalf, without having to seek British approval, was the Halibut Treaty of 1923, regulating fishing in Canadian-American coastal border waters. The transition from colonial status (1867) to control over foreign policy (1931) and finally to full constitutional independence (1982) is an important theme in Canadian history.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Emerging Canadian Sovereignty, 1867 - 1920

- Canada's colonial status in international affairs
- Canada- United States relations: Treaty of Washington 1871; Alaska Boundary issue, 1903; International Joint Commission, 1909
- Laurier and Canadian autonomy; e.g. Boer War, 1899-1902; Department of External Affairs, 1909; and Naval Service Bill, 1910
- Colonial and Imperial Conferences, 1887-1914; Imperial War Cabinet, 1917

2. Canada and the First World War, 1914 – 1920

- Origins of the war; brief overview of rising European nationalism and militarism
- Canada supports Britain and enters the War, Imperial War Cabinet
- Canada's military contribution: the Western Front and trench warfare; major Canadian battles; e.g. Ypres, 1915; Somme, 1916; Vimy Ridge, 1917; Passchendaele, 1917; 100 Days, 1918
- Conscription crisis, 1917
- The home front: war industries, popular support for war effort, role of women, propaganda, issue of enemy aliens: e.g. Ukrainian internment; (*Note: Refer to social change in 3.2*)
- Armistice, 1918, and the Treaty of Versailles, 1919

3. Canada and the World, 1920 – 1931

- First World War boosts Canadian nationalism
- Canada joins League of Nations, 1920
- Mackenzie King, 1921 – 1930; increasing Canadian independence from Britain; e.g. Chanak Affair, 1922; Halibut Treaty, 1923; Balfour Declaration, 1926; establishment of Canadian diplomatic offices abroad
- Statute of Westminster, 1931, and significance

Cluster 4: Achievements and Challenges (1931 – 1982)

Learning Experience 4.1: *How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?*

Description of the Learning Experience

Students explore how successive Canadian governments assumed increasing responsibility for the well-being of Canadians. Students acquire knowledge of the development and impact of new political parties, the women's movement, the labour movement, First Nations organizations and other groups dedicated to the pursuit of social justice. Students develop an understanding of the changing definitions of the rights and duties of citizenship and the role of government.

Assessment Focus

Enduring Understandings

- Since the beginnings of colonization, First Nations, Métis, and Inuit peoples have struggled to retain and later, to regain their cultural, political, and economic rights
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all

Historical Thinking Concepts

- Make informed and defensible judgements about the **historical significance** of people and events in the past
- Analyze the multiple **causes and consequences** of historical events and developments

Historical Background

Canada experienced profound political, economic and social change between 1931 and 1982. The Statute of Westminster granted Canada the right to exercise its independence in domestic and foreign affairs. The Great Depression of the 1930s led to the creation of political parties with new ideas as to how Canada should be reformed. During and after the Depression and the Second World War, governments took on new responsibilities for the well-being of citizens. The Quiet Revolution in Québec in the 1960s led to demands for a new status for Québec within Confederation and even for independence. The women's movement drew renewed attention to the need to improve the status of women in Canadian society. The labour movement sought better protection for workers' rights. First Nations pressed their case for fair treatment and equity. Sustained economic growth after the Second World War resulted in a higher standard of living for many Canadians while changing immigration patterns made Canada an increasingly diverse society. The economic, social and political challenges of the time led to changing relationships between the federal and provincial governments. In these years Canada became officially bilingual, endorsed multiculturalism, and entrenched human rights in the new 1982 constitution. With the patriation of the constitution, Canada finally realized its complete independence from Great Britain. These events brought about the emergence, though much contested, of a new sense of Canadian identity, one that was no longer rooted in Canada's connection with Britain. By 1982 Canada had become much like the Canada we know today.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. The Great Depression

- Origins and nature of the Great Depression and its impact on peoples' lives
- Government response to the Depression: R. B. Bennett, Unemployment Relief Act, 1932; relief camps and public service, 1932; creation of Bank of Canada, 1934; proposed New Deal, 1935; Canadian Wheat Board, 1935; Prairie Farm Rehabilitation Act (PFRA), 1935; and attempts to suppress Communism
- Mobilization and Protest: protest marches, On To Ottawa trek, 1935; Regina Riot, 1935
- Trade Union movement: Workers Unity League; major strikes; creation of Congress of Industrial Organizations
- New political parties: the Co-operative Commonwealth Federation; Social Credit; Union Nationale; Communist Party; Reconstruction Party

2. Social Reform and Change

- Growth of the welfare state
- Royal Commission on Dominion-Provincial Relations (Rowell-Sirois), 1937-1940; unemployment insurance, 1940; Marsh Report, 1943; Family Allowances, 1945; Old Age Security (OAS), 1951; Registered Retirement

Savings Plan, 1957; Canada Pension Plan, 1965;. Medical Care Act (Medicare), 1966; Canada Assistance Plan, 1966

- Increasing post war prosperity: rural electrification; urban growth (rise of suburbs); television; transportation; rising living standards; baby boom; oil industry in West; changing patterns of agriculture, business and industry
- Protecting human rights: Canadian Bill of Rights (Diefenbaker), 1960; women's movement and feminism, Royal Commission on Status of Women, 1970; federal & provincial human rights commissions

3. The First Nations (see also LE 5.3)

- Political resurgence of First Nations
- Right to vote, 1960; National Indian Council, 1961; National Indian Brotherhood, 1968 (became the Assembly of First Nations, 1982); White Paper, 1969; Native Council of Canada, 1970
- Drive for self-government, 1970's

Learning Experience 4.2: *How did the establishment of national institutions contribute to defining Canadian identity?*

Description of the Learning Experience

Students develop an understanding that Canadian independence was obtained incrementally and how this gave rise to the desire for a fully independent state. Students acquire knowledge of ways in which successive Canadian governments placed a growing emphasis on defining and promoting a distinctively Canadian identity through the establishment of national institutions. They also investigate the debates around identity relating to regional, linguistic, gender, ethnic and cultural factors, and issues related to the idea of a national Canadian identity.

Assessment Focus

Enduring Understandings

- Canadian identity, citizenship and nationhood are subjects of ongoing debate in Canada's pluralistic society
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation

Historical Thinking Concepts

- Select, evaluate and interpret primary and secondary source **evidence** in order to retell and explain the past as objectively and accurately as possible
- Take a **historical perspective** in order to interpret the past as it may have been experienced by the people who lived in it

Historical Background

Canada's participation in the two World Wars and the granting of full independence with the Statute of Westminster greatly enhanced the notion of a distinct national identity. The challenges of the Great Depression and the political, economic and social developments in the post-Second World War period gave rise to a strong sense of nationalism and to the establishment of a number of national institutions and symbols to protect and promote Canadian identity, culture, and social programs. This period brought Canada into a much closer relationship with the United States through geographic, economic, strategic and cultural ties. This relationship led to further debate about the idea of a Canadian identity and whether Canada was different from its southern neighbour. Though the Liberal and Conservative parties dominated politics, various other national and provincial political parties left their mark at different times during this period. These political parties presented Canadians with a range of ideas about the kind of country Canada was becoming and of how it should define itself. The adoption of the new Canadian flag and the hosting of the International Exposition (Expo) celebrating Canada's one hundredth birthday were seen as great achievements and enhanced Canada's identity and pride as a nation. The patriation of the Constitution and the entrenchment of the Canadian Charter of Rights and Freedoms were the final steps in Canada's move towards complete independence from Great Britain, and further solidified its identity as a member of the world community of nations.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Canadian Citizenship and Identity

- Impact of the two World Wars on Canadians' sense of national identity
- Citizenship Act, 1947; Royal Commission on Bilingualism and Biculturalism, 1963; Canadian Flag, 1965; Confederation Centennial (Expo), 1967
- Trudeau as Prime Minister (1968 – 1979, 1980-1984): Official Languages Act, 1969; Multiculturalism Act, 1971; changing immigration policies, formation of VIA Rail

2. Promoting Canadian Culture

- Creation of the Canadian Broadcasting Corporation (CBC), 1936; and National Film Board (NFB), 1939
- The Massey Commission (Royal Commission on National Development in the Arts, Letters and Sciences), 1948-1951, and its impact
- Increasing role of federal & provincial governments in supporting and promoting distinctive Canadian culture and arts through the CBC and NFB, Canada Council, 1957; Canadian Radio Television and Telecommunications Commission, 1968
- Debate about Americanization of Canadian culture (*Also refer to LE 4.3*)

Learning Experience 4.3: *How was Canada’s presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?*

Description of the Learning Experience

Students examine how Canada became involved in the Second World War and investigate Canada’s many contributions to the Allied war effort. They gain an understanding of the impact of the War on life in Canada. Students acquire knowledge of Canada’s role in the post-war world, especially membership in the United Nations and the North Atlantic Treaty Organization, involvement in the Korean War and the Cold War, settlement of the Suez Crisis and support for peacekeeping and international development. Students also examine Canada’s growing international stature and rise as a “middle power” in the world.

Assessment Focus

Enduring Understandings

- Canada continues to be influenced by issues of war and peace, international relations and global interactions
- Geographic, economic, cultural and political links to the United States continue to be important factors in Canada’s development
- Since the beginning of the twentieth century, Canada has played an increasingly active role in world affairs through trade and development, military engagement and participation in international organizations
- Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship

Historical Thinking Concepts

- Observe and explain **continuity and change** over time
- Analyze the multiple **causes and consequences** of historical events and developments

Historical Background

In the years following the First World War and the passage of the Statute of Westminster, Canada played an increasingly independent role in international affairs and was no longer seen as a colony of Britain. Canada made its own decision to enter the Second World War, made important contributions to the war effort both at home and in the European and Pacific theatres, and signed a number of military agreements with the United States. Canada also played important roles in the Korean War as well as in the Cold War, in particular through the establishment of the Distant Early Warning Systems (DEW Line) in

the north and through membership in the North Atlantic Treaty Organization (NATO) and North American Air (Aerospace) Defense Command (NORAD). Canada was supportive of the United Nations, took part in many UN peacekeeping operations, and contributed to many international development projects. In addition, Canada became a member of many international organizations, including NATO, the Commonwealth and la francophonie. From 1939 onwards, Canada forged increasingly closer links with the United States, in areas such as defence, trade, investment, and culture. Canada's relationship with the United States became a subject of continuing debate in Canada. In addition, Canada became more active in world trade. Canada's economy and standard of living was becoming increasingly dependent on its success as a trading nation. As in previous periods of its history, Canadians were also increasingly linked to the rest of the world as immigration increased. In short, between 1931 and 1982 Canada became a well-known and respected member of the international community, and came to be described as a "middle power" with growing influence in world affairs.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. The Second World War

- Brief explanation of causes and background of Second World War (German invasion of Poland, Allied/Axis Powers, rise of Nazism, rise of Fascism in Italy, tension in the Pacific, failure of League of Nations)
- Canada independently declares war on Germany, Sept. 1939
- Battle of Britain, August – September, 1940; Battle of the Atlantic, 1940-1941; Merchant Marine, Royal Canadian Air Force (RCAF)
- Canada declares war on Japan, 1941; Battle of Hong Kong, 1941
- Canada and the War in Europe: Dieppe Raid, Allied invasion of Italy, Normandy invasion and campaign in NW Europe (D-Day, June 6, 1944 Juno Beach)
- Liberation of France and Holland; VE Day (Victory in Europe, May 7, 1945)
- United States drops atomic bombs on Hiroshima and Nagasaki (August, 1945)

2. The Impact of the War on Canada

- The war effort in Canada: rationing, war industry; agriculture; role of schools; support for war
- British Commonwealth Air Training Plan (BCATP), 1939-1944
- Pre-war restrictions on Asian and Jewish immigration; wartime internment of Japanese and of some Germans and Italians and others suspected of disloyalty, the Holocaust
- Conscription crisis, 1942-1944
- Increasing cooperation with USA: Ogdensburg Agreement, 1940; Hyde Park Declaration, 1941; Alaska Highway, 1942-1943

3. Canada in the Post-War World, 1945-1982

- Creation of United Nations, 1945; Universal Declaration of Human Rights, 1948
- Newfoundland joins Canada, 1949
- Cold War: tensions with USSR; fear of communism; Gouzenko Affair, North Atlantic Treaty Organization (NATO), 1949; Korean War, 1950-1953; nuclear arms race, NORAD, 1958; DEW-line; Cuban Missile Crisis, 1962
- Suez Crisis, 1956 (Pearson); Canada and UN peacekeeping
- Canada-US relations: North American Air Defense Command (NORAD)
- Canada-US Auto Pact, 1965; Canadian debates about American influence on Canada
- Emergence of Canada as a middle power (St. Laurent, Pearson, Diefenbaker, Trudeau)

Learning Experience 4.4: *How was Canadian Federalism challenged by federal-provincial tensions and the debate over the status of Quebec?*

Description of Learning Experience

Students examine the division of powers between the national and provincial governments as well as federal-provincial tensions. Students gain an understanding of Canada as a country of regions in which federalism is challenged by regional and cultural identities. Students acquire knowledge of how Canada came to be a multicultural country within a bilingual framework. Students also acquire knowledge of Quebec's place within the Canadian federation and explore attempts at constitutional reform to resolve long-standing issues relating to the French-English duality in Canada.

Assessment Focus

Enduring Understandings

- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society
- As a result of Quebec's unique identity and history, its place in the Canadian confederation continues to be a subject of debate
- French-English relations play an ongoing role in the debate about majority-minority responsibilities and rights of citizens in Canada
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.

Historical Thinking Concepts

- Observe and explain **continuity and change** over time
- Consider the **moral dimension** of events in the past and the value judgements that may influence historical accounts

Historical Background

While Canada's international stature grew, the federation faced considerable challenges on the home front in the form of federal-provincial disagreements over the division of powers and responsibilities. Although the British North America Act of 1867 spelled out the respective powers of the different levels of government, there was some overlap of powers and changing conditions, such as the Depression, brought forth new issues that were not envisioned at the time of Confederation. The result was ongoing federal-provincial debate about the appropriate division of powers in post-war Canadian federalism. In the 1930s, the burden of relief from the effects of the Depression fell largely on the provinces but they did not have the resources to pay for what needed to be done. The result was an agreement that all Canadians were entitled to the same level of services wherever they lived and that richer provinces and the federal government should help poorer provinces pay the cost. During the Second World War the federal government strengthened its powers in order to organize the war effort; however, after the war the provinces began to press for more powers. During the Quiet Revolution in the 1960s, a reform-minded Quebec government wanted to strengthen the powers of the provincial government in order to modernize Quebec. Other provinces similarly worried that the federal government was too powerful. The result was a new debate regarding the best division of powers between the two levels of government, whether Quebec should have powers that other provinces would not possess, and the place of Quebec in the Canadian federation. Running through this debate was a deeper concern for national unity. The election of the Parti-Quebecois, the Referendum on Sovereignty Association and the patriation of the Canadian Constitution served to emphasize French-English duality as a characteristic of Canada during this period.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Emerging Nationalism in Quebec, From French-Canadian to Quebecois

- Quebec's view of federalism: concept of two founding peoples; Quebec concern for protection of distinct culture; 1867 act or pact?
- Maurice Duplessis and Union Nationale: role of the Catholic church, 1936 - 1959
- The Quiet Revolution, 1960s, and the policy of "maîtres chez nous"
- Changing federalism: (Pearson, Diefenbaker, Trudeau)
- The Royal Commission on Bilingualism & Biculturalism, 1963
- FLQ Crisis (Front de Libération du Québec), October 1970
- Unsuccessful attempts at constitutional reform e.g. Victoria Charter, Bourassa, 1971
- Parti Québécois forms government in Quebec, 1976; Bill 101, Rene Levesque and the idea of sovereignty-association
- Referendum on sovereignty-association and results, 1980
- Constitutional reform, 1982

(Note: make brief mention here of reform as a consequence of changing relationship between Quebec and the rest of Canada; refer to LE 5:1 for detailed study of constitutional reform).

2. Challenges to Federalism

- First Nations political activism: Change to Indian Act allowing land claims, 1951; phasing out of residential schools, 1960s; the White Paper, 1969 - 1971; Berger Commission, 1974-1977; James Bay and Northern Quebec Agreement, 1975 (first “modern” treaty with First Nations)
- National Indian Brotherhood, 1968; Assembly of First Nations, 1982; land claims disputes
- Regional disparities and federal-provincial relations: western alienation - National Energy Program, 1980; debates over National Wheat Board, CF-18 (fighter jet) issue, 1986; political representation, federal resource policies, regional identities

Cluster 5: Defining Contemporary Canada (1982-present)

Learning Experience 5.1: *How has Canada been shaped by the Charter of Rights and Freedoms, cultural diversity, and demographic and technological change?*

Description of learning experience:

Students acquire knowledge of the provisions of the Constitution Act, the entrenchment of the Charter of Rights and Freedoms and how they affected human rights in Canada. Students examine growing cultural diversity of Canada and the challenges of pluralism. Students also investigate the effects of changing demographic patterns, urbanization and technological change.

Assessment Focus

Enduring Understandings

- Canadian identity, citizenship and nationhood are subjects of ongoing debate in Canada's pluralistic society
- Immigration has helped shape Canada's history and continues to shape Canadian society and identity
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all
- The meaning of citizenship has evolved over time and the rights, responsibilities, and freedoms of Canadian citizens are subject to continuing debate

Historical Thinking Concepts

- Observe and explain **continuity and change** over time
- Analyze the multiple **causes and consequences** of historical events and developments

Historical Background

The patriation of the Canadian constitution, formalized through the Constitution Act, gave Canada exclusive control over its constitutional affairs. This was the final step to full independence from Great Britain. The Charter of Rights and Freedoms, entrenched in the constitution, accelerated the process by which human rights became politically important and changed the relationship between parliament and the courts. Canadians also had to deal with a variety of social questions, including abortion, gay marriage, gun control, the impact of cultural diversity and others. Patterns of immigration were changing as increasing numbers of immigrants and refugees arrived from Africa, Asia and Latin America. Canada's growing diversity of peoples resulted in debates about the degree to which accommodations should be made for different values and beliefs and what constituted a modern Canadian identity. Continued urbanization and rapid technological advancements further defined contemporary Canada. These years also saw a continuing debate over the nature of federalism around issues such as the National Energy Program, constitutional reform, funding of social programs, and equalization payments. The Free Trade Agreement (and then NAFTA) tied the Canadian economy more closely to that of the United States and Canadian governments paid increasing attention to Canada-United States relations. Economically, in the 1990s governments cut back on social services in a drive to eliminate the deficit, thereby opening up the question of the respective roles of government and the private sector, as in the case of health care. By the 1990s Canadians were becoming increasingly concerned about issues related to sustainable development and the protection of the environment. Climate change became a major preoccupation in the early years of the twenty first century, as did the impact of the global recession that began to make itself felt in 2008.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Patriation and Constitutional Reform

- Patriation of Constitution, terms of Constitution Act 1982 (including provisions for First Nations) federal-provincial conferences, Quebec refusal to ratify new constitution, First Nations protests
- Entrenchment of Charter of Rights & Freedoms; Notwithstanding clause, changing role of Supreme Court of Canada; issue of individual vs. collective rights, First Nations, Métis and Inuit rights
- Notable Charter cases: abortion rights, same sex marriage, language rights, gender equity, minority issues (turbans in RCMP, kirpans in schools), detainment of citizens for security purposes . . .
- Debate over the relationship between parliament and the courts

2. A Modern Pluralistic Society

- Changing demographic profiles – ethnic and cultural diversity of immigrants, refugees, rural-urban migration and urbanization, baby boom, aging population and impact on social programs (*also refer back to LE 4.2 for changes in immigration policy, 1960s*)
- Debate over national identity in a pluralistic society: the nature of Canadian multiculturalism, what do Canadians have in common that makes them Canadian
- Rapidly changing technology: impact on mass communication and citizen involvement, on the economy, work, education and daily life

Learning Experience 5.2: *How has the question of national unity influenced federalism, constitutional debate and political change?*

Description of learning experience:

Students explore how patriation of the Constitution without the consent of Quebec affected national unity. Students examine attempts to get Quebec to sign the patriated constitution, particularly the Meech Lake and Charlottetown Accords and their results. Students also investigate the implications of the debate over Quebec's place in the Canadian federation and how the major political parties responded to this debate.

Assessment Focus

Enduring Understanding

- Nouvelle-France, Acadie, Québec and francophone communities across Canada have played and continue to play a role in shaping Canadian history and identity
- As a result of Québec's unique identity and history, its place in the Canadian confederation continues to be the subject of debate
- French-English relations play an ongoing role in the debate about majority-minority rights and responsibilities of citizens in Canada
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing debate

Historical Thinking Concepts

- Make informed and defensible judgements about the **historical significance** of people and events in the past
- Select, evaluate and interpret primary and secondary source **evidence** in order to retell and explain the past as objectively and accurately as possible

Historical Background

When the constitution was patriated in 1982, the government of Quebec refused to give its assent, thus raising to a new level the perennial question of Quebec's place in confederation. Should Quebec be considered to be just like any other province, or should it be considered as a distinct nation in its own right, whether inside or outside Canada? Or should it be recognized as a distinct society and, if so, what exactly would this mean? Should the Quebec government have special powers to promote and protect Quebec's distinctiveness? After winning the 1984 election, Prime Minister Brian Mulroney promised to bring Quebec "into the constitution." The result was a long round of negotiations, leading first to the Meech Lake Accord of 1987 and then the Charlottetown Accord of 1992. Not only did both of them fail to win sufficient support, but the negotiations widened the debate to include questions about how Canada's First Nations, Métis and Inuit and the western provinces could gain what they saw as their rightful places in confederation. As for Quebec, separatist sentiment grew and in 1995 a referendum on sovereignty came very close (49.4%) to winning majority support. In response, the Canadian parliament declared Quebec to be a distinct society and in 2000 passed the Clarity Act, setting out the conditions for any future referendum on Quebec independence. A Liberal victory in the Quebec provincial election of 2003 meant that Quebec separatism became less of an issue for the rest of Canada, but the question remains: what should be Quebec's place in Confederation? In 2006 the Canadian parliament recognized Quebec as "a nation within a united Canada" but it is not clear what this means in concrete terms. Debates about national unity and constitutional reform, hitherto seen largely as debates between Quebec and the rest of Canada, have become much more complex and any solutions remain elusive.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. The Place of Quebec in Canada

- Brief review of Quebec nationalism up to the 1980 Referendum
- Question of recognition as a distinct society/nation and impact on federal-provincial powers, Quebec's refusal to ratify the 1982 constitution (*refer back to LE 5.1*), Bourassa's demands, 1986
- Meech Lake Accord 1987 – 1990 and results; major players (Mulroney, Bourassa, Elijah Harper, Wells, Filmon); provincial ratification process; formation of Bloc Quebecois (Bouchard) and its role in national politics
- Charlottetown Accord, 1992, and referendum Oct. 26, 1992, and results
- Quebec referendum on sovereignty, 1995, and results
- Calgary Declaration, 1997
- Supreme Court judgement about right to secede, 1998; Clarity Act, 2000
- Parliament recognizes Quebec as a nation within a united Canada, 2006

2. National Unity and Changing Politics

- Founding of Reform Party, Preston Manning, 1987, and rise to Official Opposition in 1997; Canadian Alliance Party, Feb 2000; creation of new Conservative Party of Canada, (Harper, 2003)
- Issues of federal-provincial division of powers. e.g. equalization payments; health care issues (Romanow Report, 2002); control of natural resources
- Question of Senate reform (e.g. elected senate, term appointments, abolition)
- Economic recession and financial crisis 2008-2009
- Growing debate about powers and responsibilities of government
- Shifting political spectrum; Mulroney conservatism, Liberal majority governments under Chretien, emergence of Green Party, minority governments (Harper), role of opposition parties (Bloc Quebecois, NDP), balance of power, prorogation of parliament, Dec 2008; opposition coalition, recent federal elections, political parties' positions on issues of federalism

Learning Experience 5.3: *How are the First Nations, Métis and Inuit peoples seeking a greater degree of cultural, political and economic self-determination?*

Description of Learning Experience

Students examine the guarantees provided to Canada's Aboriginal Peoples by the Charter of Rights and Freedoms (Section 25 and 35) and their role in the Meech Lake and Charlottetown Accords. Students acquire knowledge of the different ways in which Aboriginal organizations and communities are taking action to gain a greater degree of cultural, political and economic self-determination and the responses to these actions by the Canadian and provincial governments.

Assessment Focus

Enduring Understanding

- First Nations, Métis and Inuit peoples play an ongoing role in shaping Canadian history and identity
- First Nations, Métis and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions
- The relationship between Aboriginal and non-Aboriginal peoples may be broadly defined as a transition from pre-contact through the stages of co-existence, colonialism, and cultural and political resurgence
- Since the beginnings of colonization, First Nations, Métis and Inuit peoples have struggled to retain and later, to regain their cultural, political and economic rights

Historical Thinking Concepts

- Observe and explain **continuity and change** over time
- Consider the **moral dimension** of events in the past and the value judgements that may influence historical accounts

Historical Background

By the end of the 19th century, thanks to the collapse of the fur trade, increasing European settlement and the nation-building policies of Canadian governments after 1867, many First Nations, Métis and Inuit found themselves segregated on reserves or subjected to government control in other ways, and generally treated inequitably. Many aspects of their cultures were proscribed and their children were often forced to attend residential schools as successive Canadian governments pursued a policy of assimilation. The treaties were supposed to guarantee the rights of Status Indians, but the Métis and some First Nations were not covered by treaties which were, in any case, often ignored and in some parts of Canada treaties had never been signed. From the beginning, First Nations, Métis and Inuit peoples struggled for recognition of their rights and for economic and political parity with other Canadians. Collective actions through organizations such as the Assembly of First Nations (formerly the National Indian Brotherhood), the Métis National Council and their respective provincial counterparts, and the Inuit Tapiriit Kanatami became commonplace starting in the 1980s and their influence continues to the present. Recognition of Aboriginal rights in the Charter of Rights and Freedoms, creation and report of The Royal Commission on Aboriginal Peoples, the creation of Nunavut, the Kelowna Accord, the Federal Government Residential School Apology, Land Claims agreements and other actions are examples of progress towards acknowledging Aboriginal rights in Canada. Today First Nations, Métis and Inuit are active on many fronts, including working towards settlement of land claims, seeking redress for past wrongs, gaining recognition of treaty rights, attaining self-government, creating nation-to-nation relationships with the rest of Canada, promoting economic development, seeking social justice, experiencing cultural and spiritual resurgence and participating in Canada's parliamentary democracy at both the provincial and federal levels.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

Note: Teachers may decide to begin this LE with an overview of current socio-economic, cultural and political realities of First Nations, Métis and Inuit peoples to provide context for this study, or to end the LE with such an overview.

1. The Constitution Act, 1982, and its Effects

- Brief review of impact of colonialism and post-confederation treaties (*Refer to LE 3.3*)
- Charter recognition of rights of Aboriginal peoples (Section 25)
- Bill C-31, 1985, amends Indian Act to remove gender-based discrimination
- First Nations and the Meech Lake (role of Elijah Harper) and Charlottetown Accords

2. Protest and Political Action

- Oka Crisis, 1990; Aboriginal Justice Inquiry in Manitoba, 1988 -1991; Ipperwash Standoff, 1995; James Bay Cree Referendum, 1995; Court ruling on Native Sentencing, 1999; Creation of Nunavut, 1999; Supreme Court fishing rights decision (Donald Marshall), 1999; Nisga'a Land Claim Agreement, 2000; Burnt Church fisheries dispute, 2000; Caledonia protest, 2006; local protests
- The political role of the Assembly of First Nations and other Aboriginal organizations
- Impact of these events on First Nations rights and on Canadian public

(NOTE: the importance of this section is not to study the details of each event, but for students to understand that Aboriginal peoples are increasingly taking action to gain their rights and that Aboriginal issues are now firmly on the Canadian political agenda.

3. Towards Reconciliation

- Royal Commission on Aboriginal Peoples, 1996
- Moves to reconciliation: Kelowna Accord, 2005; Indian Residential Schools Settlement Agreement, 2006; Declaration on the Rights of Indigenous Peoples, 2007 and ongoing debate on Canada's position; Indian Residential School apology in Parliament, 2008; Indian Residential Schools Truth and Reconciliation Commission, 2009; ongoing debate regarding the Indian Act

4. Current Realities of First Nations, Métis and Inuit in Canada

- Treaty rights, status of Métis, Nunavut, land claims, self-governance, socio-economic conditions, culture, education and health

Learning Experience 5.4: *How have Canada's international relations changed since 1982 and what should its global commitments be for the future?*

Description of the learning experience:

Students acquire knowledge of Canada's involvement in and obligations to a variety of international organizations such as the United Nations, the Commonwealth and the North Atlantic Treaty Organization. Students explore the strong ties between Canada and the United States particularly in the areas of security, trade and defence. Students investigate how Canada is affected by the forces of globalization and debate the role it should play in international development, military engagements, environmental issues and global climate change.

Assessment Focus

Enduring Understanding

- Canada continues to be influenced by issues of war and peace, international and global interactions
- Geographic, economic, cultural and political links to the United States continue to be important factors in Canada's development
- Since the beginning of the twentieth century, Canada has played an increasingly active role in world affairs through trade and development, military involvement and international organizations
- Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship

Historical Thinking Concepts

- Analyze the multiple **causes and consequences** of historical events and developments
- Consider the **moral dimension** of events in the past and the value judgements that may influence historical accounts

Historical Background

Since 1982 Canada has continued its active role in a wide variety of international organizations, including the United Nations, the Commonwealth, la francophonie, the North Atlantic Treaty Organization (NATO), the World Trade Organization (WTO), the Organization for Economic Co-operation and Development (OECD), and many others. In 1990 Canada joined the Organization of American States. Canadians are involved in international development work around the world through both governmental and non-governmental organizations. Canadian Forces took part in the first Gulf War and have been involved in United Nations peacekeeping operations in many parts of the world, while also serving a combat role with NATO forces in the Balkans and Afghanistan. In

addition to its peacekeeping role, Canadian civilians and members of the military and police forces have served as election monitors, police trainers, truce monitors as well as in reconstruction and development work. Canada is also active in world trade as both an importing and an exporting nation. Due to its history and its geographical position, Canada has a close relationship with the United States and in 1987 signed a Free Trade Agreement (FTA) with the United States (widened into NAFTA in 1994). With the threat of terrorism, Canada is increasingly affected by United States decisions about border security and the movement of goods and people. By the 1990s Canada was increasingly affected by the forces of globalization. Continued high levels of immigration result in family connections with the rest of the world and at times, unintended involvement in disputes and disagreements in immigrants' countries of origin. In recent years Canadians have debated what role it should play in tackling environmental issues, promoting sustainable development and coping with the effects of global climate change. Since 1982, as before it, Canada has played an active role in the world as a "middle power" and Canadians continue to debate the nature of Canada's global involvements and commitments and how we should meet them.

SUGGESTED CONTENT ORGANIZATION

The following is one possible approach to organizing content for this learning experience. Teachers are encouraged to adapt the selection and organization of topics as required to meet student learning needs.

1. Canada as a Middle Power in World Affairs

- Brief review of Canada's increasing international role post-Second World War (*Refer to LE 4.3, students have also studied international relations in Grade 9 Social Studies*)
- End of Cold War and new geo-political realities; e.g. collapse of USSR, 1991; expansion of NATO
- Canada's participation in United Nations development, peace keeping and peace making initiatives; e.g. General Dallaire in Rwanda; Canadian missions in Central America, Asia and Middle East; election observers, truce monitors, police trainers; reconstruction; the Ottawa Treaty (Mine Ban Treaty, 1997)
- Canada's military engagements: e.g. First Gulf War, 1990 and navy patrols in Persian Gulf; Somalia Affair, 1992-1993; Bosnia and the Balkans, 1990 - 1995; mission in Afghanistan, 2002 – 2011

2. Relations with the United States

- Shamrock Summit, 1985 (Mulroney, Reagan); Canada – US Free Trade Agreement, 1988 and subsequent trade issues; North American Free Trade Agreement, 1994; Canada joins Organization of American States, 1990
- Post 9/11 security concerns; non-involvement in Iraq; anti-missile defence; border security, Arctic sovereignty
- Obama election and political shift

3. Global Interdependence Now and in the Future

- What role should Canada play in the world? e.g. defence and protection, world peace, economics and trade, technology and environment; foreign aid and relief, human rights and social justice . . .)
- Current issues relating to migration, immigration and refugees
- Environmental issues: sustainable development, climate change, Kyoto Accord, Canada's responsibilities as a developed country