

SENIOR 3: CANADA – A SOCIAL AND POLITICAL HISTORY (1988)

The Senior 3 curriculum is designed to examine the historical development of Canada, with a focus on social and political history.

The Senior 3 curriculum includes six units:

Unit I	The Peopling of Canada (4 weeks) Theme: The Peopling of Canada from its Beginning to the Present
Unit II	New Societies to 1867 (3 weeks) Theme: Life in the French and British Societies to 1867
Unit III	Government, Federalism, and Politics (4 weeks) Theme: Canadian Government and the Roles of Federalism, Political Parties, and the Individual
Unit IV	Social and Economic Changes in Modern Canada Since 1850 (3 weeks) Theme: The Effect of New Technology and the Resulting Industrialization on Economic and Social Change in Canada
Unit V	Western Canada (3 weeks) Theme: Western Canada and its Regional History
Unit VI	Canada's External Relations (2 weeks) Theme: Canada's Changing External Relationships, Past to Present

The major goals of the Senior 3 curriculum are to help students explore and develop a better understanding of the following ideas:

- Aboriginal people face challenges in finding “a place” in Canada today.
- The population of Canada is a very diverse one, built up by successive waves of immigration.
- Cultural stereotyping and social prejudice have existed in Canadian history and have influenced our immigration policies.
- European colonies in North America exhibited significant differences but also had important elements in common.
- Canada has survived, by compromise and cooperation, despite periodic strains on the relationship between the French- and English-speaking peoples.
- Canada has developed from a system of regional communities with differing interests and perspectives.
- Canadian government developed from a British parliamentary model, was adapted by French-English and federal-provincial pressures, and is maintained by an evolving party system.
- Individuals have a role to play in government and have both rights and responsibilities.
- The economic development from a non-industrialized society to a highly industrialized one has changed the nature of Canadian life, both rural and urban.
- The Canadian family has undergone important changes in the past three centuries.
- Material history and popular culture (e.g., sports and fashion history and the appearance of “Main Street”) are illustrations of historical change that are just as valid as the record of staple exports and constitutional change.
- The history of the local area and region follows unique patterns, yet it is related to national and international history.

- Canada's place in the world has changed with its evolution from colony to nation, and Canada undertook many international responsibilities in the last half of the twentieth century.

The suggested time periods are intended to coincide with the rhythms of the 20-week semester system, 19 weeks to cover the curriculum, and one week for review and final examination. The suggested times can be flexible.

Unit I – The Peopling of Canada

Time suggested: 4 weeks

Unit I Topics and Focusing Questions

1. Aboriginal Peoples

- What are the various explanations that Aboriginals believe about the origins of their peoples? What are the most common explanations believed by non-Aboriginals for the origins of Aboriginal peoples? Where were the major Aboriginal groups located at the time of European contact? What were the main similarities and differences among these groups?
- What were the major effects on Aboriginal peoples of the initial interaction between the European and Aboriginal groups? How were Europeans affected?
- How has the long-term interaction between Aboriginal and European groups affected Aboriginal peoples? (Consider: the introduction of technology, disease, as well as treaties, reserves, the Indian Act, residential schools, land claims, recent court rulings.)
- What are some of the contributions of Aboriginal groups to Canadian society? (Consider: specific inventions such as the canoe and snowshoes, as well as more general ideas such as attitudes held and cultural contributions.)
- What are the cultural similarities and differences among the various Aboriginal groups and non-Aboriginal groups?

2. Immigration: 1600 to the Present

The following groups and periods of immigration should be studied:

- The French, 1600 to 1760
- The Loyalists
- British Immigration, 1800 to 1860 (with emphasis on the Great Migration)
- Multicultural Migration, 1867 to 1929 (special emphasis on 1896 to 1914)
- Migration, 1930 to Present (including refugees and restrictions)
- Special Migrations (for example, the gold rushes, Blacks in the Maritimes)

Teachers should apply the following questions (where appropriate) to each of the above, and try to personalize them with examples of individuals or families wherever possible.

- What are the characteristics of various periods of immigration? Where did immigrants originate? When? Why did they come? How did they come? How many? Where did they settle? Who was displaced in the process? How were they accepted? What percentage of the population do they constitute today?

- How did Canada affect the immigrants?
- Has Canada treated all immigrants equally? (Examples: Chinese, Jews of the 1930s, Japanese-Canadians during World War II.)
- What are the present immigration regulations? What were past immigration regulations?
- What are the consequences for Canada of the present immigration policies?

Unit II – New Societies to 1867

Time suggested: 3 weeks

Unit II Topics and Focusing Questions

1. French Society to 1760

- What were the economic activities in New France in this period (e.g., the fur trade, agriculture, and commerce)?
- What was the role of the church (e.g., the Church's influence on social policy, education, health care)?
- What was the role of the military (e.g., the status of officers and soldiers, French/Aboriginal relations)? What was the administrative structure (e.g., governor, intendant, captains of militia)?

2. Lower Canada, Upper Canada, and the Atlantic Colonies, 1760 to 1867

- What was the effect of the conquest upon Lower Canada? (Consider the legal framework of French society.)
- What were the British North American colonies, and where were they located? (Consider: relative populations and economic activities; fish, fur, timber, and wheat.)
- What were the effects of the dominant religions?
- What was the nature of the colonial governments, and what pressures finally led to the union of the British North American colonies (Confederation)?

Unit III – Government, Federalism, and Politics

Time suggested: 4 weeks

Unit III Topics and Focusing Questions

1. Aboriginal and Colonial Governments to 1667

This topic is to be treated briefly and as an introduction to the topics that follow.

- How did the following groups of people govern their societies, and why did they adopt these forms of government?
 - various Aboriginal groups, especially the Six Nations/ Five Nations Confederacy
 - early French-Canadian society
 - early British colonies

2. Federalism

- What features of British parliamentary government and the American federal system were written in to the British North America Act? Which features were not written into the B.N.A. Act?
 - What concerns has federalism created? (Examples: federal-provincial concerns and conferences; French-English interaction; Western alienation.)
 - What constitutional changes took place in 1982? What have been the implications?
 - What part does the media play in our political system?
 - What is the changing nature of federalism?
3. The Development and Role of the Political Party System from 1867 to the Present
- What is a political party? Why have parties formed? When and why did the major Canadian political parties develop? What other third parties are there? How are the terms *left*, *right* and *centre* used in relation to Canadian political parties? What is the Canadian party system? What is patronage and where does it fit into the system?
 - What is a bureaucracy and how does it fit into the system of government? How does bureaucracy affect the political parties? How does it affect the citizen?
 - What political parties currently make up the House of Commons? Manitoba's legislature?
4. Rights and Responsibilities of Citizens
- How much influence do governments have in the everyday lives of most citizens?
 - How do citizens influence the decisions of governments (e.g., voting, joining a political party, writing or calling their elected representatives, forming pressure groups, forming demonstrations, using the media)?
 - What are the basic rights of a Canadian citizen?
 - What is the importance of the Charter of Rights and Freedoms? Under what circumstances have Canadians lost their civil rights, and how could this happen again (e.g., the Padlock Law; restriction of minority groups, treatment of Japanese-Canadians during World War II, the War Measures Act, especially as it was applied in 1970 during the FLQ Crisis)?
 - What are the responsibilities of a citizen (e.g., paying taxes, respecting the law)?
5. Comparison of the Canadian Political System to Other Systems of Government (Optional)
- How is the Canadian political system different from other systems (e.g.,: individual rights, political rights, voting, range of political choice, rule of law, equality before the law)?

Unit IV – Social and Economic Changes in Modern Canada Since 1850

Time suggested: 3 weeks

Unit IV Topics and Focusing Questions

1. The Effect of Industrialization on Rural and Urban Canada

- What were the social and economic characteristics of the way of life of a pre-industrial (1850) rural society? (Consider: roles of family members, their occupations, use of time, educational opportunities, transportation and communication methods.)
 - What effect have the changes in farm and household technology had on the economic way of life in rural Canada? On the social organization (e.g., use of time, standard of living, educational opportunities, transportation and communication links)?
 - When, where, and why was there a migration to the city from rural areas, and why did immigrants from other countries choose to stay in urban centres? What were the implications of this pattern? (Consider: adaptation from rural to urban setting; development and effect of large factories on lives of people; emerging class distinctions; social and economic changes in lives of working- and middle-class family members.)
2. Response to Industrialization: Working-Class Movements, Cooperatives, Professional Associations, and Employers' Associations
- Why did trade unions develop? How have unions affected society in general? What effect did trade unions have on the life of the average worker?
 - What is the cooperative movement? How and why did it develop? What was its effect on Canadian society?
 - What are professional associations? When and why did they develop? What effect have they had on Canadian life?
 - What are employers' associations? When and why did they develop? What has been their effect upon the lives of workers? Upon Canadian society?
 - What is downsizing? What is restructuring? Why are these phenomena happening and what is the effect on families and society?

Unit V – Western Canada

Time suggested: 3 weeks

Unit 5 examines the history of western Canada with an emphasis on Manitoba.

Unit V Topics and Focusing Questions

1. The Power of the Fur-Trade Companies
 - What was the influence of the fur-trade companies, especially the Hudson's Bay Company and the North West Company, on the peoples of the area now known as the prairie provinces and British Columbia? (Consider the effect of the fur trade on both Aboriginal and non-Aboriginal people.)
3. The "Selling" of the West (1840-1896)
 - Why did Canada purchase Rupert's Land? What were the implications for Canada at the time of the purchase? Later?
 - Why did Manitoba become a province in 1870 and not earlier or later? (Consider Canada–U.S.A. interests; Métis concerns and resistance, government reaction.) How did Manitoba's entry into Confederation affect the rest of the West?

- How did Manitoba and the rest of the West change in the first generation after Confederation? (Consider: investment of money and people; French-English relations; creation of the NWMP and the Northwest Rebellion; the CPR and its political effect.)
4. “The Last Best West” (1896 to the Present)
 - How did the prosperity of the period between 1896 and 1929 affect the people in western Canada? (Consider the effect of rapid growth upon prairie cities and rural communities in the West.)
 - How did the depression of the 1930s affect the people of the West? Why did it have such a lasting effect upon their attitudes? What social programs have developed as a result of the Depression? What social programs developed later?
 - What strengths do the western provinces have in Canada today? What weaknesses? (Consider the concept of western alienation.)
 5. Local Area History (Optional)
 - What Aboriginal groups lived in the general area of your community before 1840? To what extent was the fur trade significant in the development of your local area?
 - When and why did non-Aboriginal settlers arrive in your area? (Consider: where and why towns developed; ethnic composition of settlers; the effect of railways.)
 - How did the mass migration of the period between 1896 and 1929 affect your area? How did the Depression of the 1930s affect your area?
 - How has your community changed since World War II?

Unit VI – Canada’s External Relations

Time suggested: 2 weeks

Unit VI Topics and Focusing Questions

1. Empires and Colonies
 - What was the mercantilist idea? How was it related to a colonial empire? How was North America affected? (Consider: What is a colony? What is an empire? Why was there such competition to acquire colonies?)
 - When did Canada cease to have colonial status?
 - What is the Commonwealth? What is Canada’s position in it?
2. Canada and the United States
 - What significant incidents created conflict between Canada and the United States during the nineteenth and twentieth centuries (e.g., the War of 1812; border conflicts; disputes over fisheries, water export)?
 - What economic and political ties developed between Canada and the United States in the nineteenth and twentieth centuries (e.g., trade agreements such as NAFTA; defence agreements; joint projects)?
 - How is Canada currently influenced culturally, economically, and politically by the United States?

3. Canada's Involvement in International Affairs

- What was Canada's role in the two world wars?
- Why and how is Canada involved in international affairs? (Consider the pros and cons of Canada's international involvement, and note Canada's international alliances.)
- How do we see ourselves? How do other people and nations see us?
- What is Canada's role as peacekeepers?