

*Canada: A Country of Change (1867 to Present)*

**Shaping Contemporary Canada (1945 to Present)**

GRADE

**6**

**3**

CLUSTER





# **Cluster 3**

## **Learning Experiences: Overview**

### **6.3.1 Overview of Contemporary Canada**

KL-025 Locate on a map of Canada the provinces, territories, and capital cities.

KH-038 Identify the prime ministers of Canada from 1945 to the present and give examples of their achievements.

### 6.3.2 A Changing and Diverse Population

KI-013 Identify historical reasons for bilingual and multicultural policies in Canada.

KI-013F Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains.

KI-014 Identify changes and developments regarding Aboriginal rights in Canada from 1867 to the present.

*Examples: suffrage, changes to Status and entitlement, self-governance, land claims, new treaties...*

KI-015 Give examples of changes to francophone populations in Canada since Confederation.

*Examples: characteristics, distribution...*

KI-015F Identify events surrounding the creation of the Division scolaire franco-manitobaine (DSFM).

*Examples: Manitoba Schools Question, Bill 113, Article 23 of the Canadian Charter of Rights and Freedoms, the Mahé Ruling, the Manitoba Referral...*

VI-007 Value the cultural and linguistic diversity of the Canadian community.

VI-007A Value their First Nation, Inuit, or Métis language, heritage, and culture.

VI-007F Value the French language and their francophone heritage and culture.

VI-008 Demonstrate respect for people of all cultures.

### 6.3.3 A Modern Industrialized Nation

KE-058 Give examples of ways in which industry and technology have changed life in Canada since 1945.

*Examples: urbanization, transportation, communication, education...*

KE-059 Give examples of inventions and technologies created in Canada.

*Examples: kayaks, snowmobiles, Canadarm, insulin, canola...*

### 6.3.4 Canada on the World Stage

KG-043 Give examples of Canada's involvement in world conflicts since 1945.

*Examples: Korean War, Cold War, Gulf War, Bosnia, Afghanistan, international peacekeeping...*

KG-044 Give examples of global events and forces that have affected Canadians from 1945 to the present.

*Examples: international cooperation, relief efforts, disease, environmental changes, famine, refugee movement...*

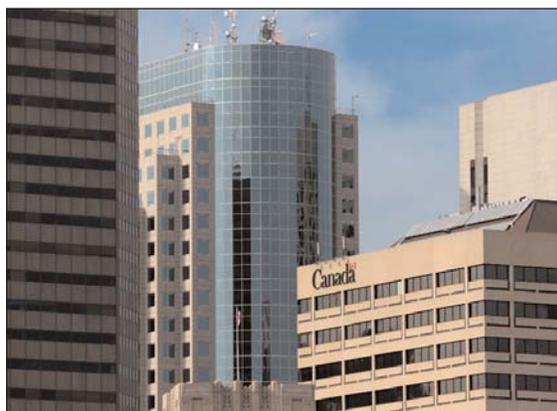
KG-045 Give examples of Canada's participation in the United Nations and other international organizations.

*Examples: the Commonwealth, La Francophonie, Organization of American States...*

## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
-  **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end-of-cluster summative assessment activity.

## Cluster Description



Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. Students also study developments regarding Aboriginal rights and the evolution of Canada as a bilingual and multicultural nation.



**Engaging Students in the Cluster**

- Create a Word Splash display of important people, events, and organizations that affected Canada from 1945 to the present.
- View videos showing Canada’s involvement in international organizations.
- Display a wall map of the world, so that students can refer to it throughout the cluster.
- Create a book display of fiction by Canadian authors.
- Create a display of Canadian art.
- Create a listening centre of Canadian music.
- Hold a “Historical Fashion Show” with students wearing clothing from Canada’s past (e.g., the 1940s, ’50s, or ’60s), or have a “Historical Clothing Week” where students come to school each day dressed in fashions from a different decade.
- Create a display of the evolution of a particular technology from 1945 to the present (e.g., automobile, airplane, telephone, refrigerator, television...).

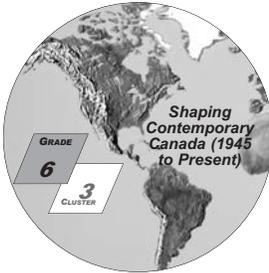
**Learning Experiences Summary**

**6.3.1 Overview of Contemporary Canada**

**6.3.3 A Modern Industrialized Nation**

**6.3.2 A Changing and Diverse Population**

**6.3.4 Canada on the World Stage**



**Learning Experience: 6.3.1 Overview of Contemporary Canada**

KL-025 Locate on a map of Canada the provinces, territories, and capital cities.

KH-038 Identify the prime ministers of Canada from 1945 to the present and give examples of their achievements.

**Description of the Learning Experience**

Canada is a vast and evolving landscape. The prime ministers since 1945 have played an important role in shaping Canada into a modern nation.

Students review the political map of contemporary Canada and research the key achievements of Canadian prime ministers since 1945.

**Vocabulary:** political map, federalism (See Appendix D for Vocabulary Strategies.)

**6.3.1 Overview of Contemporary Canada**

Assessment	Outcomes	Strategies
	KL-025 KH-038	<p><b>Activate</b></p> <p>Based on what they know about Canadian history and geography, students reflect on and discuss what might be some of the greatest challenges to a prime minister. TIP: Review with students the idea of federalism, to which they were introduced in Grade 5. Note that the Canadian population is concentrated in Ontario and Québec, and encourage students to question how this concentration might affect the representation of less populated or more remote regions. Ask them to note the many different economic concerns of the provinces and territories, and to observe the challenges to national unity presented by Canada’s geography.</p>
	KL-025	<p>or</p> <p>Pairs of students are given a list of capital cities to match up with the correct province or territory. Students are given a set amount of time to complete the list, after which they use an atlas to correct and complete their work.</p> <p> 6.3.1 a BLM: Capital Cities</p>

(continued)

**Teacher Reflections**

6.3.1 Overview of Contemporary Canada

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KL-025	<p>Students draw a map of Canada, unassisted and without the support of maps or atlases. Given approximately 10 minutes, they begin by sketching each of the provinces and territories as outlines of rough geometric shapes. They add to their maps the names of all the provinces, territories, and capital cities they know. After the set time has elapsed, students compare their maps to a political map of Canada in an atlas, and assess their spatial representation of the country as well as their geographic knowledge. Students file maps in their learning journals or portfolios to compare to later versions of the same exercise.</p> <p>TIP: Consider using this strategy twice: once at the beginning of this learning experience and again near the end of the school year, once students have spent more time studying and working with the map of Canada. As expected, the second map will be significantly more detailed and students will have a very concrete and visual example of their personal growth. This strategy also offers the opportunity to clarify the distinction between a physical map and a political map, and to review two additions to Confederation: Newfoundland in 1949, and Nunavut in 1999.</p>
or		
	KH-038	<p>Students are asked to name the present prime minister of Canada and to brainstorm what they know about him or her. Ideas are recorded and discussed, and errors are corrected. Students are invited to collect news articles about the current prime minister over the course of this learning experience. These articles can be presented to the class and posted on a “PM” bulletin board.</p> <p>TIP: During the brainstorm session, ask students whether they can name any other prime ministers. Pose questions to the students to elicit what they know (e.g., Do they know of a prime minister who died on September 28, 2000, and whose son spoke eloquently at his funeral? Do they know whether Canada has ever had a female prime minister? Do they know of a prime minister who won the Nobel Peace Prize?). This may also offer the opportunity to clarify or remind students that, in Canada, we do not vote for the prime minister: he or she is the head of the party with the greatest number of elected Members of Parliament in the House. For this reason, some prime ministers served very short terms of office, taking over the leadership of the governing party and the responsibilities of the office until their party was defeated in the next election.</p>
<b>Teacher Reflections</b>		

6.3.1 Overview of Contemporary Canada

Assessment	Outcomes	Strategies
 	KH-038	<p><b>Acquire</b></p> <p>Collaborative groups of students consult print and electronic resources to record key details pertaining to each of the prime ministers from 1945 to the present. Students are given time to share and discuss their results as a class, and to select a prime minister in which they have a particular interest, in order to inquire more thoroughly into the historical role of that individual.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>6.3.1 b</b> BLM: Prime Ministers 1945—Today (3 pages)</p>
	or	
 	KH-038	<p>Collaborative groups of students use print and electronic resources to research and present the life of a Canadian prime minister in the period of 1945 to the present. Upon completion of their research, each group creates a “PM Portrait” (i.e., drawing and quotation) to be displayed on a wall timeline for student reference. Students also decide upon a format and present their findings to the class (e.g., talk show, an interview with the press, the presentation of an award, a multimedia presentation, a skit or re-enactment of a significant event in the political life of the PM, a debate with another political figure, a speech in House of Commons...).</p> <p>TIP: It is ideal to have every prime minister since 1945 represented on the timeline, but with more than 10 to choose from, it may not be possible to have students work in groups and include all the prime ministers. Post a picture with the name and term of office for the “missing” prime ministers so that the wall timeline is fully representative of Canada’s history.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>6.3.1 c</b> BLM: Biography of a Prime Minister (3 pages)</p>
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

6.3.1 Overview of Contemporary Canada

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KL-025	<p>Using an atlas, students compile a list of the names of the provinces and territories, their capital cities, and the capital city of Canada. They record the latitude and longitude of each city. Students then label a political map of Canada with the names of the provinces, territories, capital cities, and Canada’s capital city.</p> <p>TIP: Students will likely need pre-instruction/demonstration for this activity. Refer to an atlas and point out to students the lines of latitude (i.e., parallels) and longitude (i.e., meridians). Perform several examples using Canadian cities until students understand the concept. Students may be asked to first estimate latitude and longitude using a map, and then to verify the exact position of each city using the atlas index. You may also wish to cut the BLM key into cards, and ask students to match up the capital city, province, or territory with the latitude and longitude. If students require more practice with the concept, ask them to place the cities in order from the farthest north to the farthest south, or from east to west.</p> <ul style="list-style-type: none"> <li> BLM: Locating Capital Cities</li> <li> BLM: Locating Capital Cities—Key</li> <li> BLM: Political Map of Canada</li> </ul>
<b>Teacher Reflections</b>		

6.3.1 Overview of Contemporary Canada

Assessment	Outcomes	Strategies
	KH-038	<p><b>Apply</b></p> <p>Students present a speech entitled, “Why I Would Make a Fine Prime Minister,” referring to what they have learned about the accomplishments of Canada’s prime ministers. After the speeches, students may vote to select a prime minister based on the most realistic and persuasive presentation. Students may discuss afterwards the qualities they feel are the most important in a prime minister, using what they have learned through their study of prime ministers.</p>
or		
	KH-038	<p>Students plan and present “An Afternoon Tea with the Prime Ministers,” inviting parents or students from another class to attend. Students take on the role of one prime minister they have studied (e.g., period dress, personality, mannerisms, idiosyncrasies...) or the role of a journalist or biographer who interacts with the prime ministers and invited guests. At the conclusion of the role-play/tea, students and guests may discuss whom they believe to have been the most important prime minister, and why.</p> <p>TIP: Consider extending beyond the time period of this learning experience (1945 to the present) and include all of the prime ministers of Canada since 1867.</p>
or		
	KH-038	<p>Collaborative groups of students create a prime ministers “Who Am I?” game. Students make game cards that include “Who Am I?” hints about a prime minister’s life and accomplishments on one side of the card, and his or her name on the other (e.g., “My most important accomplishment was my work in developing an International Peacekeeping Force under the United Nations.”— Lester B. Pearson). Groups exchange game cards and play the game. After the session, students may be asked to assess the quality of the historical information included in the game cards.</p> <p>TIP: Consider extending beyond the time period of this learning experience (1945 to the present) and include all the prime ministers of Canada since 1867.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.3.1 Overview of Contemporary Canada

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
	KH-025	Collaborative groups of students create a quiz to review the capital cities, their latitude and longitude, the provinces and territories, and Canada’s capital. The quiz may involve identifying a capital city on the map of Canada, using its latitude and longitude, matching capital city names to latitude and longitude, placing capital cities in order from north to south or east to west, assembling a political map puzzle, et cetera. Groups exchange quizzes or games and use them to review their knowledge of the political map of Canada.
— or —		
	KH-025	Collaborative groups of students visit selected websites to engage in interactive map games. TIP: Students may use this activity to consolidate and self-assess their geographic knowledge, taking note of the elements they may need to review.  Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
— or —		
	KL-025 KH-038	Students use their geographic and historical knowledge of the country to write lyrics for a song about Canada, based on the model “Something to Sing About” (see BLM). The lyrics to their song must contain factual elements about the geography and political map of Canada, and historical points about one or two prime ministers they have studied. Students share their lyrics in a class sing-along, celebrating the geography and history of Canada.   BLM: Something to Sing About (2 pages)
<b>Teacher Reflections</b>		



### Learning Experience: 6.3.2 A Changing and Diverse Population

- KI-013 Identify historical reasons for bilingual and multicultural policies in Canada.  
 KI-013F Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains.  
 KI-014 Identify changes and developments regarding Aboriginal rights in Canada from 1867 to the present.  
*Examples: suffrage, changes to Status and entitlement, self-governance, land claims, new treaties...*  
 KI-015 Give examples of changes to francophone populations in Canada since Confederation.  
*Examples: characteristics, distribution...*  
 KI-015F Identify events surrounding the creation of the Division scolaire franco-manitobaine (DSFM).  
*Examples: Manitoba Schools Question, Bill 113, Article 23 of the Canadian Charter of Rights and Freedoms, the Mahé Ruling, the Manitoba Referral...*  
 VI-007 Value the cultural and linguistic diversity of the Canadian community.  
 VI-007A Value their First Nation, Inuit, or Métis language, heritage, and culture.  
 VI-007F Value the French language and their francophone heritage and culture.  
 VI-008 Demonstrate respect for people of all cultures

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

#### Description of the Learning Experience

The history of Canada is shared by many people, including Aboriginal peoples, French- and English-speaking peoples, and a rapidly changing and culturally diverse population.

Students study historical reasons for Canadian bilingualism and multiculturalism, examine trends in population change, and consider changing developments in Aboriginal rights in Canada.

**Vocabulary:** multiculturalism, constitution, self-governance (See Appendix D for Vocabulary Strategies.)

### 6.3.2 A Changing and Diverse Population

Assessment	Outcomes	Strategies
	KI-013	<p><b>Activate</b></p> <p>Collaborative groups of students read and respond to a quotation by Pierre Elliott Trudeau regarding the multicultural nature of Canada. As a group, they paraphrase the quotation and decide whether they agree with Trudeau's main points about Canada and Canadians, based on what they have learned about history and what they know about Canada's population today.</p> <p><b>6.3.2 a</b> BLM: No All-Canadian Boys or Girls (2 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
	KI-014	
	KI-015	
	VI-007	
	VI-007A	
	VI-008	

6.3.2 A Changing and Diverse Population

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 3a</p>	KI-013 KI-014 KI-015 VI-007 VI-007A VI-008	Collaborative groups of students try to predict the 10 largest ethnic groups as reported by Canadians in the latest Canadian census. They verify their results with the list from Statistics Canada, and discuss what this tells them about Canadian society and the changing population. TIP: Ask students to generate ideas as to how this ethnic population distribution would compare to that of early Canada, including pre-contact Canada and Nouvelle-France. They may also generate theories as to whether this same distribution of ethnic groups would be reflected across all the regions of Canada (e.g., Québec, British Columbia, or the Atlantic provinces). Encourage them to generate questions related to this topic for further research.
or		
 <p>Appendix A Skill 6h</p>	KI-013 KI-014 KI-015 VI-007 VI-007A VI-008	Collaborative groups of students conduct a survey in their school about students' ethnic origins. They compile their results and create a graph showing the main ethnic groups in their school. The results are posted and students discuss how these statistics compare with the distribution of ethnic groups in Canada.
or		
 <p>Appendix A Skill 2</p>	KI-013 KI-014 KI-015 VI-007 VI-007A VI-008	In a guided discussion, students explore the idea that learning to live harmoniously with groups of people who are different from your own can be complicated and challenging. Students brainstorm ideas related to the challenges and opportunities of living in a culturally diverse society, and then contribute ideas to develop a list of the citizenship characteristics required in order to live in a multicultural society.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.3.2 A Changing and Diverse Population

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
 	KI-013 KI-014 VI-007 VI-007A VI-008	Collaborative groups of students generate a list of what they know about Aboriginal rights and treaties in Canada. They record their ideas in the form of a Mind Map, which are posted and shared with other groups.  TIP: Encourage students to build on their knowledge of Canadian history and to focus on what they have already learned in Grades 5 and 6 about treaties, land rights, hunting and fishing rights, voting rights, and changing perspectives regarding the participation of Aboriginal peoples in Canada (e.g., the creation of Nunavut, the move away from assimilative policies such as residential schools, et cetera).
or		
	KI-013 KI-015 VI-007 VI-007A VI-008	Students brainstorm a list of all the evidence they can think of in their own experience that Canada is a bilingual country (e.g., immersion schools, bilingual signs and consumer products, speeches by political figures in both official languages, French television and radio stations, French place names...). After they have developed a list of ideas, they discuss the historical reasons for official bilingualism policy in Canada.  TIP: Encourage students to think about what they have learned about pre-Confederation history in Grade 5, as well as the types of issues faced by government in post-Confederation Canada, many of which have to do with English-French relations and the fact that one of the most populated provinces in the country is and has been comprised of a majority francophone population for hundreds of years, while the other provinces and territories have become mostly anglophone.
<b>Teacher Reflections</b>		

6.3.2 A Changing and Diverse Population

Assessment	Outcomes	Strategies
	KI-014 VI-007 VI-007A VI-008	<p><b>Acquire</b></p> <p>Students read an informational text about the importance of the recognition of Aboriginal land claims and treaty rights in the Constitution of 1982. Working with a partner, students summarize in their own words the main points related to Aboriginal rights in the Canadian Constitution. Student pairs share their thoughts with the class in a guided plenary discussion, and discuss what this recognition indicates about a changed approach to relations between the government and Aboriginal peoples.</p> <p> BLM: Constitution Act 1982, Section 35</p>
 	KI-014 VI-007 VI-007A VI-008	<p>Using print and electronic resources, collaborative groups of students conduct research about significant changes and developments regarding Aboriginal rights in the 20th century. For example:</p> <ul style="list-style-type: none"> <li>• the end of the residential school era</li> <li>• changes to the policy of enfranchisement and unrestricted right to vote (1960)</li> <li>• local band control of education (1973)</li> <li>• self-governance and participation in government decisions, with Elijah Harper and constitutional change being an example</li> <li>• land claims</li> <li>• the Oka crisis (1990)</li> <li>• the Donald Marshall case (1990)</li> <li>• modern treaties such as the Nisga’a land claims agreement in B.C. (1998)</li> <li>• the creation of Nunavut (1999)</li> </ul> <p>Each group selects two major events to research and creates an illustrated poster summarizing the event for the class timeline.</p> <p>TIP: Review with students the meaning of assimilation, and invite them to give historical examples of assimilative or paternalistic policies of government with respect to Aboriginal peoples. Guide the students in the selection of important events and sources for the timeline.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>

(continued)

Teacher Reflections

## 6.3.2 A Changing and Diverse Population

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KI-013 KI-015 VI-007 VI-007A	<p>Collaborative groups of students select a province or territory and research population statistics regarding ethnic origins and home language. Consulting the Statistics Canada website, each group prepares a spreadsheet, electronic graph, or chart summarizing the statistics for their selected region. After the results for each region have been shared with the class, students discuss the population trends in various regions, and the differences between the regions.</p> <p>NOTE: Encourage students to compare results of a previous census to the results of the most recent census, and to note population trends (e.g., numbers of francophones outside Québec; most rapidly growing and least rapidly growing ethnic populations in various regions...).</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
or		
 	KI-013 KI-015 VI-007 VI-007A	<p>Using print and electronic resources, students gather data about the present-day distribution of francophone populations in Canada, and historical information about changes in this population over time.</p> <p>NOTE: Encourage students to become aware of the fact that, although the Constitution protects French language rights in education and federal government services, preserving the vitality of a minority language is often a great challenge. With modern mass communication, urbanization, greater mobility of the population, and increased intermarriage between ethnic groups, the language of the majority tends to dominate at work, at home, and in entertainment. This is particularly reflected in francophone population statistics outside Québec, where families do not always preserve the use of the French language as widely as in the past. Students will also observe that, outside Québec, the highest concentrations of francophone populations are in New Brunswick, Ontario, and southern Manitoba, and francophone populations in other provinces are relatively low. Invite students to consider the historical foundations of this demographic pattern.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<b>Teacher Reflections</b>		

6.3.2 A Changing and Diverse Population

Assessment	Outcomes	Strategies
	KI-014 VI-007 VI-007A VI-008	<p><b>Apply</b></p> <p>Collaborative groups of students read passages from Aboriginal leaders regarding Aboriginal rights and the recognition of Aboriginal cultures in Canada. Using their knowledge of history, students discuss how the government has interacted with Aboriginal peoples in the past, and describe important changes and developments in this relationship. Following the discussion, students write an individual journal response reflecting on important changes and developments regarding Aboriginal rights and self-governance in Canada. TIP: Refer to Background Notes on Aboriginal Rights and Self-Governance for further details to support this topic.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> BLM: Aboriginal Rights in Canada (2 pages)</p> <p> Aboriginal Rights and Self-Governance (Teacher Background Notes) (2 pages)</p>
	or	
	KI-013 KI-014 KI-015 VI-007 VI-007A VI-008	<p>Collaborative groups of students create a Multicultural Collage, using the map of Canada as the background. Students select images that represent multiculturalism and respect for cultural and linguistic diversity in Canada and arrange them on the map. Collages are displayed and students circulate to view and discuss them.</p> <p>TIP: Encourage students to plan their collage carefully before beginning to design it. They should first list the concepts to be represented, and brainstorm images that may be used to represent these concepts. As a class, develop a list of criteria for factual and historical information to be reflected in the collage (e.g., the collage should represent changes in Aboriginal rights and self-governance, reflect changes in francophone populations in Canada over time, illustrate the meaning of multiculturalism in Canada...).</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
	<i>(continued)</i>	
<p><b>Teacher Reflections</b></p>		

## 6.3.2 A Changing and Diverse Population

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 Appendix A Skill 6h	KI-013 KI-014 KI-015 VI-007 VI-007A VI-008	<p>Collaborative groups of students prepare a set of five questions designed to gather information about peoples' attitudes toward multiculturalism, bilingualism, and minority rights in Canada. As a class, sample questions may be developed to help students decide on how to word their questions. Each student group surveys approximately 20 individuals, preferably of different backgrounds and ages, and records responses to the questions. Student groups prepare a graph to summarize the results obtained in their survey, and present their conclusions to the class. In a guided plenary session, students discuss whether they have found that citizens in Canada generally support bilingualism, multiculturalism, and Aboriginal self-determination.</p>
— or —		
 Appendix A Skill 11d	KI-013 KI-014 KI-015 VI-007 VI-007A VI-008	<p>Students develop a poster, pamphlet, or video designed as a part of an anti-racism campaign in their school or community, focusing on how cultural and linguistic diversity are valued in Canada.</p> <p>TIP: Since 1966, March 21 has been recognized by the United Nations as the International Day for the Elimination of Racial Discrimination. Canada was one of the first countries to support the UN declaration and, in 1989, the Department of Canadian Heritage launched its annual March 21 Campaign. Students may consult the Heritage Canada website for information on anti-racism, and they may wish to participate in an online dialogue or submit their ideas to be included as a part of the campaign for the next anti-racism day.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.3.2 A Changing and Diverse Population

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
 	KI-014 VI-007 VI-007A VI-008	Students create a concept overview for self-governance. They discuss the meaning of the term and why it is important to Aboriginal peoples of Canada, based on historical events and government policies of the past.   BLM: Self-Governance
or		
 	KI-013 KI-015 VI-007 VI-007A VI-008	Collaborative groups of students discuss what they have learned about bilingualism in Canada and create a Mind Map to represent the historical importance of bilingualism. The Mind Maps are posted and, in a guided plenary session, students discuss whether they think bilingualism in Canada has been successful in increasing communication and understanding between anglophones and francophones in Canada.  NOTE: Help students understand the historical roots of bilingualism by focusing on the history of Québec, and the sentiment of distinctiveness that has characterized Québec politics throughout Canadian history. Point out to students that bilingualism is not a matter of speaking two languages, but also an issue of cultural identity. Bilingualism in Canada was promoted first by Lester Pearson and then by Pierre Elliott Trudeau as a means of being more inclusive of French-speaking Canadians and improving communication between the “two solitudes” of anglophone and francophone Canada. Students should also be made aware that Québec has held two referenda to decide whether Québec citizens were in favour of greater independence for Québec in its relationship to Canada. In the second referendum, held in 1995, the results were extremely close to a majority in favour of greater independence for Québec: 50.56 percent of the voters voted against sovereignty-association, and 49.44 percent voted for sovereignty-association. Bilingualism in Canada, and the protection of official language minority rights in the Constitution, were seen as ways of alleviating longstanding fears that Québec would lose its unique cultural identity and that the voice of francophone Canadians would be lost in an English-speaking-majority society.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >   BLM: Bilingualism in Canada (2 pages)
<b>Teacher Reflections</b>		



**Learning Experience: 6.3.3 A Modern Industrialized Nation**

- KE-058 Give examples of ways in which industry and technology have changed life in Canada since 1945.  
*Examples: urbanization, transportation, communication, education...*

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- KE-059 Give examples of inventions and technologies created in Canada.  
*Examples: kayaks, snowmobiles, Canadarm, insulin, canola...*

**Description of the Learning Experience**

The 20th century has seen Canada take its place among the most technologically developed and highly industrialized nations of the world.

Students will conduct an inquiry into Canadian inventions and technologies of the 20th century, and will consider the effects of technological development, industrialization, and urbanization on life in Canada.

**Vocabulary:** technology, industrialization, urbanization (See Appendix D for Vocabulary Strategies.)

**6.3.3 A Modern Industrialized Nation**

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KE-058 KE-059	Students discuss the meaning of the word “technology,” and brainstorm a list of modern technologies and inventions that are part of daily life. Sorting through the list, students try to identify inventions or technologies for which Canadians are known (e.g., Alexander Graham Bell—telephone). They generate questions for further research into the role of Canadians in the development of modern technologies.
	or	
	KE-058 KE-059	Collaborative groups of students engage in a discussion about the question: Does modern technology make life better? Students use concrete examples to support their points of view. Groups share their conclusions in a full class discussion, during which they also discuss benefits and disadvantages of living in a technologically developed society.
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

**6.3.3 A Modern Industrialized Nation**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
 	KE-058 KE-059	Students interview parents, grandparents, or other elders about the types of technologies that are part of everyday life today that were not available many years ago (e.g., communication, education, transportation, industrialization, mass production). Students discuss the major changes that have taken place in the use of technology in Canada in the last two generations, and reflect on how this has changed daily life for many people.
— or —		
 	KE-058 KE-059	Students create a list of products they use or consume on a daily basis, and then sort these products into two categories: raw materials (e.g., water, food...) and manufactured products. They may further sort their list into products manufactured in Canada and products manufactured outside Canada. Students write a short reflection on what life would be like if, rather than relying on mass production, they had to produce most of their own commodities, as did many of the Aboriginal peoples and pioneer settlers.
<b>Acquire</b>		
	KE-058 KE-059	Students are divided into seven collaborative groups: transportation, communication, medicine and health, recreation and leisure, education, and business and industry. Each group lists key technologies and inventions that are commonly used in their assigned field, and analyzes how these technologies have changed life for Canadians. Each group prepares and presents an illustrated Mind Map on poster paper, summarizing its information and ideas.  TIP: This activity offers an opportunity to discuss with students the fact that many modern technologies are not widely accessible to people in the less-developed nations of the world, even though they may be commonplace and readily available in Canada.
		 BLM: Changing Life in Canada
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.3.3 A Modern Industrialized Nation

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KE-058 KE-059	Students watch a series of <i>Heritage Minutes</i> about Canadian innovators and inventors. Following the viewing, students discuss the importance of innovative thinking and write a short summary of the key points presented in the videos. SUGGESTED VIDEOS: <i>Heritage Minutes</i> are available at the Histori.ca website featuring: Marconi, Avro Arrow, Marshall McLuhan, Sir Sanford Fleming, Joseph-Armand Bombardier, James Naismith.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
— or —		
	KE-058 KE-059	Students select a Canadian inventor or technological innovator to research and present to the class. Using print and electronic resources, students explore the importance and the impact of the work of the selected person, and share their findings with the class.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >   <b>6.3.3 b</b> BLM: Examples of Canadian Inventions and Technologies   <b>6.3.3 c</b> BLM: Researching Canadian Inventors and Innovators
— or —		
	KE-058 KE-059	Using print and electronic resources, students gather information about the urbanization of Canada, and prepare a spreadsheet summarizing data on the growth of Canadian cities. Students share their data and discuss the advantages and disadvantages of city life and country life. They identify factors that attract people to cities in increasing numbers, and consider the effects of urbanization on Canadian society.  TIP: Encourage students to draw upon their knowledge of early Canadian history. Canadian society before the 20th century was largely agrarian, and industrial production was not a large part of the economy.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.3.3 A Modern Industrialized Nation

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KE-058 KE-059	<p>In a guided discussion, students discuss the historical basis for trade and industry in Canada’s past (i.e., during the time of pre-contact Aboriginal societies, Nouvelle-France, early British Canada, fur trade, early part of the 20th century), with a focus on natural resources (e.g., fish, furs, farming...). Students review the effects of the railroad, the world wars, electricity, mass production, and modern communications on work and daily life in Canada. Based on the exchange of ideas in this class discussion, collaborative groups of students complete an “Industrialization” concept overview. Students share their ideas about how Canada was transformed into an industrialized nation.</p> <p style="text-align: center;">  BLM: Industrialization                     </p>
or		
 	KE-058 KE-059	<p>Students conduct research on Tommy Douglas, the father of Canadian Medicare, who was selected in 2005 by CBC television viewers as the Greatest Canadian. Beginning with a full class discussion, students brainstorm examples of non-technological inventions or innovations that may create lasting, positive change in society (e.g., the power of ideas, leadership, art, volunteerism...). Collaborative groups of students then use print and electronic resources to research the accomplishments of Tommy Douglas, in order to prepare a short news report summarizing his role as the father of Medicare, the birth of the modern health care system in 1966–1967, and how it transformed life in Canada.</p> <p>  Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;                     </p>
<p><b>Teacher Reflections</b></p>		

6.3.3 A Modern Industrialized Nation

Assessment	Outcomes	Strategies
 	KE-058 KE-059	<p><b>Apply</b></p> <p>Students create a scrapbook including images, words, and statistics summarizing how Canada changed from a rural, land-based society into a technological, industrialized society in the 20th century. The scrapbook should include examples of historical turning points and milestones, as well as advances in transportation and communication. Students circulate to share and discuss their scrapbooks, analyzing the positive and negative aspects of the changing Canadian society.</p>
	or	
	 	KE-058 KE-059
or		
	KE-058 KE-059	<p>Collaborative groups of students select an innovation or technology that they believe represented a turning point for the modernization and industrialization of Canada. They prepare a short illustrated summary of the event to display on the class timeline of Canadian history.</p>

(continued)

Teacher Reflections

**6.3.3 A Modern Industrialized Nation**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 6h</p>	<p>KE-058 KE-059</p>	<p>Students conduct a survey among class members on the use of communication devices in local households (e.g., How many hours a day does each household spend on the Internet, watching TV, listening to radio, talking on the telephone?). Classroom results are tabulated to create a collective graph. Students interpret the results and discuss what the impact of this use of technology might be on quality of life (e.g., person-to-person interaction, physical activity, recreation, health, listening skills, creativity, access to information...).</p> <p>TIP: Allow students to draw their own conclusions based on the data collected, inviting them to consider both positive and negative effects. Encourage students to recognize that widespread access to many of these communication technologies is relatively recent, and to imagine how people would have spent their leisure time, and carried out their work, in the time prior to the availability of mass communications.</p>
or		
 <p>Appendix A Skill 9f</p>	<p>KE-058 KE-059</p>	<p>Students write a narrative describing a day in the experience of an individual who has travelled in time from an earlier period of Canadian history to today. The story should include details about technologies and ways of life that are completely new to the individual, and should describe his or her personal reaction or point of view about the impact of technology on daily life in Canada.</p> <p>TIP: Encourage students to select and develop the point of view of a person from a particular time and place in Canadian history, perhaps a historical figure they have studied.</p>
<b>Teacher Reflections</b>		



**Learning Experience: 6.3.4 Canada on the World Stage**

- KG-043 Give examples of Canada’s involvement in world conflicts since 1945.  
*Examples: Korean War, Cold War, Gulf War, Bosnia, Afghanistan, international peacekeeping...*

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- KG-044 Give examples of global events and forces that have affected Canadians from 1945 to the present.  
*Examples: international cooperation, relief efforts, disease, environmental changes, famine, refugee movement...*

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- KG-045 Give examples of Canada’s participation in the United Nations and other international organizations.  
*Examples: the Commonwealth, la Francophonie, Organization of American States...*

**Description of the Learning Experience**

Canada, although a middle power in the world, has played an important role in international events, agreements, conflicts, and cooperation in the 20th century.

Students research examples of Canadian involvement in global events since 1945, and examine Canada’s role in international organizations.

**Vocabulary:** Cold War, free trade, international organizations (See Appendix D for Vocabulary Strategies.)

**6.3.4 Canada on the World Stage**

Assessment	Outcomes	Strategies
	<p>KG-043 KG-044 KG-045</p>	<p><b>Activate</b></p> <p>Referring to a wall map of the world, students name countries with which Canada has a connection, and describe that connection (e.g., former colony of Britain, of France, ally of Russia in World War II, trading partner with U.S...). Using sticky notes, the countries are indicated on the map. Observing the map of the world, students note the countries with which Canada has the most links.</p> <p>TIP: Invite students to think about this topic in advance of the activity. Ask them to collect news clippings of global events that involve Canada. Encourage them to take note of items they use or consume in the course of a regular day in order to expand their awareness of Canada’s global trading relations (e.g., Where are the avocados for their guacamole grown? Where are their name-brand running shoes manufactured? Their CDs? Their bicycles?).</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

6.3.4 Canada on the World Stage

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KG-043 KG-044 KG-045	Students brainstorm international events or influences they are aware of that have affected life in Canada (e.g., wars, trade agreements, summit conferences, environmental phenomena, epidemics, discoveries...). Events are recorded on chart paper and the countries involved are identified on a wall map or globe. Students identify recent events in Canada that have affected other countries in the world. In the same way, these national events are recorded and the countries affected are identified on the world map or globe. Students discuss the concept of global interdependence based on the concrete examples they have recorded.
— or —		
	KG-043 KG-044 KG-045	Students read a short text about Marshall McLuhan’s concept of the “global village.” Using Think-Pair-Share, they reflect on the idea and create an illustration of the concept of the global village to share with the class. In a guided plenary session, students discuss the implications of living in a global village (e.g., If we are connected to others across time and space, what are our responsibilities to each other? If a famine, a war, or an environmental disaster happens somewhere else in the world, how does it affect us? Should we be concerned? What should be our response?).
		
— or —		
	KG-043 KG-044 KG-045	Collaborative groups of students discuss what they know about international organizations and their work (e.g., UNICEF, the United Nations, Médecins sans frontières, Free the Children...). Students create a KWL chart about these types of organizations, generating questions to orient further inquiry into Canada’s international involvement and commitments.  TIP: Explain to students that there are various types of international organizations: some exist to promote global peace and cooperation, such as the United Nations; some exist as military or defence alliances or trade agreements; others are ways of getting nations together to cooperate and help one another in social, educational, and cultural exchanges.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.3.4 Canada on the World Stage

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KG-044 KG-045	<p>Students view the Histori.ca <i>Heritage Minute</i> about John Peters Humphrey and his role in writing the Universal Declaration of Human Rights, signed by the United Nations in 1948. Following the viewing, students discuss what they have learned from the video and generate questions about John Humphrey to guide further research.</p> <p>TIP: Students will be studying the Universal Declaration of Human Rights in greater detail in Grade 7. The purpose of this learning experience is to help students become aware that Canada, although not among the world’s superpowers, has played a consistent and important role in the United Nations. Help students understand that the Universal Declaration of Human Rights was established largely in reaction to the events of the Holocaust. Its intent is to require governments to recognize the “inherent dignity” and “equal and inalienable rights of all members of the human family” in order to prevent the recurrence of “barbarous acts which have outraged the conscience of all mankind.”</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
		KG-043 KG-044 KG-045
<p><b>Teacher Reflections</b></p>		

6.3.4 Canada on the World Stage

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 6g</p>	<p>KG-043 KG-044 KG-045</p>	<p>Students visit the CIDA (Canadian International Development Agency) website to view a series of electronic images from the Photo Gallery and Stories from the Field. Students write a reflection in which they respond to the images, describing Canada’s international responsibilities and the types of foreign aid or international development in which Canada is involved around the world. TIP: Review with students what they have learned about Canada being among the most developed and resource-rich nations in the world. Encourage them to note the types of global responsibilities this entails (e.g., accepting refugees; technological and financial aid to poor countries; emergency assistance in situations of war, disease, and famine; environmental management assistance; sharing technological and industrial expertise...). At the CIDA website, first click on a region or country (e.g., Africa and Middle East, Central and Eastern Europe, Asia...), and then select Stories from the Field or Photo Gallery in that region for images and descriptions of current aid projects around the world.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
or		
 <p>Appendix A Skill 11a</p>	<p>KG-043 KG-044 KG-045</p>	<p>Collaborative groups of students select a category of global interaction (e.g., war, trade, environmental, international organizations, United Nations, peacekeeping, peace agreements, aid to other countries...). Within their selected category, each group selects one significant event from a timeline of major international events since 1945 in which Canada was involved that the group will research and report to the class. Using print and electronic resources, student groups gather information on the event, focusing on Canada’s international role. Each group prepares a short written news report to present to the class on its event, following the model “News Report Outline.” Reports are posted on a class timeline and presented orally. TIP: The Internet will be a valuable resource for this activity.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>6.3.4 b</b> BLM: Timeline: Canada on the World Stage since 1945 (2 pages)</p> <p> <b>6.3.4 c</b> BLM: News Report Outline</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 6.3.4 Canada on the World Stage

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 11a</p>	KG-043 KG-044 KG-045	<p>Using print and electronic resources, students gather information about Lester B. Pearson and his role in international relations and peacekeeping. Students write a short illustrated biography of Lester Pearson, focusing on his work in international relations.</p> <p> Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
<b>Apply</b>		
 <p>Appendix A Skill 7b</p>	KG-043 KG-044 KG-045	<p>With the same wall map of the world used in the Activating stage of this learning experience, students use self-stick notes to locate and identify additional connections between Canada and other countries around the world. Students reflect on and discuss what they have learned about global interdependence.</p>
or		
 <p>Appendix A Skill 3b</p>	KG-043 KG-044 KG-045	<p>Pairs of students read excerpts from speeches about the idea of contemporary global forces and crises that demand international response. Student pairs then prepare a short speech about the need for Canada to assume greater global responsibility, and present it to the class in a simulation of a Member of Parliament speaking to the House of Commons.</p> <p>TIP: Help students understand that, although Canada has contributed a great deal to international cooperation, its record is not perfect. Many Canadians who have been involved in international issues (e.g., Stephen Lewis, General Romeo Dallaire, Dr. Lucille Teasdale-Corti, Lloyd Axworthy, Louise Arbour...) have stressed that Canada can and should take a greater and more proactive leadership role in global cooperation.</p> <p> <b>6.3.4</b> d BLM: Call to Action (2 pages)</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

6.3.4 Canada on the World Stage

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
 	KG-043 KG-044 KG-045	Collaborative groups of students select an international organization they are familiar with and to which Canada belongs (e.g., UN, Commonwealth, La Francophonie, OAS, NAFTA, NATO, Circumpolar Conference...). Students prepare and engage in a simulation of a meeting that might take place in their selected organization. Each student assumes the role of a representative of a member country and the group develops a vision statement, or <i>raison d'être</i> , for that organization. Students share their vision statements with the class.
or		
 	KG-043 KG-044 KG-045	Collaborative groups of students create a Mind Map depicting global interdependence and the various forces that link Canada to the rest of the world. Using a Word Splash to stimulate their ideas, and an enlarged map of the world as the backdrop for the Mind Map, students select visual images from newspaper, magazine, and Internet sources to illustrate the concept of Canadian global interdependence.  TIP: Encourage students to recall the concept of the Global Village (see BLM 6.3.4a), and to use the knowledge they have acquired in this learning experience to expand on this concept.
 BLM: Word Splash—Global Interdependence		
or		
	KG-043 KG-044 KG-045	Collaborative groups of students design and present an award or commendation to a Canadian peacekeeping troop that has been involved in a peacekeeping or a rebuilding mission in conflict regions. Awards are presented in a simulated ceremony at the United Nations Peacekeeping Centre.   Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 6.3.4 Canada on the World Stage

Assessment	Outcomes	Strategies
		<b>Apply</b> <i>(continued)</i>
		or
	KG-043 KG-044 KG-045	Collaborative groups of students design a symbol or logo that represents Canada's relations with the rest of the world in the last half of the 20th century. The student designs are created in large poster format and displayed so that the class may pose questions to the design creators and discuss the ideas represented in each design.

## Cluster 3—Connecting and Reflecting

Using their “Shaping Contemporary Canada” portfolio, students reflect on the events that contributed to the shaping of contemporary Canada, and explain how their growing awareness of current events has affected their understanding of Canada and the world.



BLM: Cluster 3—Connecting and Reflecting

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**Teacher Reflections**