



GRADE

11

5  
CLUSTER

## History of Canada

Defining Contemporary Canada (1982–present)



# *Cluster 5 Overview*



## *Defining Contemporary Canada (1982–present)*



### 11.5.1

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

### 11.5.2

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



### 11.5.3

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

### 11.5.4

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



EQ 11.5.1



Essential Question 11.5.1

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

**Historical Thinking Concepts**

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C↔C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



**Description of Learning Experience**

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

**Learning and Assessment Focus**

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

**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.

## EQ 11.5.1



### 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 *Canadian Charter of Rights and Freedoms* was entrenched in the Constitution and accelerated the process by which human rights became politically important. It also changed significantly the relationship between Parliament and the courts. Among other things, the Charter guaranteed gender equality and minority rights, confirmed Canada's bilingual nature, and recognized and affirmed existing Aboriginal and treaty rights.

Canadians also had to deal with a variety of social questions, including abortion, gay marriage, gun control, and the impact of cultural diversity. Immigration patterns 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 about 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-U.S. relations. Economically in the 1990s, governments cut back on social services in a drive to eliminate the deficit. These actions raised questions about 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 concern in the early years of the 21st century, as did the impacts of the global recession of 2008.

### Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

#### 1. Patriation and constitutional reform

- Patriation of the Constitution: terms of the *Constitution Act* of 1982 (including provisions for First Nations); federal-provincial conferences; Québec refusal to ratify new constitution; First Nations protests

## EQ 11.5.1



- Entrenchment of the *Canadian Charter of Rights and Freedoms*: Notwithstanding clause; changing role of Supreme Court of Canada; issue of individual versus 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 (Note: Refer back to EQ 11.4.2 on page III-94 for changes in immigration policy, 1960s.)
- Debate over national identity in a pluralistic society: the nature of Canadian multiculturalism; what Canadians have in common that makes them Canadian
- Rapidly changing technology: impact on mass communication and citizen involvement, on the economy, on work, on education, and on daily life

### NOTE

See “Planning for Teaching and Learning” on page II-46



### Learning Resources

- *Canada in the Making: The Constitution Act, 1982*  
This site provides a comprehensive overview of the passing of Canada’s *Constitution Act* of 1982 and the many issues and controversies surrounding it.  
[www.canadiana.ca/citm/themes/constitution/constitution16\\_e.html](http://www.canadiana.ca/citm/themes/constitution/constitution16_e.html)
- *Government of Canada: Constitutions of Canada, 1867-1982*  
This site provides the complete text of Canada’s *Constitution Act* of 1982.  
<http://laws-lois.justice.gc.ca/eng/const>
- *Canadian Charter of Rights and Freedoms, 1982*  
This site provides the complete text of the *Canadian Charter of Rights and Freedoms*.  
<http://laws-lois.justice.gc.ca/eng/Const/page-15.html?texthighlight=freedoms+freedom+charter+rights+right#inc>

### EQ 11.5.1



- *Library and Archives Canada*  
This site includes Pierre Elliott Trudeau’s complete remarks at the Proclamation Ceremony for Canada’s Constitution on April 17, 1982.  
[www.collectionscanada.gc.ca/2/4/h4-4024-e.html](http://www.collectionscanada.gc.ca/2/4/h4-4024-e.html)

11.5.1

Core Concept:  
Citizenship

Essential Question

- How has Canada been shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change?

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 and Skills

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Historical Content Focus

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## Student Tasks to Demonstrate Learning

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Assessment of learning

Assessment as, for learning

## Learning and Assessment Strategies

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### Activate

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### Acquire

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## Learning Resources (including primary source evidence)

- *Canada in the Making: The Constitution Act, 1982*
- *Government of Canada: Constitutions of Canada, 1867-1982*
- *Canadian Charter of Rights and Freedoms, 1982*
- *Library and Archives Canada*

## EQ 11.5.2



## Essential Question 11.5.2

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

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**Historical Thinking Concepts**

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history




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**Description of Learning Experience:**

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

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**Learning and Assessment Focus**

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

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**Enduring Understandings**

- Nouvelle-France, Acadia, 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 negotiation.

**EQ 11.5.2**

**Historical Background**

When the Constitution was patriated in 1982, the government of Québec refused to give its assent. This raised to a new level the continuing question of Québec's place in Confederation. Should Québec be considered to be just like any other province, or should it be considered a distinct nation in its own right, whether inside or outside of Canada? Or, should Québec be recognized as a distinct society, and, if so, what exactly would this mean? Should the Québec government have special powers to promote and protect Québec's distinctiveness? Following his election in 1984, Prime Minister Brian Mulroney promised to bring Québec "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. Both accords not only failed to win sufficient support, but 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.

Nationalist sentiment continued to grow in Québec, and in 1995 a sovereignty referendum came very close to winning majority support. In response, the Canadian Parliament declared Québec to be a distinct society and, in 2000, passed the *Clarity Act*, setting out the conditions for any future referendum on Québec independence. A 2003 Liberal victory in the Québec provincial election seemed to make the question of Québec separatism less urgent for the rest of Canada, but the question of Québec identity and its place in Confederation remained. In 2006, the Canadian Parliament recognized Québec as "a nation within a united Canada," without clarifying the meaning and implications of this recognition. Debates about national unity and constitutional reform, previously seen largely as debates between Québec and the rest of Canada, continued to become more complex and to elude solution.

**Historical Content**

Select topics from the following list of suggested historical content to guide student inquiry:

**1. The place of Québec in Canada**

- Brief review of Québec nationalism up to the 1980 referendum
- Question of recognition as a distinct society/nation and impact on federal-provincial powers; Québec's refusal to ratify the 1982 Constitution (Note: Refer back to EQ 11.5.1. on page III-116); 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 Québécois (Bouchard) and its role in national politics

## EQ 11.5.2



- Charlottetown Accord (1992); referendum (Oct. 26, 1992) and results
- Québec referendum on sovereignty (1995) and results
- Calgary Declaration (1997)
- Supreme Court judgment about right to secede (1998); *Clarity Act* (2000)
- Parliament recognizes Québec 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 (February 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 Québécois, NDP), balance of power, prorogation of Parliament in December 2008; opposition coalition, recent federal elections, political parties' positions on issues of federalism

### NOTE

See “Planning for Teaching and Learning” on page II-46



### Learning Resources

- *Historica-Dominion: Meech Lake Accord*  
This site features the complete text of the Meech Lake Constitutional Accord of June 3, 1987.  
<http://thecanadianencyclopedia.com/articles/meech-lake-accord-document>
- *Historica-Dominion: Charlottetown Accord, 1990 (text)*  
This site features the complete text of the Charlottetown Accord of August 28, 1992.  
[www.thecanadianencyclopedia.com/articles/charlottetown-accord-document](http://www.thecanadianencyclopedia.com/articles/charlottetown-accord-document)

### EQ 11.5.2



- *CBC Archives: “Non” to Sovereignty in Quebec Referendum*  
This site includes a number of CBC News clips dealing with the issue of Quebec sovereignty.  
[www.cbc.ca/archives/categories/politics/parties-leaders/rene-levesques-separatist-fight-1/levesque-accepts-defeat-in-quebec-referendum.html](http://www.cbc.ca/archives/categories/politics/parties-leaders/rene-levesques-separatist-fight-1/levesque-accepts-defeat-in-quebec-referendum.html)
- *The Clarity Act (Bill C-20)*  
This site features the complete text of the federal *Clarity Act* of 2000.  
<http://laws.justice.gc.ca/eng/acts/C-31.8/FullText.html>

11.5.2

Core Concept:  
Citizenship

Essential Question

- How has the question of national unity influenced federalism, constitutional debate, and political change?

Enduring Understandings

- Nouvelle-France, Acadia, 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 negotiation.

Historical Thinking Concepts and Skills

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Historical Content Focus

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**Student Tasks to Demonstrate Learning**

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**Assessment of learning**

**Assessment as, for learning**

**Learning and Assessment Strategies**

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**Activate**

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**Acquire**

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**Apply**

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**Learning Resources (including primary source evidence)**

- *Historica-Dominion: Meech Lake Accord*
- *Historica-Dominion: Charlottetown Accord, 1990 (text)*
- *CBC Archives: "Non" to Sovereignty in Quebec Referendum*
- *The Clarity Act (Bill C-20)*

EQ 11.5.3



Essential Question 11.5.3

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

**Historical Thinking Concepts**

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



**Description of Learning Experience**

Students examine the guarantees provided to Canada’s Aboriginal Peoples by the *Canadian Charter of Rights and Freedoms* (Sections 25 and 35) and their role in the Meech Lake Accord and Charlottetown Accord. Students acquire knowledge of the different ways in which First Nations, Métis, and Inuit 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.

**Learning and Assessment Focus**

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

**Enduring Understandings**

- 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 First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.

## EQ 11.5.3

**Historical Background**

By the end of the 19th century, many Aboriginal peoples found themselves in a position of inequality as a result of the collapse of the fur trade, increasing European settlement, and the nation-building policies of Canadian governments after 1867. They were segregated to reserves or subjected to government control in other ways. As successive Canadian governments pursued a policy of assimilation, many aspects of Aboriginal peoples' cultures were proscribed and their children were often forced to attend residential schools. The treaties were supposed to guarantee the rights of Status Indians, but the Métis and some Aboriginal peoples were not covered by treaties. Despite guaranteed rights, the treaties were often ignored and, in some parts of Canada, never signed.

First Nations, Métis, and Inuit peoples have long 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 its respective provincial counterparts, and the Inuit Tapiriit Kanatami became commonplace starting in the 1980s and have continued to be so to the present. Examples of progress towards the realization of Aboriginal rights in Canada include the recognition of Aboriginal rights in the *Canadian Charter of Rights and Freedoms*, 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.

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. These developments are evidence of the changing relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples—a relationship that has evolved from colonialism to one of renegotiation and renewal. However, wide gaps remain in health indicators, as well as in education and employment rates between Aboriginal and non-Aboriginal Canadians. The numbers of incarcerated Aboriginal Canadians are vastly out of proportion to their population. These statistical indicators are evidence that First Nations, Métis, and Inuit Canadians have yet to realize their long struggle for equality and self-determination.

## EQ 11.5.3



### Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

(Note: Teachers may decide to begin this learning experience 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 learning experience with such an overview.)

#### 1. The *Constitution Act* (1982) and its effects

- Brief review of impact of colonialism and post-Confederation treaties (Note: Refer to EQ 11.3.3.)
- 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 Aboriginal sentencing (1999); creation of Nunavut (1999); Supreme Court fishing rights (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 the Canadian public

(Note: The importance of this section, rather than to study the details of each event, is for students to understand that First Nations, Métis, and Inuit peoples are increasingly taking action to gain their rights, and that related 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

## EQ 11.5.3

**NOTE**

See “Planning for Teaching and Learning” on page II-46

**Learning Resources**

- *Library of Parliament*  
This site includes the full *Report of the Royal Commission on Aboriginal Peoples of 2000*.  
[www.parl.gc.ca/Content/LOP/ResearchPublications/prb9924-e.htm](http://www.parl.gc.ca/Content/LOP/ResearchPublications/prb9924-e.htm)
- *Truth and Reconciliation Commission of Canada*  
This site provides information on the Truth and Reconciliation Commission of Canada and its efforts to contribute to “truth, healing, and reconciliation among survivors of the residential school system, their families, communities, religious entities, former school employees, government, and the people of Canada.”  
[www.trc.ca/websites/trcinstitution/index.php?p=3](http://www.trc.ca/websites/trcinstitution/index.php?p=3)
- *Prime Minister’s Office: Residential Schools Apology*  
This link to the Prime Minister’s Office website includes information about Prime Minister Stephen Harper’s full apology on behalf of Canadians for the residential schools system on June 11, 2008. It includes audio excerpts of the speech, a video of the speech, photos, and a news release.  
<http://pm.gc.ca/eng/media.asp?id=2149>

11.5.3

Core Concept:  
Citizenship

Essential Question

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

Enduring Understandings

- 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 First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.

Historical Thinking Concepts and Skills

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Historical Content Focus

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## Student Tasks to Demonstrate Learning

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Assessment of learning

Assessment as, for learning

## Learning and Assessment Strategies

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Activate

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## Learning Resources (including primary source evidence)

- *Library of Parliament*
- *Truth and Reconciliation Commission of Canada*
- *Prime Minister's Office: Residential Schools Apology*

EQ 11.5.4



Essential Question 11.5.4

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

**Historical Thinking Concepts**

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



**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 (NATO). Students explore the strong ties between Canada and the United States, particularly in the areas of trade, defence, and security. 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.

**Learning and Assessment Focus**

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

**Enduring Understandings**

- 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 20th 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.

### EQ 11.5.4



#### Historical Background

Since 1982, Canada has played an active role in international organizations, including the United Nations, the Commonwealth, la Francophonie, the North Atlantic Treaty Organization, the World Trade Organization, the Organization for Economic Co-operation and Development, and many others. In 1990, Canada joined the Organization of American States, whose purpose is to promote and protect democracy, human rights, security, and development in the western hemisphere.

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 military and 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 military role, Canadian civilians and members of the military and police forces have served as election monitors, police trainers, and truce monitors, and have assisted in reconstruction and development work. Canada is 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 (and the North American Free Trade Agreement in 1994) with the United States. During this period, Canada was increasingly affected by American decisions regarding border security and the movement of goods and people.

By the 1990s, Canada was increasingly affected by the forces of globalization. As a result of high levels of immigration, a segment of Canada's population had family connections elsewhere in the world, leading at times to Canada's unintended involvement in disputes and disagreements in their countries of origin.

In recent years, Canadians have debated what role it should play in tackling environmental issues in terms of promoting a focus on sustainable development and attempting to cope with the effects of climate change. Since 1982, as in the past, 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.

## EQ 11.5.4

**Historical Content**

Select topics from the following list of suggested historical content to guide student inquiry:

**1. Canada as a middle power in world affairs**

- A brief review of Canada’s increasing international role after the Second World War (Note: Refer to EQ 11.4.3; 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, peacekeeping, 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 the 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 of 1985 (Mulroney, Reagan); Canada–U.S. Free Trade Agreement of 1988 and subsequent trade issues; North American Free Trade Agreement of 1994; Canada joins Organization of American States in 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

EQ 11.5.4



**NOTE**

See “Planning for Teaching and Learning” on page II-46



**Learning Resources**

- *Government of Canada: Foreign Affairs, Trade, and Development Canada*  
This link to the Foreign Affairs, Trade, and Development Canada website includes information on Canadian consulates, international development, and trade agreements.  
[www.international.gc.ca/international/index.aspx?lang=eng](http://www.international.gc.ca/international/index.aspx?lang=eng)

11.5.4

Core Concept:  
Citizenship

Essential Question

- How have Canada's international relations changed since 1982, and what should its global commitments be for the future?

Enduring Understandings

- Canada continues to be influenced by issues of war and peace, and by 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 20th 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 and Skills

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Historical Content Focus

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**Student Tasks to Demonstrate Learning**

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**Assessment of learning**

**Assessment as, for learning**

**Learning and Assessment Strategies**

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**Activate**

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**Acquire**

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**Apply**

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**Learning Resources (including primary source evidence)**

- *Government of Canada: Foreign Affairs, Trade, and Development Canada*

