Grade 11
History of Canada

A Foundation for Implementation

Manitoba

Grade 11 History of Canada

A Foundation for Implementation

2014

Manitoba Education and Advanced Learning

Manitoba Education and Advanced Learning Cataloguing in Publication Data

Grade 11 history of Canada : a foundation for implementation

Includes bibliographical references.

ISBN: 978-0-7711-5790-5

1. Canada—History—Study and teaching (Secondary).
2. Canada—History—Study and teaching (Secondary)—Manitoba.
3. Canada—History—Curricula.
I. Manitoba. Manitoba Education and Advanced Learning.
971.007

Manitoba Education and Advanced Learning
School Programs Division
Winnipeg, Manitoba, Canada

Print copies of this resource can be purchased from the Manitoba Text Book Bureau (stock number 80699). Order online at <www.mtbb.mb.ca>.

This resource is also available on the Manitoba Education and Advanced Learning website at <www.edu.gov.mb.ca/k12/cur/socstud/index.html>.

Websites are subject to change without notice.

Disponible en français.

Available in alternate formats upon request.

Acknowledgements

Manitoba Education and Advanced Learning gratefully acknowledges the contributions of the following individuals in the development of *Grade 11 History of Canada: A Foundation for Implementation*:

Principal Writers	Linda Connor	Social Studies Curriculum Consultant
	Al Friesen	Social Studies Curriculum Consultant
	Renée Gillis	Social Studies Curriculum Consultant, Bureau de l'éducation française
	Claude Michaud	Social Studies Curriculum Consultant, Bureau de l'éducation française
	Linda Mlodzinski	Social Studies Curriculum Consultant and Manager
	Greg Pruden	First Nations, Métis and Inuit Perspectives Consultant
Academic Advisors	Ken Osborne	Professor Emeritus, Faculty of Education, University of Manitoba
	Peter Seixas	Professor, Faculty of Education, University of British Columbia
	Jean-Marie Taillefer	Professor, Université de Saint-Boniface
Development Team Committee	Jean-Paul Bergeron	Winnipeg
	Craig Blagden	Prairie Rose
	Rossel Comeau	Pembina Trails
	Linda Connor	Gray Academy (Independent Schools)
	Brian Hull	St. James-Assiniboia
	Tom Schmidt	Seven Oaks
	Kathryn Slovinsky	Pembina Trails

Manitoba Education and Advanced Learning
School Programs Division Staff

Elana Spence	Sunrise
Connie Wyatt-Anderson	Opaskwayak Education Authority
Louise Boissonneault Coordinator	Document Production Services Unit Educational Resources Branch
Linda Connor Project Leader	Development Unit Instruction, Curriculum and Assessment Branch
Linda Mlodzinski Project Manager (until June 2014)	Development Unit Instruction, Curriculum and Assessment Branch
Grant Moore Publications Editor	Document Production Services Unit Educational Resources Branch
Tim Pohl Desktop Publisher	Document Production Services Unit Educational Resources Branch

Photo Credits

Treaty Coin (p. II-28; EQ 11.2.2): Reprinted from www.stacksarchive.com with permission from Stack's Rare Coins

The Old Flag—The Old Policy—The Old Leader (p. II-29; EQ 11.2.3): Library and Archives Canada

Instrument Man at Work (pp. I-4, I-23, II-7, II-26...): Reprinted with permission from the South Peace Regional Archives. Reference number 0056.01.003f-1

Elijah Harper (pp. I-10; EQ 11.5.2): Wayne Glowacki, *Winnipeg Free Press*

Captain Canuck (p. I-25): Copyright & Trademark Richard Comely. All Rights Reserved. Used with permission.

Poor, Rural, and Female (p. IV–6): Reproduced from the Collections Canada archive under the terms of the non-commercial licensing agreement cited at the following source page: www.collectionscanada.gc.ca/pam_archives/index.php?fuseaction=genitem.displayItem&lang=eng&rec_nbr=000003367957

Chinese Head Tax Certificate (p. IV–12): Reproduced from the Collections Canada archive under the terms of the non-commercial licensing agreement cited at the following source page: http://data2.collectionscanada.gc.ca/e/e338/e008441646-v6.jpg

Thomas Moore, Before and After (p. IV–27): Reproduced from the Collections Canada archive under the terms of the non-commercial licensing agreement cited at the following source pages:
www.collectionscanada.gc.ca/databases/indianaffairs/001074-119.01-e.php?page_id_nbr=10419&PHPSESSID=j63vb5b4pmbkm6tv9rj25pl956
www.collectionscanada.gc.ca/databases/indianaffairs/001074-119.01-e.php?page_id_nbr=10420&PHPSESSID=j63vb5b4pmbkm6tv9rj25pl956

Train Derailment (p. IV–36): Reproduced from collectionscanada.gc.ca under the terms for non-commercial reproduction as cited at the following website: www.bac-lac.gc.ca/eng/Pages/terms-and-conditions.aspx#o

The Latest Fashions (p. IV–46): Reproduced from Library and Archives Canada (C-115931) under the terms for non-commercial reproduction as cited at the following website: www.bac-lac.gc.ca/eng/Pages/terms-and-conditions.aspx#o

Japanese Canadians Being Relocated (p. IV–56): Reproduced from the Collections Canada archive under the terms of the non-commercial licensing agreement cited at the following source page: http://collectionscanada.gc.ca/pam_archives/index.php?fuseaction=genitem.displayItem&lang=eng&rec_nbr=3193868

Contents

Acknowledgements iii

Contents v

Section I: Introduction I-1

Course Description I-3
Historical Thinking Concepts I-3
Document Structure I-4
Student Textbook and Teacher Resources I-4
Social Studies in Manitoba I-5
Core Concept: Citizenship I-8
Rationale for Citizenship Education I-8
First Nations, Métis, and Inuit Perspectives I-10
Equity and Diversity in a Pluralistic Society I-11
Social Justice in Social Studies I-12
Dealing with Controversial Issues I-21
Social Studies Components and Structure I-22
Role of the Social Studies Teacher I-24

Section II: Course Overview II-1

Grade 11 History of Canada (30F) II-7
Course Rationale II-8
Teaching History in Manitoba II-10
Approaches to Teaching History II-14
A Framework for Assessing Historical Thinking II-28
Assessment and the Stages of Learning II-35
Planning for Teaching and Learning II-46
Teacher's Checklist II-47

Section III: Course Content III-1

Cluster 1 III-1

Essential Question 11.1.0 III-4
Essential Question 11.1.1 III-10
Essential Question 11.1.2 III-16
Essential Question 11.1.3 III-24

Cluster 2 III-34

Essential Question 11.2.1 III-34
Essential Question 11.2.2 III-42
Essential Question 11.2.3 III-48

Cluster 3 III-58

Essential Question 11.3.1 III-58
Essential Question 11.3.2 III-64
Essential Question 11.3.3 III-72
Essential Question 11.3.4 III-78

Cluster 4 III-88

Essential Question 11.4.1 III-88
Essential Question 11.4.2 III-94
Essential Question 11.4.3 III-100
Essential Question 11.4.4 III-106

Cluster 5 III-116

Essential Question 11.5.1 III-116
Essential Question 11.5.2 III-122
Essential Question 11.5.3 III-128
Essential Question 11.5.4 III-134

Section IV: Historical Thinking Concepts IV-1

Guide to Writing a Historical Essay IV-3
Establish Historical Significance IV-5
Use Primary Sources as Evidence IV-11

Identify Continuity and Change IV-27
Analyze Cause and Consequence IV-35
Take Historical Perspectives IV-45
Understand the Ethical Dimensions of History IV-55

Resources **Res-1**
Bibliography Res-3
Annotated Webography Res-5

History of Canada

Section I: Introduction

GRADE 11

Grade 11 History of Canada poster is available from the Manitoba Text Book Bureau (Stock # 80671)

Course Description

History of Canada (30F) is a mandatory course for Grade 11. The curriculum supports citizenship as a core concept and engages students in historical inquiry.

Guided by **essential questions**, students focus on the history of Canada from pre-contact times to the present.

Through this process, students think historically and acquire **enduring understandings** related to the following five themes in Canadian history:

First Nations, Métis, and Inuit Peoples

Governance and Economics

French-English Duality

Canada and the World

Identity, Diversity, and Citizenship

Historical Thinking Concepts

The following historical thinking concepts, based on the work of Dr. Peter Seixas of the University of British Columbia, are embedded throughout the curriculum and provide a foundation for historical inquiry:

- Establish Historical Significance
- Use Primary Source Evidence
- Identify Continuity and Change
- Analyze Cause and Consequence
- Take Historical Perspectives
- Understand Ethical Dimensions of History

Document Structure

Section I	**Introduction:** provides an introduction to the basic principles of the Manitoba social studies curriculum at all levels.
Section II	**Course Overview:** presents an overview and chart for the *History of Canada* course. It also defines the current pedagogical foundations for teaching history, as well as current learning, teaching, and assessment strategies.
Section III	Course Content: organized into five main clusters based on significant time periods in Canada's history: Canada prior to the Royal Proclamation (1763); 1763 to Confederation (1867); 1867 to the *Statute of Westminster* (1931), 1931 to the *Canada Act* (1982); and 1982 to the present day. Each learning experience outlines the historical background and content for the essential question (EQ), as well as a template for teaching and learning strategies.
Section IV	**Historical Thinking Concepts:** provides practical models of teaching strategies and evaluation based on the six concepts of historical thinking, and provides historical sources and templates to support learning.

Student Textbook and Teacher Resources

Shaping Canada is the student text (and corresponding teacher's resource) created specifically for this curriculum.

Manitoba Education and Advanced Learning has also created a poster that graphically displays the curriculum components of the Grade 11 History of Canada course, including the enduring understandings, essential questions, and historical thinking concepts.

The textbook is available for purchase from the Manitoba Text Book Bureau (MTBB) at <www.mtbb.mb.ca> (MTBB stock numbers: student text #10391; teacher's resource #13032). Copies of the poster are available for purchase from the MTBB (stock #80671) or may be downloaded from the Manitoba Education and Advanced Learning social studies web page at <www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/index.html>. Print copies of this document are also available for purchase (stock #80699)

Social Studies in Manitoba

Definition

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies includes the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities—locally, nationally, and globally.

Vision

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices in our pluralistic democratic society.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 12, and are divided into five categories:

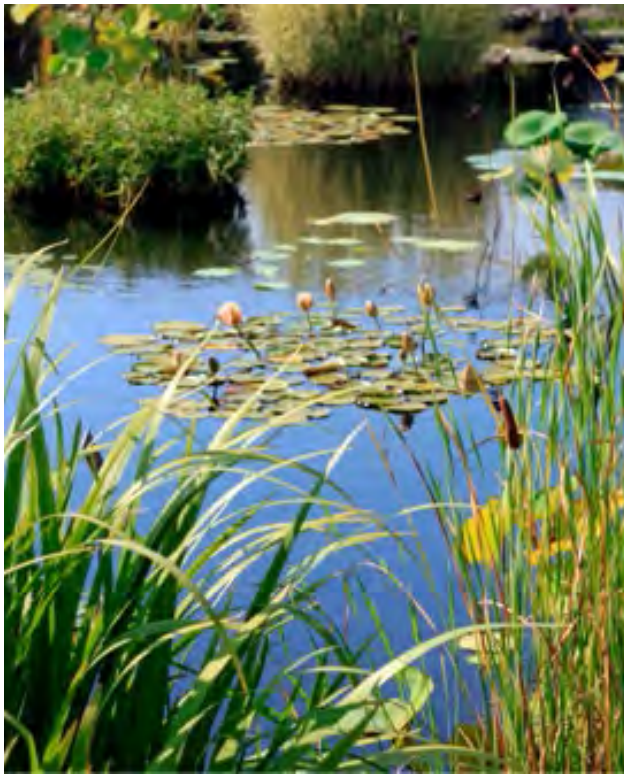
- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies

With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, both in the past and the present

With respect to the **world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as a whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy from both the past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent, and differences, and a willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience

With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible, democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship is the core concept that provides the learning focus for social studies from Kindergarten to Grade 12. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live, and it must anticipate the challenges they will face in the future.

Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate. Understanding the nature and obligations of citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities—locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities. Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include the following:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty

- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Québec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities and the responsibilities they impose on citizens is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

First Nations, Métis, and Inuit Perspectives

Deeply embedded throughout Grade 11 History of Canada is the ongoing role of First Nations, Métis, and Inuit in shaping Canada. Many Canadian writers argue that Canada as a nation is unique in that it was built upon a foundation of three "pillars": Aboriginal, Francophone, and English. The historian Jacques Lacoursière (2004) also states that "the ideal would be to have a history in three versions: Aboriginal, English, and French."

John Ralston Saul notes, however, that a good part of Canada's history was marred by the refusal to accept the ongoing role of Indigenous peoples in shaping Canadian society (2002). In a *Globe and Mail* opinion piece on March 13 of the same year, he stated: "We do pay lip service to the Aboriginal role in our society. We may even be well-intentioned on the subject.... Yet when you examine the daily ways in which we describe ourselves, you find that we almost automatically brush the Aboriginal pillar aside." Saul states that only recently has acknowledgement been given for the contributions of First Nations to the foundation of Canada, even though First Nations were integral to Canada's development. "Each way you turn, the roots of the Canadian idea are tied up in Aboriginal concepts and methods. That is the past, but it is also the present and the future."

An awareness of the "triangular" foundation on which Canada's complexity is based is an integral part of the vision for social studies in Manitoba. For this reason, First Nations, Métis, and Inuit perspectives are integrated throughout the teaching and learning strategies in social studies. Rather than simply being restricted to a study of the contributions of First Nations, Métis, and Inuit people to Canadian society, this means a pedagogical approach that consolidates Aboriginal perspectives throughout the entire study of Canadian society—past, present, and future. This approach not only helps to correct historical and social prejudices of the past by presenting Indigenous points of view to all students, but also supports the development of a positive sense of personal identity among First Nations, Métis, and Inuit students in Manitoba.

Just as within any other ethnocultural group, First Nations, Métis, and Inuit peoples share certain elements of belief, values, lifestyle, language, and story, both within Canada and among Indigenous peoples elsewhere in the world. It is important to communicate to students that First Nations, Métis, and Inuit perspectives, despite their long history, are not static but have evolved over time and through cultural interaction.

The document *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators* (2003) presents many aspects of the world view of the First Nations of Canada and is available online at <www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab_persp.pdf>.

"What we are today has been inspired as much by four centuries of life with the Indigenous civilizations as by four centuries of immigration. Perhaps more. Today we are the outcome of that experience."

—John Ralston Saul
(*A Fair Country: Telling Truths About Canada.* 2009, p. 3)

Equity and Diversity in a Pluralistic Society

The school plays a vital role in preparing students to live together. As citizens living in a pluralistic society, we need to learn to interact with one another and develop perspectives on a variety of cultural, social, and political issues. Schools help students build their identity and develop a fair and positive understanding of their cultural heritage and history. They should also help them to understand and respect the culture, history, and values of other ethnic groups and cultural communities. Schools must provide students with an education that allows full participation in the global society and which promotes cultural knowledge and encourages intercultural understanding.

Manitoba is composed of many multicultural communities with a wide range of languages, ethnicities, and cultures. It is therefore important to promote and support educational initiatives that address this diversity and ensure equity in classrooms, schools, and the community. It is also important to adapt our strategies and resources to meet the needs of the heterogeneous population of our schools. Such an approach can lead to an awareness of human diversity. Recognition and acceptance of diversity is essential to help citizens take a stand against any form of discrimination and also will sensitize learners to the universality of human rights and the interdependence of human beings.

The integration of diverse perspectives in the humanities is more than a study of the contributions of various cultural and social communities. It goes beyond the inclusion of themes or content regarding multiculturalism and the celebration of diversity. It is especially an approach that results in the transformation of values, intercultural dialogue, and social action. Using the model of James Banks, inclusive education and multicultural understandings are based on the fundamental understanding of human diversity, a commitment to justice and fairness, intercultural understanding, and taking a stand against any form of discrimination. An important dimension of this approach is the construction of identity and the affirmation and the development of the identity of each student. In this context, the concepts of equity and diversity are the heart of the learning and teaching of social studies in Manitoba.

Levels of Integration of Multicultural Content

Level 4: The Social Action Approach
Students make decisions on important social issues and take actions to help solve them.

Level 3: The Transformation Approach
The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse cultural groups.

Level 2: The Additive Approach
Content, concepts, themes, and perspectives are added to the curriculum without changing its structure.

Level 1: The Contributions Approach
This approach focuses on heroes, holidays, and discrete cultural elements.

* From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Social Justice in Social Studies

The Changing Tapestry that is Canada

The history of Canada may be seen as the story of an ever-changing and constantly evolving tapestry of peoples, languages, cultures, religions, technology, and ideas. Manitoba and Canada's peoples began as a unique tapestry of Indigenous peoples. This original tapestry was further developed and added to by immigrants. These immigrants migrated to this land over the last several centuries from around the world, and many of them were seeking freedom from the ravages of natural disasters, oppression, and war.

Diversity of culture, language, beliefs, spirituality, sexuality, physical characteristics and ability, and social and political organization have been constant characteristics of Manitoba's peoples. First with the First Nations and Inuit peoples, who originally inhabited this land, it was later enriched with Métis and other peoples as a result of subsequent immigration and migration from other parts of Canada and the world. This has created a rich and ever-changing social and cultural environment that has evolved and continues to evolve with changing immigration patterns and developments in our society and communication systems.

The diversity of our peoples and social and cultural composition accelerated in the last several decades. Manitoba's composition has changed significantly as a result of the growth of Aboriginal communities and its more recent success in attracting increasing numbers of new Canadians from around the world. These changes have resulted in a more complex and rich human tapestry of religions, languages, experiences, and cultures.

Based on projections, Manitoba's peoples in the next two decades will be increasingly diverse. It is important that educators consider the following:

- The Aboriginal populations in Manitoba and Canada are growing almost twice as fast as the Canadian population and this trend is expected to continue over the next two decades. By 2026, Manitoba's Aboriginal population is expected to grow by 53%. In addition, the Aboriginal population in Canada is very youthful compared to the general Canadian population. In 2001, Aboriginal children and youth (less than 25 years of age) comprised about 51% of the Aboriginal population, while the median age for the Aboriginal population was estimated to be 25 years compared to 37 for Canadians.
- Since 2003, immigration to Manitoba has more than doubled. In 2009, the total immigration to Manitoba reached 13,520, which represents the highest level of immigration in the last 60 years. The source areas for new immigrants have overwhelmingly been Asia and the Pacific, Africa and the Middle East, and South and Central America, although Germany has also been a top source country for Manitoba. The result of past and future immigration trends is that Canada will be increasingly characterized by a diversity of cultures, languages, and religions.

- The composition of Manitoba's families has also changed dramatically. While historically the majority of families were composed of a household with two parents, this is no longer true. Today's families include blended families, families with same-sex parents, single-parent families, multi-generational and extended families, and, increasingly, families that are made up of couples alone.
- The combined and cumulative effects of rapidly growing and much more youthful Aboriginal, immigrant, and visible minority populations have had, and will increasingly have, a significant impact on the K–12 educational system in Manitoba.

The Continuing Challenge: Working Towards Diverse, Equitable, Inclusive, and Sustainable Communities

We have also witnessed significant changes concerning human rights and equality at the provincial, national, and international levels. The last decades have been some of the most difficult because of the extent of war and conflict throughout the world, and the continued challenge of protecting the rights of civilians, children, and women. Severe natural disasters have also had a significant impact on many different regions. Many of Manitoba's new citizens from Africa and from throughout the world have been personally and collectively affected by war and conflict or by devastating natural disasters. These developments have contributed to our growing understanding of our interdependency and how human rights issues transcend all borders and peoples.

Collectively, we have witnessed an escalation of the challenges we face caused by changes in our planet's health and its climatic and ecological systems. We have always lived in a world that is interdependent and directly linked in many ways. This fact is increasingly apparent to all of us as we face the many social, economic, and environmental issues that challenge Canada's and the planet's well-being and survival.

Decisions taken in one jurisdiction can have a significant impact on the well-being of the people in another jurisdiction. At same time, some groups may have unique needs and contexts that need to be recognized, respected, and supported.

These developments have raised our awareness of our interdependence and the importance of active and meaningful participation as citizens at the local, national, and global levels. Social studies curricula can and must play an important role in preparing students to meet the current and future challenges of our nation and work to create local and international communities that are characterized by diversity, equity, inclusion, and sustainability.

Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens—locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the diverse, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools—and social studies classrooms in particular—must be guided by democratic social goals and values that celebrate our human diversity and

demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curricula and instruction must be both visionary and practical: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice.

Curriculum and practice must reflect certain essential characteristics, which are described below.

Values diversity, equity-focused, and anti-bias in nature

The Fall 2003 edition of *Rethinking Schools* included an article titled "Rethinking Our Classrooms" that stressed the importance that curricula be inclusive of every student in the classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply "celebrate" diversity. We need to take on the hard stuff of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a culturally diverse and multiracial society, and together we need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

Inclusive classrooms focused on social justice value diversity and are

- **equity-focused, anti-bias**
- **grounded in the lives of students**
- **culturally sensitive**
- **critical**
- **participatory and experimental**
- **hopeful, joyful, caring, visionary**
- **academically rigorous**
- **supportive of students as social activists and engaged citizens**

Grounded in the lives of students

Good teaching begins with respect and concern for students, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." Each new class presents opportunities for teachers to learn from students and requires teachers to be good researchers and listeners. Teachers will often work with students of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. Students need to develop skills and insights that allow them to pose essential questions.

- Who holds power and makes decisions in society?
- Who is left out?
- Who benefits and who suffers?
- What is fair practice?
- What is discriminatory or unfair practice?
- How is change created?

Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. It is essential that students have the opportunity to engage in exploratory and experiential learning approaches in which they are involved in planning and decision making, in order to allow them to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, town hall meetings, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

Hopeful, joyful, caring, and visionary

Classrooms in which students feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

Academically rigorous

An inclusive classroom focused on social justice provides students with the skills they need to navigate the world and to take action to change the world. When students create products for real audiences about significant issues and discuss big ideas with compassion and intensity, academics come to life.

Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world and to be willing to take a stand and act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted, at times with great sacrifice, to make a difference. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

Towards a Pedagogy for Diversity, Equity, Inclusion, and Sustainability

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to diversity, equity, inclusion, and sustainability. This approach requires a clear and well developed understanding of anti-bias and equity-focused teaching approaches. It should not be assumed that simply providing students with learning resources that reflect human diversity or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect as well as an anti-bias impact on the classroom, materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented—personally and collectively.

The two quotations from Nelson Mandela that follow illustrate the importance of anti-bias and equity-focused pedagogy in the classroom and throughout the school.

> ***"Education is the most powerful weapon which you can use to change the world."***
>
> ***"For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."***
>
> ***—Nelson Mandela***

The Building Blocks of a Transformative Pedagogy

Building on Bank's idea of a transformative curriculum, we can think of a transformative pedagogy as one that builds on four complementary and mutually reinforcing building blocks or pillars. These are described below.

i. Educating for Diversity

Education must assist students from all cultural, ethnic, and racial backgrounds to develop self-esteem and a strong sense of personal identity as Canadians and as members of their ethnocultural and other affinity groups through awareness of their individual cultural, linguistic, and historical backgrounds. It is understood that an awareness and appreciation of an individual's heritage is an important foundation upon which a strong sense of self can be developed.

The recognition and respect for Manitoba's Indigenous peoples is a core aspect of this pillar. The history of exclusion and domination of the First Peoples, their resistance and struggle for survival, and their efforts to build a better future for all their children and families is an important aspect of our collective history and of our ongoing challenge to build a just and fair society.

ii. Education for Equity

Manitoba's and Canada's composition are changing and increasingly diverse. Our future depends on all students having educational experiences that will be appropriate and will ensure their success in school and in the larger society. All students need to feel that they belong in our educational system and society. The building of a socially inclusive and equitable education system is key.

Therefore, it is important that the historical development and movement towards democratic and equitable societies be acknowledged in our curricula and in our schools. Equally important is the understanding, significance, and enduring

legacy of the colonization of Manitoba and Canada, and an understanding of the deep and lasting impact of colonization on Indigenous peoples and the resulting inequities that live on today.

All students, regardless of race, colour, gender, language, sexual orientation, economic status, cultural heritage, religion, ethnicity, abilities, or intellectual potential, have a right to equal and meaningful roles in Canadian society. Education must therefore enable all students to develop those abilities and competencies, which will promote effective social participation and equal status for themselves and their ethnocultural groups.

iii. Education for Inclusion

Education should assist students in developing empathy and self-esteem, as well as a strong sense of personal identity through the positive portrayals of their own personal and group characteristics, cultural and historical heritage, and life experiences. Education should also assist students in developing an understanding of, and respect for, the personal and group characteristics and cultural and historical heritage of others.

By infusing the diversity that is reflected in students and their communities in the curriculum and into the whole life of the school, students, their parents, teachers, and their communities learn about themselves and each other. They begin to see the similarities and differences that make each person and cultural group unique. Whether through school celebrations, such as First Nations celebratory circle dances and graduations, or through community-based inquiry projects that focus on local and global issues and needs, students should be given opportunities to explore the characteristics, histories, experiences, and values of various peoples. This knowledge will assist students in building empathy for others, as well as a sense of community, interdependence, and belonging. It will also challenge incidents of stereotyping, prejudice, discrimination, and racism that students may experience.

iv. Education for Interdependent and Sustainable Communities

The challenge facing all nations and peoples is how to ensure sustainable communities. We cannot have a sustainable future if our societies are characterized by deep and vast inequalities where people have varied access to the resources that sustain life: clean water, fresh air, food, and other resources.

Figure 1: Traditional model of sustainability with three equal areas of concern.

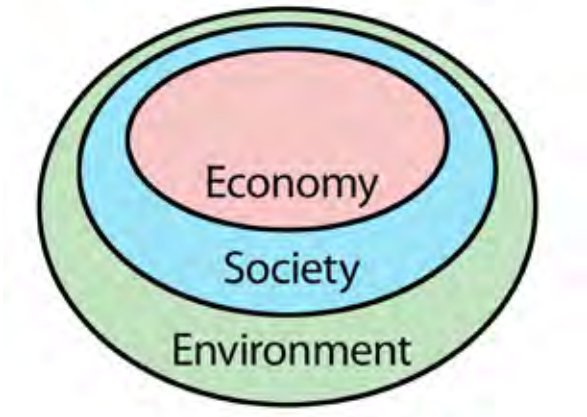


Figure 2: More recent models of sustainability that acknowledge the critical importance of the environment.

There are a variety of models and approaches to sustainable development, with many linked to political beliefs or ideologies. The traditional international view of sustainability illustrated in Figure 1 is based upon the explicit recognition of the global interdependence of three fundamental components: environmental protection, economic well-being, and social justice. Newer models use the same three ideas but show the critical importance of the natural environment as necessary for sustaining society and the economy. Education for a sustainable future empowers citizens to take action and make decisions that support continued quality of life for all human beings, now and in the future.

"Sustainability is a concept which combines post-modern pessimism about the domination of nature with almost Enlightenment optimism about the possibility to reform human institutions. "

—Simon Dresner (2002)

There can be no long-term economic or social development on a depleted planet. Valuing the diversity of planetary life and developing widespread understanding of the interdependence and fragility of planetary life, which human well-being depends upon, is an essential aspect of education for sustainable communities.

The issues of social and economic development, environment, and health are closely entwined, reflecting the complex links between the social, economic, ecological, and political factors. Collectively, these factors determine standards of living and other aspects of social well-being, including human health. A healthy population and safe environment are important pre-conditions for sustainable communities.

Recognizing that sustainable lifestyles and ways of working are central to overcoming poverty and conserving and protecting the natural resource base for all life is essential. Likewise, there is a need to reduce the social and resource impacts of our consumer lifestyle in order to ensure the equitable availability of resources for everyone around the world. Sustainable lifestyles and consumption practices will enable the implementation of sustainable methods of production in agriculture, forestry, fishing, and manufacturing. It is increasingly clear that

the use of resources needs to be minimized, and pollution and waste reduced. Therefore, education that provides learners with the understanding of sustainable production and resource use is important. Equally important, is the opportunity for students to explore and understand how their personal and collective choices as citizens, now and in the future, affect the sustainability of their lifestyles and the planet itself.

The challenge for all then is to use science and innovation, policies, and personal and collective practices to ensure a better quality of life for all, now and in the future, in a just and equitable manner, while living within the limits of the supporting ecosystems. Education for interdependent and sustainable communities will enable students to live in and contribute to an interdependent world and to the development of diverse, equitable, inclusive, and sustainable communities.

v. Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels but particularly in the Senior Years—is the consideration of controversial issues: issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic and diverse society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more meaningful. The classroom provides a safe and supporting environment for students to explore such topics.

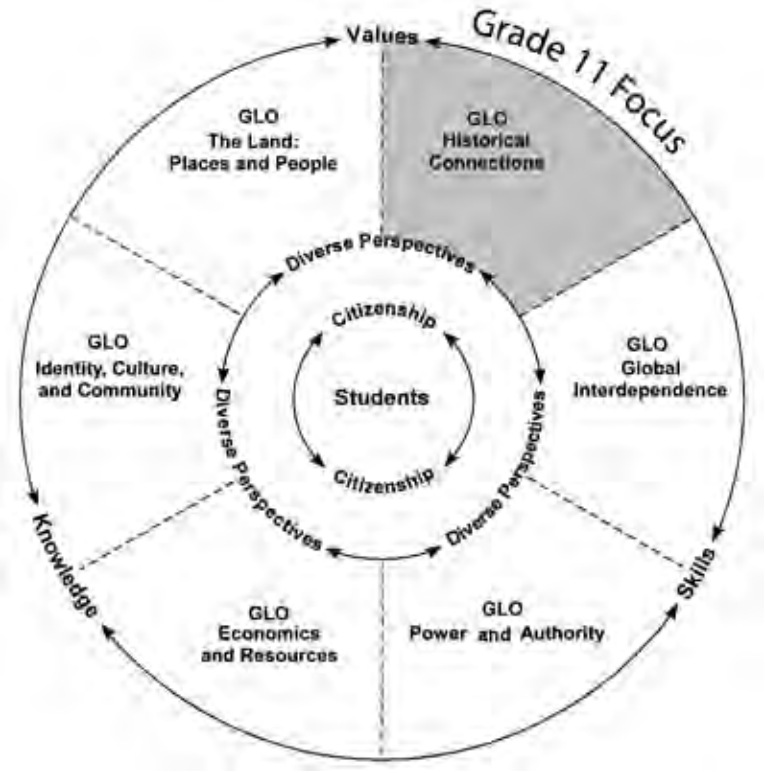
The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become directed at individual students
- exercise flexibility by permitting students to choose alternative assignments
- accept the fact that there may not be a single or right answer to a question or issue
- respect every student's right to voice opinions or perspectives or to remain silent
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity
- encourage students to share their thoughts and feelings with their families

When addressing any controversial topic, it is important to protect the interests of individual students. Find out in advance whether any student would be personally affected by the discussion. Teachers may ask students to respond to a written questionnaire in advance of the learning experience. If a student has concerns about a particular topic, an interview may be arranged with that student to explore options, such as an alternate or adapted learning experience. This interview might include the guidance counselor or other staff with whom the student is comfortable. Monitor student reactions in the classroom to gauge discomfort or stress and adapt classroom activities as appropriate.

Social Studies Components and Structure

The following conceptual map illustrates key components upon which the Manitoba social studies curriculum is based.



As shown in this diagram, the core concept of citizenship provides a focus for social studies learning for Kindergarten to Grade 10 in Manitoba. The six general learning outcomes (GLOs) are broad statements that provide a conceptual structure for social studies and are the basis for the specific learning outcomes in each grade.

This conceptual organizer is the foundation for this new course in Grade 11. However, in order to focus on the methodology and concepts at the heart of the discipline of history, this course is organized in a different structure. Section II of this document describes in detail the components of this structure.

The Kindergarten to Grade 10 Social Studies curriculum is structured around six GLOs.

- Identity, Culture, and Community
- The Land: Places and People
- **Historical Connections**
- Global Interdependence
- Power and Authority
- Economics and Resources

Unlike other grades, the Grade 11 History of Canada curriculum focuses on one general learning outcome, **Historical Connections**. The other GLOs mentioned above are embedded within each cluster.

Historical Connections: Students explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

This curriculum has incorporated six historical thinking concepts, based on the work of Dr. Peter Seixas:

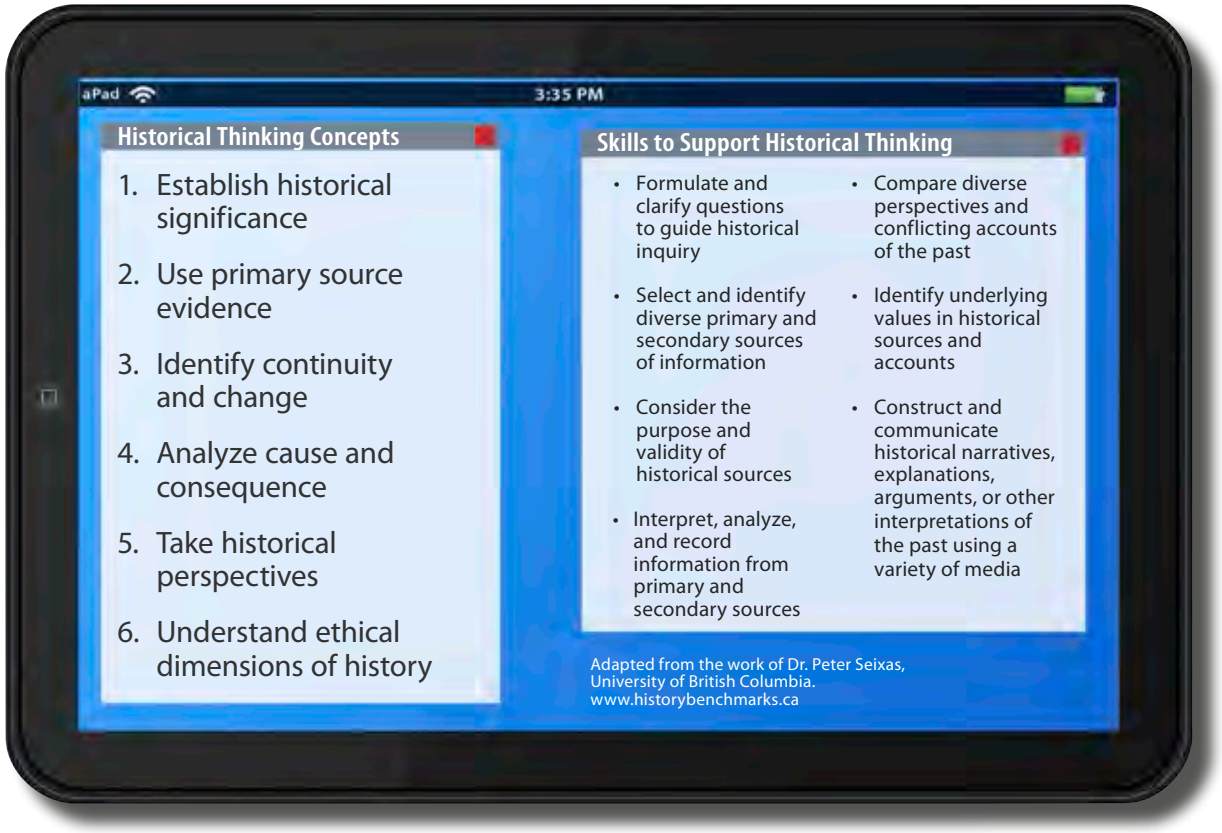
1. Establish historical significance
2. Use primary source evidence
3. Identify continuity and change
4. Analyze cause and consequence
5. Take a historical perspective
6. Understand ethical dimensions of history

See "3. Historical Thinking" on page II–25 for a description of this approach to history education.

Historical Thinking Skills

Grade 11 History of Canada focuses on seven historical thinking skills:

1. Formulate and clarify questions to guide historical inquiry
2. Select and identify diverse primary and secondary sources of information
3. Consider the purpose and validity of historical sources
4. Interpret, analyze, and record information from primary and secondary sources
5. Compare diverse perspectives and conflicting accounts of the past
6. Identify underlying values in historical sources and accounts
7. Construct and communicate historical narratives, explanations, arguments, or other interpretations of the past using a variety of media



Role of the Social Studies Teacher

Social studies utilizes a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

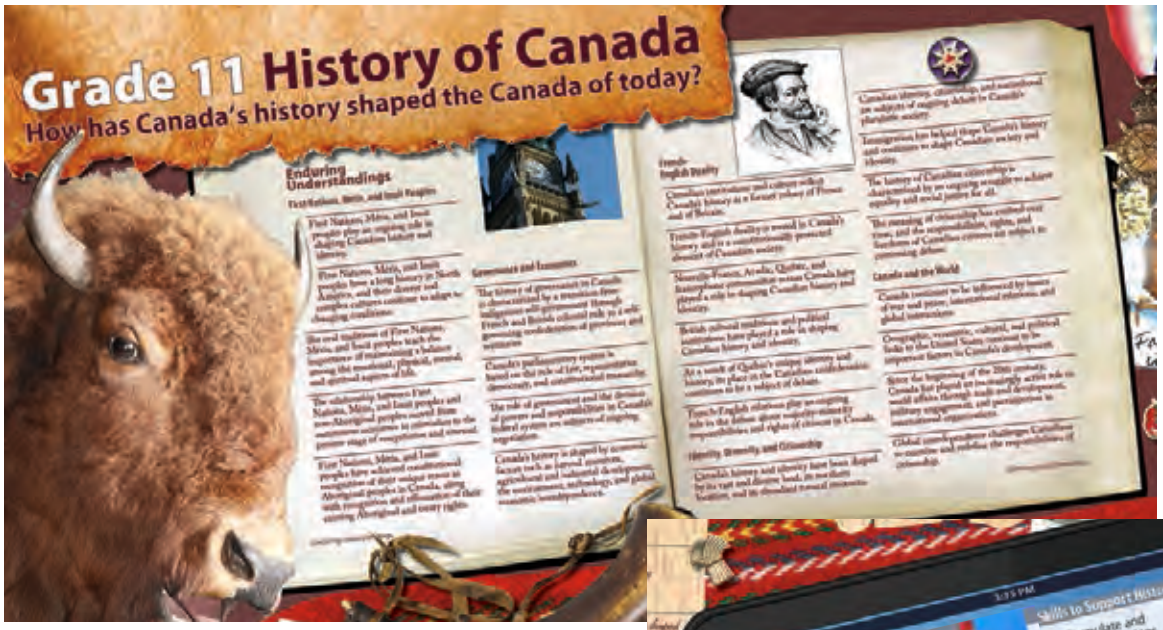
Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

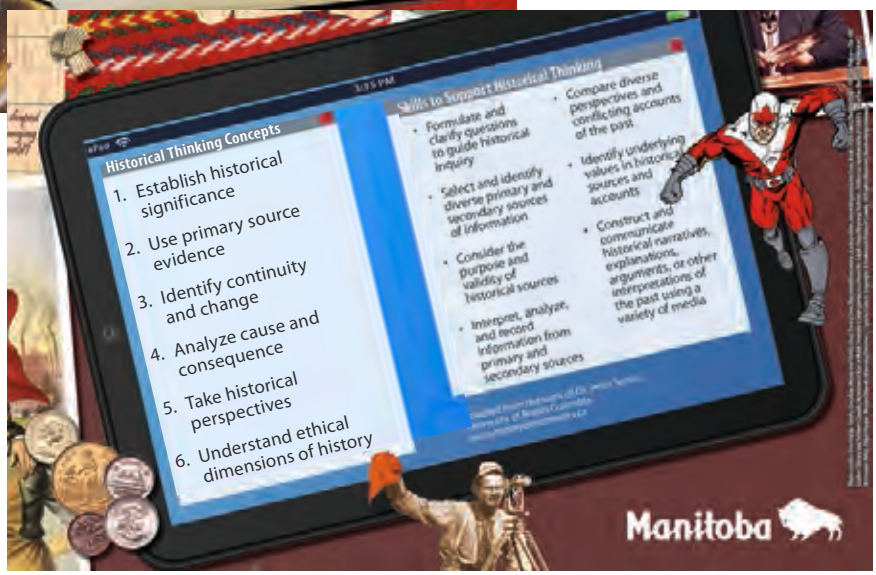
Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

History of Canada

Section II: Course Overview

GRADE 11

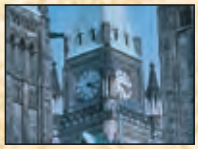




Grade 11 History of Canada

How has Canada's history shaped the Canada of today?




Beginnings — 1763 — 1867 — 1931 — 1982 — Present

First Peoples and Nouvelle-France	British North America	Becoming a Sovereign Nation	Achievements and Challenges	Defining Contemporary Canada
(before 1763)	**(1763 – 1867)**	**(1867 – 1931)**	**(1931 – 1982)**	**(1982 – Present)**
1.0: What is history, and why do we study it?	2.1: How did British colonial rule change during this period, and what was its impact on life in North America?	3.1: Why did the Métis resist the westward expansion of Canada, and what were the consequences?	4.1: How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?	5.1: How has Canada been shaped by the *Canadian Charter of Rights and Freedoms*, cultural diversity, and demographic and technological change?
1.1: Who were the First Peoples, and how did they structure their world?	2.2: How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?	3.2: How did territorial expansion, immigration, and industrialization change life for men and women in Canada?	4.2: How did the establishment of national institutions contribute to defining Canadian identity?	5.2: How has the question of national unity influenced federalism, constitutional debate, and political change?
1.2: Why did the French and other Europeans come to North America, and how did they interact with First Peoples?	2.3: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?	3.3: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?	4.3: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?	5.3: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?
1.3: How did First Peoples and Europeans interact in the Northwest, and what were the results?		3.4: How was Canada's identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?	4.4: How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?	5.4: How have Canada's international relations changed since 1982, and what should its global commitments be for the future?

Grade 11 History of Canada

How has Canada's history shaped the Canada of today?

Core Concept of Citizenship

The study of the history of Canada contributes to active democratic citizenship by supporting the following:

1. Interest in and knowledge of the past and the ability to think historically
2. Informed engagement in civic discourse and the democratic process
3. Commitment to the principles and ideals of democracy and human rights
4. Acquisition of an informed sense of Canadian identity within a global context
5. Commitment to the future of Canada

Enduring Understandings

Students acquire historical knowledge, develop historical thinking, and attain the following enduring understandings.

First Nations, Métis, and Inuit Peoples

1. First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity.
2. 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.
3. The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.
4. The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous coexistence* to *colonialism* to the present stage of *renegotiation* and *renewal*.
5. 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.

French-English Duality

1. Canadian institutions and culture reflect Canada's history as a former colony of France and of Britain.
2. French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
3. Nouvelle-France, Acadia, Québec and francophone communities across Canada have played a role in shaping Canadian history and identity.
4. British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
5. As a result of Québec's unique identity and history, its place in the Canadian confederation continues to be a subject of debate.
6. French-English relations play an ongoing role in the debate about majority-minority responsibilities and rights of citizens in Canada.

Grade 11 History of Canada

How has Canada's history shaped the Canada of today?

Enduring Understandings

Students acquire historical knowledge, develop historical thinking, and attain the following enduring understandings.

Identity, Diversity, and Citizenship

1. Canada's history and identity have been shaped by its vast and diverse land, its northern location, and its abundant natural resources.
2. Canadian identity, citizenship, and nationhood are subjects of ongoing debate in Canada's pluralistic society.
3. Immigration has helped shape Canada's history and continues to shape Canadian society and identity.
4. The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
5. The meaning of citizenship has evolved over time, and the responsibilities, rights, and freedoms of Canadian citizens are subject to continuing debate.

Governance and Economics

1. The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
2. Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.
3. The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
4. Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

Canada and the World

1. Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
2. Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
3. Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.
4. Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

Grade 11 History of Canada

How has Canada's history shaped the Canada of today?

History as a Discipline of Study

Historical Thinking Concepts

As students acquire historical knowledge and understanding, they are able to do the following:

1. Establish **historical significance**
2. Use primary source **evidence**
3. Identify **continuity** and **change**
4. Analyze **cause** and **consequence**
5. Take **historical perspectives**
6. Understand **ethical dimensions** of history

Skills to Support Historical Thinking

- Formulate and clarify questions to guide historical inquiry
- Select and identify diverse primary and secondary sources of information
- Consider the purpose and validity of historical sources
- Interpret, analyze, and record information from primary and secondary sources
- Compare diverse perspectives and conflicting accounts of the past
- Identify underlying values in historical sources and accounts
- Construct and communicate historical narratives, explanations, arguments, or other interpretations of the past using a variety of media

Adapted from the work of Dr. Peter Seixas,
University of British Columbia.
www.historybenchmarks.ca

Manitoba

"History is yours to make. It is not written by someone else for you to learn…. History is not just the story you read. It is the one you write. It is the one you remember or denounce or relate to others. It is not predetermined. Every action, every decision, however small, is relevant to its course. History is filled with horror and replete with hope. You shape the balance."

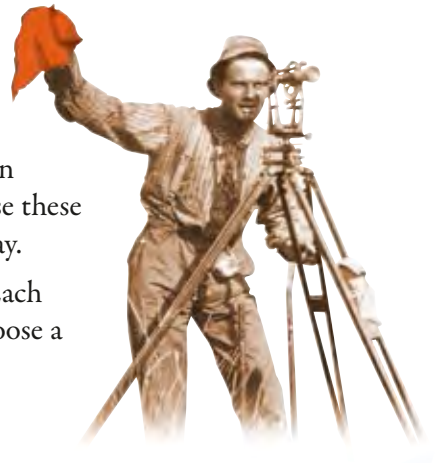
—Dr. Dean Oliver, inscribed in the "A Violent Peace: The Cold War, Peacekeeping, and Recent Conflicts, 1945 to the Present" Gallery, Canadian War Museum, Ottawa

Grade 11 History of Canada (30F)

The Grade 11 History of Canada (30F) curriculum supports citizenship as a core concept and engages students in historical inquiry. Guided by essential questions, students focus on the history of Canada from pre-contact times to the present. Through this process, students think historically and acquire learning outcomes, stated as enduring understandings, according to the following five themes in Canadian history:

- First Nations, Métis, and Inuit Peoples
- French-English Duality
- Identity, Diversity, and Citizenship
- Governance and Economics
- Canada and the World

Historical thinking concepts and skills, based on the work of Dr. Peter Seixas of the University of British Columbia, are embedded throughout the curriculum and provide a foundation for historical inquiry. The curriculum also identifies skills in research, critical thinking, and communication that are required to develop historical thinking. Students will use these skills to understand how the past has shaped the Canada of today.



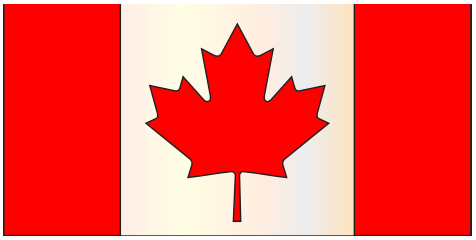
The curriculum is organized chronologically into five clusters. Each cluster includes a series of learning experiences. Teachers can choose a chronological or thematic approach for teaching the course.

Course Rationale

Why is Canadian history a graduation requirement in Manitoba schools?

The question "why study history?" is an important one that teachers need to discuss with students. The following provides a foundation for understanding why history is important.

To learn what it means to be a citizen of Canada



Students need to acquire knowledge, values, and skills that allow them to take their place in society. In part, this involves learning what it means to be a citizen. Understanding Canadian history contributes to a student's sense of identity, provides a foundation for an informed commitment to Canada's continuing development, and cultivates a readiness to work with other Canadians in tackling the challenges that face our country.

Manitoba's social studies program is designed to help students understand how our country took shape over time and how Canada confronted its various problems. It also means learning to take part in the debates that determine how Canada will continue to develop in the future. Citizens with an informed understanding of history are critical to the health of any country and are especially important within a pluralistic, bilingual federal democracy such as Canada.

To develop a sense of global citizenship

Canada exists in a highly interconnected world and students need to develop an awareness of the interdependence of modern states, as well as the implications of interdependence. Through historical investigation, students explore Canada's international actions and relations in the past and the present, and consider how Canada might interact in the global community in the future. Finally, they will see themselves as citizens of both Canada and the world and learn to deal with the sometimes competing claims of national citizenship and global interests.

To understand the diversity and range of human experience

Knowledge of the past helps students more fully understand the variety and extent of human experience—the best and the worst. History education helps students think more deeply about what it means to be human and how to relate to others. History can be seen as a form of time travel that takes us to the past, where people think and act differently and unexpectedly. As with any journey properly undertaken, travelling back in history broadens the mind so that when we return home we see things in a new light. The study of history helps us reconsider what we might otherwise simply take for granted, while also making life more understandable and, perhaps even more importantly, more interesting and dynamic.

> ***"To be ignorant of what occurred before you were born is to remain always a child."***
>
> ***—Cicero, Roman author, orator, and politician (106 BCE – 43 BCE)***

To enrich cultural literacy

The study of history enhances cultural literacy by providing students with knowledge of events and people of the past. Knowledge of history is the foundation for understanding and for participating in the wide-ranging debates of the present and future. In today's information-rich society, we are bombarded with references, allusions, and claims that assume historical knowledge. By exposing students to history, we help them make sense of today's world.

To help deal with complex social and political problems

In Canada, as elsewhere, citizens face complex problems that address conflicting priorities, differing values, and competing solutions. For example, what should be the balance between federal and provincial powers in the provision of health care? What should be the balance between majority rule and minority rights? How far should the state be authorized to intrude into the private lives of its citizens? These issues have their origins in the past and an understanding of history is essential to their resolution, especially in a democratic country such as Canada.

To understand how the discipline of history works

Given the value of historical knowledge, it is important that students understand how the discipline of history works, including its underlying concepts and principles. The history curriculum in Manitoba is designed to teach students how to analyze and construct a historical argument. Students are taught to understand how historians go about their work. They are taught to grasp the implications of historical concepts such as evidence, the nature of objectivity and interpretation in historical inquiry, change and continuity, causation, and perspective-taking. Students are made aware of how history can be manipulated to serve interests. Students will learn to think historically and to appreciate the methodology of the discipline.

To refine general skills, competencies, and values

The study of history offers access to a wide body of information, ideas, and themes. Studying the past provides opportunities for our students to acquire, apply, and refine many skills and values, including those related to

- active democratic citizenship
- communication and literacy
- critical and creative thinking
- research and inquiry
- managing information and ideas
- interpersonal and collaborative skills
- respect for diversity
- commitment to human rights
- willingness to take a stand on ethical issues

To encourage intellectual independence and critical thinking

Knowledge of history provides our students with a means of intellectual self-defense. In any society, there are those who offer historically based arguments (with varying degrees of reliability) and who are eager to present what they believe to be the lessons of history. Students will be taught how our lives are shaped by history, often in ways that are unknown to us. Knowledge of history helps students to think critically in order to maintain their intellectual independence in the future.

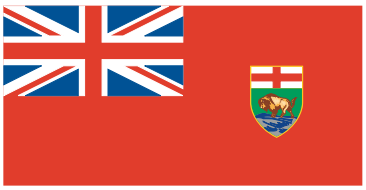
Teaching History in Manitoba

How has teaching history evolved over time and how has it shaped the pedagogical practices underlying the history curriculum? In Manitoba, as elsewhere in Canada, three broad stages can be identified in the development of history education:

1. From the 1890s to the 1960s, history education emphasized nation-building and shaping national identity.
2. From the 1960s and continuing into the present, history was seen as a means of understanding and addressing the problems of the present.
3. Beginning in the 1990s, history education was directed towards teaching students to think historically and helping students understand the *how* as well as the *what* of history.

History as a single-story narrative

Until the 1960s, history textbooks and curricula emphasized the single story of nation-building with the goal of instilling a positive sense of Canadian nationhood in students. It was through the study of Canadian history that students would learn what it meant to be Canadian and what was expected of them as Canadian citizens. As a result, history became what Peter Seixas has called the single best story of how Canada achieved nationhood: a chronological narrative designed to be internalized rather than interrogated. Reinforced by the pressure of provincial examinations, history became a memory subject based on the transmission of information from teacher and textbook to student. There were certainly history teachers who used more innovative methods, but overall the emphasis was on covering the curriculum and memorizing facts and dates necessary for the end-of-year provincial examination.



There were always those who criticized this approach to history teaching. Trade unionists and socialists rejected it for its class biases. Feminists pointed to the absence of women from history textbooks and curricula. Internationalists argued for more emphasis on world history. Some critics condemned what they saw as a lack of attention to regional and provincial concerns. Educationists called for more student-centred teaching methods. A few called for the replacement of chronological narrative with the study of themes and issues. Many historians felt that their subject was not given the emphasis it deserved and some wondered if school-age students were mature enough to tackle real history.

Social history

Beginning in the 1960s and continuing into the 1970s, the single-story approach to history education fell out of favour. Surveys showed that most students found simply memorizing history to be dull and boring, and they quickly forgot what they learned in history class. Surveys also suggested that history was not achieving its nation-building goals and that the development of Canadian citizenship left much to be desired.

Analysis of textbooks found some to be somewhat sexist, racist, and biased. The appearance of a new kind of social history drew attention to the absence of women, working people, cultural minorities, and First Nations, Métis, and Inuit Peoples in the curricula. The elimination of provincial examinations made room for teachers to experiment with a new kind of pedagogy based on inquiry and the use of primary source information, simulation, role-play, and other activity-based approaches. It was increasingly argued that, just as science teachers relied on experiment-based laboratory work and mathematics teachers taught students how to approach problems, the most effective way to learn history was to engage in historical research.

Two new ways to teach history

With the decline of single-story, narrative history in the 1960s and 1970s, history education began taking two forms. One form opted for teaching students the nature of history as an intellectual discipline by involving them in primary research projects and analyzing historical accounts and primary source information. "History as coverage" was replaced by history as the detailed study of a few select topics requiring analysis and argument, with an emphasis on history as an intellectual discipline and methodology.

The second form valued history as a way to shine a light on the present and replaced chronological narrative with the study of modern themes and issues. History was seen as a means to investigate contemporary social problems.

However, neither approach totally displaced the tradition of a single narrative. Textbooks and curricula continued to include an eclectic mix of all three approaches: the nation-building narrative, primary source research, and historical inquiry in relation to current issues.

Grand national narrative or historical discourse?

As time passed, the single narrative tradition came under increasing question. Some historians, particularly post-modernists, rejected the concept of a single narrative. Others regretted what they saw as the fragmentation of history as a unified field of study. Still others argued that developments in historical research called into question the whole concept of the nation-building narrative and the shaping of a national identity. Modern nations, they argued, include a number of shifting and competing claims to identity and recognition, and any approach based on an authoritative national identity should be rejected. Peter Seixas (2002) draws the following conclusion:

> *In our own early 21st century predicament, with different pasts, different cultures butting up against one another, traditional practices are no longer adequate for supplying meaning, largely for this reason: they provide no way of reconciling differing stories, different accounts in a multicultural society. This is the promise of critical* **historical** *discourse: that it provides a rational way, on the basis of evidence and argument, to discuss the differing accounts that jostle with or contradict each other. And it would be self-defeating to attempt to* **resolve** *those arguments* **before** *we get into the classroom, in order to provide students with a finished truth. Rather, we need to bring the arguments into the classroom. Students need guided opportunities to confront conflicting accounts, various meanings, and multiple interpretations of the past, because these are exactly what they will encounter outside of school, and they need to learn to deal with them.*

"The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship."

(Manitoba Education, Citizenship and Youth, 2005, p. 49)

A new debate about the goals and content of history education

The result was that the 1990s saw, in Canada and elsewhere, a vigorous and often controversial debate about the goals and content of history education. Some regretted that the new approaches to history teaching had not eliminated all previous approaches. Some called for a return to the older tradition of the single narrative. Some said that the emphasis on social history had converted history into "victimology," thereby destroying students' belief in the positive achievements of Canada. Others said that the newer approaches to history teaching were weakening students' sense of national identity and thus speeding up the fragmentation of Canada.

History as systematic analysis and investigation

While this debate was raging in the 1990s, a new approach to history teaching emerged. It had its roots in developments in the United Kingdom in the 1970s and approached history not as a chronological narrative of the national past but as a systematic exercise in historical analysis and investigation. Its proponents identified a number of concepts that they saw as crucial to any understanding of history. These concepts included evidence, interpretation, causation, perspective taking or empathy, and change and continuity, and they taught students to use the ideas as building blocks in the construction of a capacity to think historically.

In this spirit, the national history curriculum in the United Kingdom included understanding interpretations of history and using historical sources as two of its attainment targets, while in the USA the national history standards spoke of historical analysis and interpretation.

Developing historical-mindedness

Ken Osborne (2006) has suggested that we currently need to combine elements of all three approaches. He has sought this through the concept of "historical-mindedness," which he sees as a composite of three elements:

1. earlier concern for narrative, factual knowledge, and chronology
2. use of history for understanding the issues of the present
3. importance of history as a form of disciplined inquiry

"Historical-mindedness is the result of the enlargement of experience that arises from the study of other times and other places. It is the ability to situate the immediate concerns of the present in some kind of comparative perspective and to see the world as it appears to others. It helps us understand ourselves as the inheritors of the past and the legatees of the future."

–Ken Osborne (2006)

First Nations, Métis, and Inuit in Canadian history

An integral part of the vision of social studies curricula in Manitoba is an awareness of what Canadian writer John Ralston Saul described as the "triangular foundation." This triangular foundation consists of First Nations, Métis, and Inuit, as well as the experiences of French and British immigration upon which Canada's complexity is based. For this reason, Indigenous perspectives are integrated throughout the teaching and learning strategies in this course. Rather than simply being restricted to a study of the contributions of First Nations, Métis, and Inuit peoples to Canadian society, this pedagogical approach consolidates Indigenous perspectives throughout the entire study of Canadian society—past, present, and future. This approach helps not only to correct historical and social prejudices of the past by presenting Indigenous points of view to all students, but also supports the development of a positive sense of personal identity among Manitoba's First Nations, Métis, and Inuit students.

"After some 500 years of a relationship that has swung from partnership to domination, from mutual respect and co-operation to paternalism and attempted assimilation, Canada must now work out fair and lasting terms of coexistence with Aboriginal Peoples."

(Highlights from the Report of the Royal Commission on Aboriginal Peoples, www.aadnc-aandc.gc.ca/eng/1100100014597/1100100014637#chp3)

Approaches to Teaching History

Three approaches to teaching history

1. Constructivist Learning Theory 2. Teaching for Understanding
3. Historical Thinking

www.tagxedo.com/artful/4fbdda4b9411486c

This *History of Canada* curriculum replaces *Canada: A Social and Political History*, which was published in 1986. Since that time, new understandings about thinking and learning have shifted the way we teach and have transformed our schools. History education has also evolved, moving from the simple memorization of facts to an approach that places greater emphasis on critical thinking and bigger ideas that endure long after schooling has ended. As well, contemporary events have come to play a larger role in learning about the past. Recent research and emerging trends call for a new paradigm to demonstrate a need to make the study of history engaging and meaningful for both teachers and students—a paradigm based on the principles of a ***constructivist learning*** model, ***teaching for understanding***, and ***historical thinking***.

1. Constructivist Learning Theory

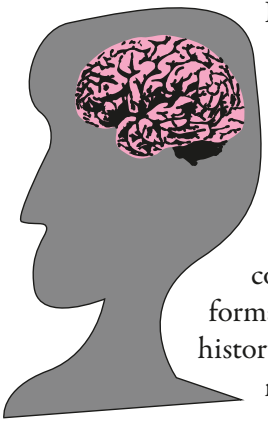
Much of the current literature related to history education (in Canada and elsewhere) focuses on constructivist learning theory and the development of historical thinking or historical-mindedness. Osborne (1999) recognizes the importance of constructivism in history and social studies:

> *"These findings that students have their own ideas about history and are capable of more than we often suspect are consistent with the recent turn to constructivist learning theory, which tells us (what good teachers have always known) that students are active meaning makers in their own right and that the task of teaching is to provide the environment and the direction so that they can actively make sense of what they are expected to learn."*

According to constructivist theorists, learning is an active process where students build on existing knowledge and expand their frame of reference. In general, constructivist learning has four characteristics:

- constructing knowledge, not receiving it
- thinking and analyzing, not accumulating facts and memorizing
- understanding and applying, not repeating back
- being active, not passive

Research on cognitive development



In recent years, there has been considerable research related to how the brain conducts thinking and learning. There has also been considerable debate regarding the ability of students to understand history and engage in historical thinking. According to Jean Piaget (1896–1980), cognitive development does not reach the formal operational stage until adulthood, and history is too abstract and complex for young minds. Others counter that Piaget's theory may not apply to the discipline of history. As a result of these differing perspectives, research has been undertaken into historical thinking, as well as into how historical thinking connects to constructivist learning theory.

In Canada, Osborne (1999), Seixas (2006), and Peck (2005) all conclude that young people are capable of engaging in historical thinking. This research provides a basis for a move to a historical thinking approach in history education.

Young people have the ability to think historically

Osborne (1999) observes "students, even in the elementary grades, are capable of much more sophisticated thinking than we have usually given them credit for." Carla Peck (2005) tells us that "students of any age can be taught to use some of the tools of the historian to varying degrees of sophistication in order to begin to understand the nature of historical thought, and to orient themselves in space and time." In a discussion on the place of history within social studies, Peter Seixas (2006) suggests that "young people do have images of the past in their minds and . . . attempt to figure out what the past might mean for them and for their futures." Seixas also believes that educators need to help students make sense of the fragments of historical thinking and to make history relevant to students. In summary, the literature of history education provides significant evidence that young people do indeed have the ability to think historically.

The traditional approach: covering content

Traditionally, history education focused on content and factual information such as names, dates, and events. This approach is less concerned with providing context and relevance for students and more with presenting grand narratives and ready-made versions of history for memorization. Primary sources, interpretation, debate, and the development of historical thinking are generally not part of the traditional approach.

Students learn history by "doing history"

How can history be made more interesting and meaningful for students? Today, teachers recognize the importance of moving away from using only one reference and the lecture method as their students' sole sources of information. Teachers understand that students need "to learn history by doing history" (Osborne, 1999). Peck (2005) suggests "history teaching should shift from a process of handing over stories for students to learn, to a process of giving students the raw materials of history and letting them discover and decide what story should be told and for what purpose."

Students have their own ideas about history

Seixas (2002) points out that traditional practice is no longer adequate in helping students make meaning, as it cannot reconcile different stories and accounts. He argues that historical debates must be brought into the classroom and students must have opportunities to participate in historical discourse.

> ***"Students need guided opportunities to confront conflicting accounts, various meanings, and multiple interpretations of the past, because these are exactly what they will encounter outside of school, and they need to learn to deal with them"*** **(Seixas, 2002).**

Engaging students is not a new idea

Engaging students in their learning is neither a new idea, nor unique to history. Many teachers have a wealth of strategies to help their students find relevance and meaning, and to be responsible for their own learning. Effective strategies engage students and encourage them to ask questions, formulate and express their own ideas, state and justify their opinions, undertake independent inquiry and research, and debate controversial issues. Student-centred approaches such as reflective inquiry, collaborative learning, differentiated instruction, debate, problem solving, reflection, and journal writing facilitate meaningful construction of knowledge and lead to greater student ownership of their learning and overall success.

Three phases of learning: Activate, Acquire, and Apply

The three-phase learning process used in Manitoba social studies curricula is based on a constructivist learning model. The ***Activate*** phase provides opportunities for students to articulate their prior knowledge of a subject and prepare for new learning. This becomes the foundation for the construction of new knowledge in the ***Acquire*** phase. In the acquire phase, students integrate new information with what is already known. Finally, in the ***Apply*** phase, learning is reinforced and extended, as students actively reflect and consider how their learning applies to a variety of situations.

The student inquiry model is a constructivist approach

The student inquiry model is based on constructivist theory. Inquiry is based on student curiosity and allows them to direct the learning process through opportunities to question, observe, discover, analyze, and draw conclusions. Inquiry is not a new phenomenon, and is embedded in language arts, science, and social studies curricula in Manitoba and other jurisdictions. Von Glaserfeld (2001) points out that many inspired teachers recognize the importance of student involvement in the construction of their learning and that teachers are making use of pedagogical practices and strategies that are based on a constructivist approach and the inquiry model.

Content and pedagogy in history cannot be separated

Gibson and McKay (2001) believe "there is unrealized potential for constructivist theory in social studies," while others see its specific relevance in relation to history. Osborne (1999) states that contructivism is especially appropriate to history, as ". . . there are ways of linking historical subject matter to students' concerns, and not the least of them is to approach it as something to be investigated and explored rather than memorized: to learn history by doing history, in fact." Others agree that historical subject matter and pedagogical methods are inseparable. Peck (2005) notes that content and pedagogy cannot be separated, "because historical knowledge develops most successfully by doing history—using the discipline's (or historian's) tools to construct historical knowledge."

A new paradigm in social studies education

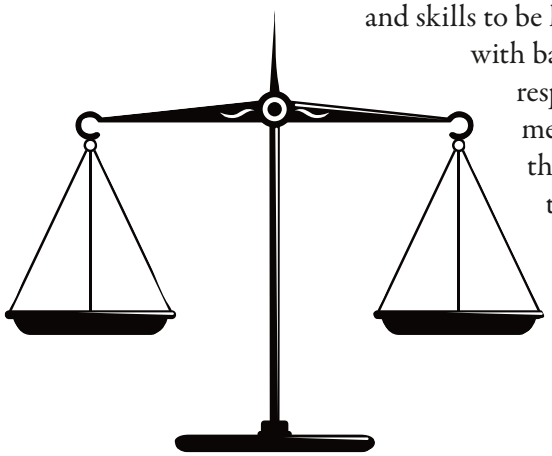
The literature has noted that social studies lags behind other core subjects in the move towards constructivist learning strategies, although, as Charland and Moisan (2003) point out, recently revised curricula "seem to favour the constructionist approach for achieving the established objectives." Gibson and McKay (2001) believe that the findings of recent brain research call for major changes in curriculum design and implementation to reflect the constructivist view of knowledge making specifically.

> ***"We contend that tenets of constructivist theory supported by brain research necessitate radical change in the design and implementation of social studies curricula . . . . Such curriculum change would recognize and celebrate the child as an active constructor of his or her own meanings within a community of others who provide a forum for the social negotiation of shared meanings." (Gibson and McKay, 2001)***

With respect to the place of constructivism and related pedagogical approaches in the classroom, Murphy (1997) suggests that not only is there agreement amongst researchers and educators about its importance, but that constructivist approaches may well be a critical alternative to current practices. "For many, constructivism holds the promise of a remedy for an ailing school system and provides a robust, coherent and convincing alternative to existing paradigms."

A balanced approach

All this is not to say that the constructivist approach is the only approach that should be used or that it is the most suitable for all learners and situations. Wiggins and McTighe (1998) offer a word of caution when they state that "the particular instructional methods and techniques follow from the specific types of learning needed to achieve the desired results." They suggest a balanced approach of didactic, coaching, and constructivist pedagogies determined by the needs of the learners and the kinds of knowledge and skills to be learned. Students who struggle with basic facts and ideas may best respond to didactic and coaching methods. Independent learners will thrive on opportunities to engage their naturally curious natures, construct new knowledge, and "uncover" new ideas.



Constructivist pedagogy is student-centred and may require a paradigm shift in the role of the teacher

Constructivism is a student-centred approach, but one where teachers play a critical role. Research supports the idea that effective teaching from a constructivist approach requires a strong knowledge base, as well as critical management and pedagogical skills and the ability to fulfill a variety of instructional roles (Bruno-Jofre and Schiralli, 2002; Osborne, 1999; Murphy, 1997).

The knowledge base and role of the teacher is critical in the implementation of the constructivist approach. Osborne (1999) argues that teachers cannot use the constructivist historical thinking approach "if they are not themselves familiar and, even more, comfortable with it." He continues by stressing the importance of "teachers knowing their subject in a factual sense, but even more on their understanding it as a form of disciplined inquiry." Bruno-Jofre and Schiralli (2002) agree with these sentiments when they state that teachers of history need to ". . . have an understanding of history as a discipline, its critical areas of controversy, and the various explanatory paradigms with which historians work."

Constructivist teaching is a learning process for the teacher

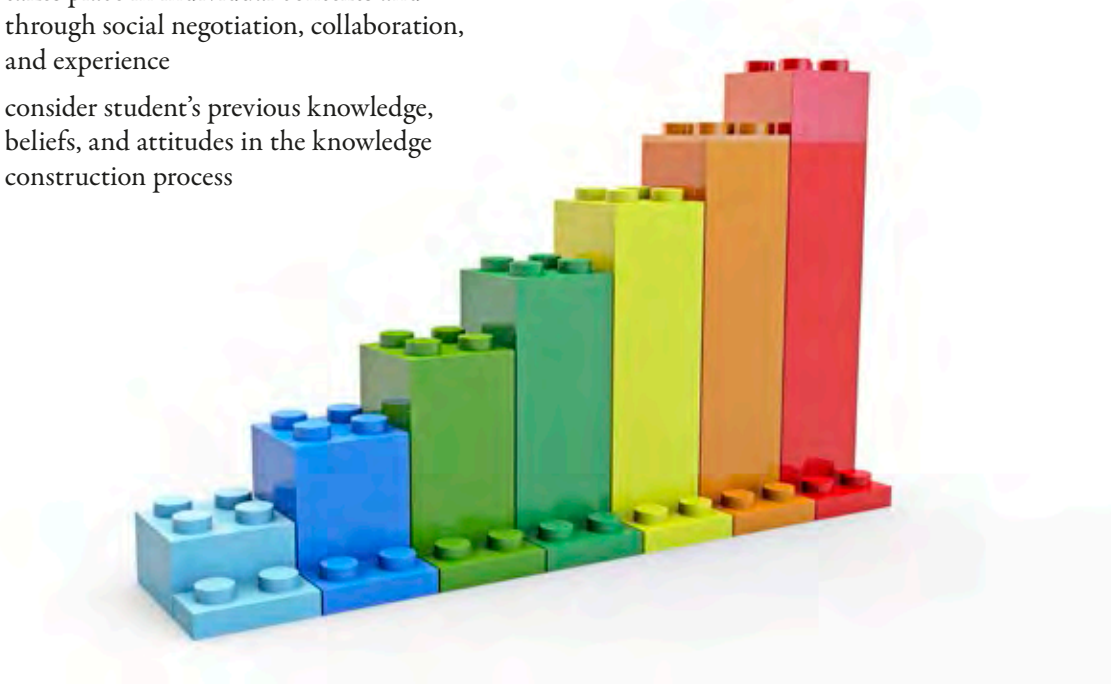
History education requires teachers who are academically and pedagogically qualified. In addition, the role of a teacher is also very different with a constructivist approach, with teachers acting more as facilitators, guides, and mentors than as dispensers of knowledge. Teachers set the stage for learning and assist students in establishing the parameters of the learning experience and criteria for assessment. Murphy (1997) suggests that "teaching from this perspective is also a learning process for the teacher."

In summary, the constructivist theory and its implied pedagogical approaches presents itself as a model with a well-founded epistemology. Its benefits have been well documented, and its use is increasingly accepted by educationists and curriculum developers in Canada and elsewhere. It is a model that, according to Gibson and McKay (2001), is "now supported by brain research" and "offers social studies educators a renewed opportunity to make inquiry teaching and learning in social studies a reality."

Characteristics of the Constructivist Learning Environment

Research abounds with ideas to make history more meaningful to students (Fielding, 2005; Osborne, 1999; Murphy, 1997). Murphy recommends that teachers

- present and encourage multiple perspectives and representations of concepts and content
- collaborate with students to set goals and objectives
- take on the roles of guides, monitors, coaches, tutors, and facilitators
- provide activities, opportunities, tools, and environments that encourage meta-cognition, self-analysis, self-regulation, self-reflection, and self-awareness
- encourage students to play a central role in mediating and controlling learning
- design learning situations and environments, and focus on skills, content, and tasks that are relevant, realistic, authentic, and represent natural complexities
- provide students with access to primary sources of information and ensure they are authentic
- emphasize knowledge construction (over reproduction)
- recognize that knowledge construction takes place in individual contexts and through social negotiation, collaboration, and experience
- consider student's previous knowledge, beliefs, and attitudes in the knowledge construction process
- emphasize problem-solving, higher-order thinking, and deep understanding
- acknowledge that errors provide the opportunity for insight into students' previous knowledge construction
- encourage exploration and help students seek knowledge independently as they manage the pursuit of their own learning goals
- provide students with the opportunity for apprenticeship learning, with increasing complexity of tasks, skills, and knowledge acquisition
- emphasize knowledge complexity, conceptual interrelatedness, and interdisciplinary learning
- encourage collaborative and cooperative learning, exposing students to alternative viewpoints
- provide scaffolding to help students perform just beyond the limits of their ability
- encourage assessment that is authentic and interwoven with instruction



2. Teaching for Understanding

This is the second of the three approaches to teaching history (see page II-14).

Student inquiry leads to understanding

Constructivist inquiry leads to authentic and meaningful student-centred learning. This model focuses on the importance of asking questions, gathering and interpreting evidence, and reaching conclusions that can lead to important, long-term understandings. Teaching and learning experiences based on an inquiry model are designed to help students reach enduring understandings that have important conceptual links across disciplines.

The Backward Design Model

Traditional planning begins with activities and ends with assessment

Understanding by Design (Wiggins and McTighe, 1998) presents an approach to curriculum design as well as instruction and assessment strategies. Referred to as "backward design," this approach is the reverse of the traditional approach (where planning begins with the topics in the textbook or other resources, and leads to student activities and assessment of what has been learned).

Backward design begins with identifying the desired results of learning

The backward design model consists of three stages that guide planning for teaching and learning. Instructional planning is based on what students need to know and to be able to do in order to attain the desired "enduring understandings." Student tasks are designed to provide practice and to generate evidence of learning.

Wiggins and McTighe (1998) illustrated the three stages as follows:

Applying the backward design model to a learning experience in history:

1. Identify the targeted enduring understandings (EUs) (including the big ideas and concepts that make up the EUs).
2. Use essential questions (EQs)to guide selection of historical content that will be the focus of this learning experience (establish what students will need to know)

3. Determine which historical thinking concepts students will apply throughout the tasks in the learning experience.
4. Determine student tasks for each stage of learning (Activate, Acquire, Apply) as well as assessment strategies (*as*, *for,* and *of* learning).

The backward design model offers a very different approach to assessment when compared to traditional teaching approaches, which often only assess students at the end of instruction through quizzes, tests, and examinations. The backwards design model requires that teachers first identify what would be acceptable evidence that students have achieved the desired outcomes *before* they plan teaching and learning strategies.

Meaningful assessment needs to be authentic and ongoing. Teachers need to monitor student learning, making frequent observations to check understanding and progress. Assessment may be informal, through ongoing dialogue between teacher and student, or more formal and planned, through performance tasks and projects or through testing. When instruction is carefully planned and based on evidence of learning, teaching becomes more focused and learning becomes more targeted. As noted by Wiggins and McTighe (1998:9), "[g]reater coherence among desired results, key performances, and teaching and learning experiences leads to better student performance – the purpose of design."

Enduring Understandings

Enduring understandings implicitly demonstrate why this topic is worth studying

Enduring understandings are important ideas that remain with students after the formal schooling process. Wiggins and McTighe (1998) note that

> ***[e]nduring understandings will anchor the unit and establish a rationale for it. The term enduring refers to the big ideas, or the important understandings, that we want students to 'get inside of' and retain after they've forgotten many of the details. Put differently, the enduring understandings provide a larger purpose for learning the targeted content: They implicitly answer the question, why is this topic worth studying?***

This, ultimately, is the purpose of schooling: to deal with and understand issues, concepts, and topics that are truly worth remembering. Enduring understandings, and the general values and dispositions they imply, can inform citizenship and provide the basis for teaching for understanding.

Transmission of information is not evidence of understanding

Understanding is a complex cognitive process and cannot be reduced to the simple transmission of information. Students' ability to answer questions, repeat definitions or theories, present a project, or succeed in tests and examinations are not necessarily evidence of understanding. Wiggins and McTighe (1998) see understanding as involving

> ***... the abstract and conceptual, not merely the concrete and discrete: concepts, generalizations, theories, and mental links between facts. And understanding also involves the ability to use knowledge and skill in context, as opposed to doing something routine and on cue in out-of-***

context assignments or assessment items... we want them (students) to be able to use that knowledge in authentic situations as well as to understand the background of that knowledge.

Understanding is a complex cognitive process that manifests itself in a variety of ways

Understanding is complex and multifaceted, and can be demonstrated in a variety of ways. Wiggins and McTighe (1998) define understanding as six related abilities:

- Can ***explain***: provide thorough, supported, and justifiable accounts of phenomena, fact, and data
- Can ***interpret***: tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make it personal or accessible through images, anecdotes, analogies, and models
- Can ***apply:*** effectively use and adapt what we know in diverse contexts
- Have ***perspective***: see and hear points of view through critical eyes and ears; see the big picture
- Can ***empathize:*** find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience
- Have ***self-knowledge***: perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; we are aware of what we do not understand and why understanding is so hard

Demonstrating understanding in the applying phase of learning

It is during the third phase of the learning process, when students *apply* their learning, that they demonstrate the strongest evidence of understanding. Student products and performances reflect their new knowledge, skills, and attitudes. Deep understanding becomes obvious when students demonstrate how their learning applies to a variety of situations. When they are able to restructure information, express new ideas in another form, or integrate what they have learned with concepts from other disciplines, it becomes clear that they understand and it is likely their understanding will be enduring.

Themes and Enduring Understandings in Grade 11 History

This curriculum is made up of *enduring understandings*, which are structured around five themes that organize the study of history from pre-contact times to the present:

Five Themes in Canadian History

1. First Nations, Métis, and Inuit Peoples
2. French-English Relations
3. Identity, Diversity, and Citizenship
4. Governance and Economics
5. Canada and the World

The complex flow of history cannot be reduced to isolated, measurable facts or specific learning outcomes

The enduring understandings in this curriculum may be seen as broadly stated learning outcomes. Unlike the Manitoba social studies Kindergarten to Grade 10 curricula, this curriculum does not identify specific learning outcomes because of their inherent shortcomings in the process of learning history. Osborne (2006) suggests that it is possible that specific learning outcomes are not particularly suited to the teaching of history, especially at the Senior Years level, because they "risk breaking up the flow of history into isolated, measurable statements of fact and skills." Focusing on multiple specific learning outcomes may interfere with critical thinking and questioning, historical inquiry, and the

development of historical-mindedness. Osborne (2004) emphasizes the risks of using specific learning outcomes simply as a list of things students need to know and be able to do:

> ***The result can be that teachers come to see themselves, or are seen by others, not as teachers of history but as achievers of outcomes, and history becomes little more than a sequence of outcomes to be checked off in a teacher's day book. To the extent that outcomes serve as instruments of evaluation, as is their intent, it is possible that teachers will teach to the outcomes rather than concerning themselves with history as a form of disciplined inquiry. (Osborne, 2006)***

Knowledge of history is an essential component of historical thinking

Despite agreement that there has been too much emphasis on large amounts of content in the past, the acquisition of factual and conceptual knowledge (historical content) remains a critical component of the study of history. We want our students to know key events in our history, to have a sense of chronology, and to be able to describe the causes and consequences of historical events. Students need to acquire knowledge of history in order to be able to think about the past. Teachers also need to know what they need to focus on so their students will attain enduring understandings that are supported by substantial knowledge. This curriculum provides an approach to organizing content for each learning experience. Teachers should focus on content related to enduring understandings that supports historical thinking concepts in order to meet student learning needs.

It is these understandings, long after the specific details may have been forgotten, that will illuminate the past, its links to the present, and its path to the future. It is these understandings that will help us identify our place, and others' places of belonging, and motivate us to engage in the ongoing dialogue and debates, rooted in the past, about the kind of country we want to become. It is these understandings that will lead to the development of the kind of citizens and characteristics of citizenship embodied in the core concept found throughout the Manitoba social studies curricula.

Essential Questions

Essential questions capture student interest and guide student inquiry.

Questions, in one form or another, are the basis of effective instruction, and are used during inquiry, problem solving, issues-based learning, and differentiated instruction. Student-driven questions reflect their intrinsic motivation to learn and help to focus learning.

As Wiggins and McTighe (1998) point out, "one key design strategy is to build curriculum around the questions that gave rise to content knowledge in the first place, rather than simply teaching students the 'expert' answers." "Without asking and pursuing such overarching questions, the student is confronted with a set of disconnected activities, resulting in minimal understanding of important ideas."

Essential questions guide student inquiry. Seeking answers to essential questions results in the discovery and internalization of important ideas and leads to enduring understandings. "Essential questions are questions that cannot be answered satisfactorily in a sentence – and that's the point. To get at matters of deep and enduring understanding, we need to use provocative and multilayered questions that reveal the richness and complexities of a subject." (Wiggins and McTighe, 1998)

Wiggins and McTighe state that essential questions

- go to the heart of a discipline and can be found in the most important and controversial problems and topics in various fields of study.
- recur naturally throughout one's learning and in the history of a field. The same important

questions are asked and re-asked as an outgrowth of the study. Our answers may become increasingly sophisticated, and our framing of the question may reflect a new nuance, but we return again and again to such questions.

- raise other important questions. They invariably open up a subject, its complexities, and its puzzles; they suggest fruitful research rather than lead to premature closure or unambiguous answers.

Essential questions serve as the focus for inquiry in each history learning experience

This curriculum includes essential questions in each learning experience to focus inquiry. (The questions are the titles of each learning experience.) Teachers may wish to develop more specific questions as they plan their instructional strategies and to encourage students to pose their own questions throughout the learning process. Essential questions encourage students to construct their own knowledge to add to their existing cognitive structures and will promote the use and development of historical thinking.

Principles and guidelines for teaching for understanding

Wiggins and McTighe (1998) offer practical suggestions for teachers to use essential questions in the classroom. They suggest the following principles and guidelines to support student inquiry:

- Engage students in inquiry and inventive work as soon as possible. Resist front-loading all the needed information. Save lectures for "half-time" and "post-game analysis," when they are more likely to be understood and appreciated.
- Use the textbook as a reference book, not only as a syllabus.
- Teach by raising more questions and answering fewer questions. Ask and re-ask big questions and answer little ones.
- Make clear by deed and word that there is no such thing as a stupid question.
- Reverse roles; ask naïve questions and make students come up with answers that are explanations and interpretations.
- Raise questions with many plausible answers as a way to push students to consider multiple perspectives and give emphatic responses. Design learning tasks that require students to investigate and support diverse points of view.
- Coach students to conduct effective final performances (e.g., oral presentations or graphic displays).
- Strive to develop greater autonomy in students so that they can find knowledge on their own and accurately self-assess and self-regulate.
- Assess for understanding periodically, not just at the end of a lesson, unit, or course. Never assume that covering a topic once will result in student understanding.

3. Historical Thinking

This is the third of the three approaches to teaching history mentioned on page II-14.

Historical thinking actively engages students in the process of inquiry. Through historical thinking, students are encouraged to think deeply and critically about the subject matter of history and its implications, acquire a sound understanding of the discipline, and become more engaged in "doing" history.

"In its deepest forms, historical thinking is neither a natural process nor something that springs automatically from psychological development. Its achievement goes against the grain of how we ordinarily think, one of the reasons why it is much easier to learn names, dates and stories than it is to change the fundamental mental structures we use to grasp the meaning of the past . . . . Mature historical knowing teaches us to go beyond our own image, to go beyond our brief life, and to go beyond the fleeting moment in human history into which we've been born."

–Ken Osborne (2006)

A move away from passive learning

Historical thinking is a discipline-specific way of thinking. Sometimes referred to as *historical-mindedness* or *historical understanding*, this competency includes the application of general skills such as creative and critical thinking, managing information and ideas, inquiry and research, problem solving, and interpersonal and communication skills. In addition, it has components unique to the discipline of history, engaging students in tasks that are at the core of the discipline.

Recent literature provides numerous explanations of the meaning and characteristics of historical thinking, including elements such as

- analysis and interpretation of documents
- assessment of historical interpretations
- construction of historical explanations
- consideration of human agency in history
- judgments of historical significance (Seixas, 2006)

Lee (1998) believes it is important to learn "to think critically about the past or to be familiar with the nature of history as an academic discipline, its methods and findings...in order for students both to move away from passive rote learning and develop their own social, political and historical orientations." Historical thinking is at the heart of this approach, which Denos and Case (2006) describe as "the act of interpreting and assessing both the evidence from the past that has been left behind and the narratives that historians and others have constructed from this evidence."

Six key concepts define historical thinking

Researchers have identified various structural concepts that provide the basis of historical thinking. The following six concepts are used in this curriculum:

- establish historical significance
- use primary source evidence
- identify continuity and change
- analyze cause and consequence
- take historical perspectives
- understand ethical dimensions of history

These concepts are described by Dr. Peter Seixas of the University of British Columbia in *Benchmarks of Historical Thinking: A Framework for Assessment in Canada* (2006), which is reproduced below. The *Benchmarks of Historical Thinking Project* is a Canada-wide initiative, based on Dr. Seixas' work, through which history educators contribute and have access to teaching and learning exemplars and support materials related to the historical thinking concepts. For more information, see <http://historicalthinking.ca>.

Benchmarks of Historical Thinking: A Framework for Assessment in Canada

What should students know and be able to do when they are finished their years of school history? Surely, the accumulation of facts-to-be-remembered is not an adequate answer to the question. Many curriculum documents indicate "historical thinking," but are not very helpful in unpacking its meaning for teachers and students. If not "more facts," then what is the basis for a history curriculum that extends over multiple years of schooling? Whatever that is, in turn, should inform history assessments. Otherwise, we measure a journey along a road, but we don't really care whether students are travelling it. General curriculum statements about the values of learning history are insufficient, unless those values inform our assessments. This document aims to define historical thinking for the purposes of shaping history assessments.

Ken Osborne notes: "...it is not clear whether or to what extent history courses at different grade levels are designed to build on each other in any cumulative way." British researchers and curriculum developers have been attentive to exactly this problem, defined as one of progression. Historical thinking is not all or nothing: fundamental to the definition is the notion of progression, but progression in what?

Researchers have identified "structural" historical concepts that provide the basis of historical thinking. Dr. Seixas identified six distinct but closely interrelated historical thinking concepts. Students should be able to

- establish *historical significance* (why we care, today, about certain events, trends, and issues in history. Why are the Plains of Abraham significant for Canadian history?)
- use primary source *evidence* (how to find, select, contextualize, and interpret sources for a historical argument. What can a newspaper article from Berlin, Ontario in 1916 tell us about attitudes towards German-Canadians in wartime?)
- identify *continuity and change* (what has changed and what has remained the same over time. What has changed and what has remained the same about the lives of teenaged girls between the 1950s and today?)
- analyze *cause and consequence* (how and why certain conditions and actions led to others. What were the causes of the Northwest Rebellion?)
- take *historical perspectives* (understanding the "past as a foreign country," with its different social, cultural, intellectual, and even emotional contexts that shaped people's lives and actions. How could John A. Macdonald compare "Chinamen" to "threshing machines" in 1886?)
- understand *ethical dimensions* of history (this cuts across many of the others: how

we, in the present, judge actors in different circumstances in the past; how different interpretations of the past reflect different moral stances today; when and how crimes of the past bear consequences today. What is to be done today, about the legacy of residential schools?)

Taken together, these tie "historical thinking" to competencies in "historical literacy."

It is also important to note that these elements are not "skills" but rather a set of underlying concepts that guide and shape the practice of history. In order to understand *continuity and change*, for instance, one must know *what* changed and *what* remained the same. "Historical thinking" only becomes meaningful with substantive content.

Note: The following framework is adapted with permission from *The Historical Thinking Project* by Peter Seixas, which is available online at: <http://historybenchmarks.ca>.

A Framework for Assessing Historical Thinking

In order to think historically, historians, the public in general, and school students in particular must do the following:

Establish Historical Significance

HS

This involves recognizing the principles behind the selection of what and who should be remembered, researched, taught, and learned.

History is everything that has ever happened to anyone anywhere. There is much too much history to remember all of it. So how do we make choices about what is worth remembering? Significant events include those that resulted in great change over long periods of time for large numbers of people. The Second World War passes the test for historical significance in this sense. But what could be significant about the life of a worker or a slave? What about my own ancestors, who are clearly significant to me, but not necessarily to others? Significance depends upon one's perspective and purpose. A historical person or event can acquire significance if we, the historians, can link it to larger trends and stories that reveal something important for us today. For example, the story of an individual worker in Winnipeg in 1918, however insignificant in the Second World War sense, may become significant if it is recounted in a way that makes it a part of a larger history of workers' struggles, economic development, or post-war adjustment and discontent. In that case, the "insignificant" life reveals something important to us, and thus becomes significant. Both "It is significant because it is in the history book," and "It is significant because I am interested in it," are inadequate explanations of historical significance.

Aspects of significance:

a. Resulting in change (The event/person/development had *deep* consequences, for *many* people, over *a long period* of time.)

b. Revealing (The event/person/development sheds light on enduring or emerging issues in history and contemporary life or was important at some stage in history within the collective memory of a group or groups.)

At the most sophisticated level, students will be able to do the following:

a. Demonstrate how an event, person, or development is significant either by showing how it is embedded in a larger, meaningful narrative OR by showing how it sheds light on an enduring or emerging issue.

b. Explain how and why historical significance varies over time and from group to group.

Potential student tasks:

a. Explain what made [X] significant.

b. Choose the "most significant events" (e.g., in Canadian history; in the 20th century; for new immigrants to Canada), and explain your choices.

c. Identify and explain differences in significance over time or from group to group (e.g., Why is women's history more significant now than 50 years ago? Why do Canadians consider Louis Riel to be significant, while Americans generally don't?).

Use Primary Source Evidence

E

The litter of history—letters, documents, records, diaries, drawings, newspaper accounts, and other bits and pieces left behind by those who have passed on—are treasures to the historian. These are primary sources that can give up the secrets of life in the past. Historians learn to read these sources.

But reading a source for evidence demands a different approach than reading a source for information. The contrast may be seen in an extreme way in the difference between reading a phone book—for information—and examining a boot print in the snow outside a murder scene—for evidence. When we look up a phone number, we don't ask ourselves "who wrote this phonebook?" or "what impact did it have on its readers?" We read it at face value. The boot print, on the other hand, is a trace of the past that does not allow a comparable reading. Once we establish what it is, we examine it to see if it offers clues about the person who was wearing the boot, when the print was made, which direction the person was headed, and what else was going on at that time.

A history textbook is generally used more like a phone book: it is a place to look up information. Primary sources must be read differently. To use them well, we set them in their historical contexts and make inferences from them to help us understand more about what was going on when they were created.

Aspects of evidence

(Note: The term *author* is used broadly to mean whoever wrote, painted, photographed, drew, or otherwise constructed the source.)

a. Good questions are necessary in order to turn a source into evidence, the first question being "What is it?"

b. Authorship: the position of the author(s) is a key consideration.

c. Primary sources may reveal information about the (conscious) purposes of the author as well as the (unconscious) values and world view of the author.

d. A source should be read in view of its historical background (contextualization).

e. Analysis of the source should also provide new evidence about its historical setting.

At the most sophisticated level, students will be able to do the following:

- Use several primary sources to construct an original account of a historical event.

Potential student tasks

a. Find and select primary sources that are appropriate for responding to historical questions.

b. Formulate questions about a primary source to help shed light on its historical context.

c. Analyze a primary source for the purposes, values, and world view of the author.

d. Compare points of view and usefulness of several primary sources.

e. Assess what can and can't be answered by particular primary sources.

f. Use primary sources to construct an argument or narrative.

Identify Continuity And Change

C&C

Students sometimes misunderstand history as a list of events. Once they start to understand history as a complex mix of continuity and change, they reach a fundamentally different sense of the past.

There were lots of things going on at any one time in the past. Some periods changed rapidly while others remained relatively continuous. The decade of the 1910s in Canada, for instance, saw profound change in many aspects of life, but not much change in its forms of government. If students say, "nothing happened in 1911," they are thinking of the past as a list of events.

Note: Because continuity and change are so closely tied to cause and consequence, student tasks may often join the two.

One of the keys to continuity and change is looking for change where common sense suggests that there has been none; another is looking for continuities where we assumed that there was change. Judgments of continuity and change can be made on the basis of comparisons between some point in the past and the present, or between two points in the past, such as before and after Confederation in Canada. We evaluate change over time using the ideas of progress and decline.

Aspects of continuity and change

a. Continuity and change are interrelated: processes of change are usually continuous and not isolated into a series of discrete events.

b. Some aspects of life change more quickly in some periods than others. Turning points—perhaps even tipping points—help to locate change.

c. Progress and decline are fundamental ways of evaluating change over time. Change does not always mean progress.

d. Chronology can help to organize our understanding of continuity and change (you cannot understand continuity and change without knowing the order in which things happened).

e. Periodization can help to organize our understanding of continuity and change.

At the most sophisticated level, students will be able to do the following:

- Explain how some things continue and others change in any period of history.
- Identify changes over time in aspects of life that we ordinarily assume to be continuous, and identify continuities in aspects of life we ordinarily assume to have changed over time.
- Understand that periodization and judgments of progress and decline can vary depending upon purpose and perspective.

Potential student tasks

a. Place a series of pictures in chronological order, explaining why they are placed in the order they are.

b. Compare two (or more) documents from different time periods and explain what changed and what remained the same over time.

c. Assess progress and decline from the standpoint of various groups since a certain point in time.

Analyze Cause And Consequence

In examining both tragedies and accomplishments in the past, we are usually interested in the questions of how and why. These questions start the search for causes: what were the actions, beliefs, and circumstances that led to these consequences?

In history, as opposed to geology or astronomy, we need to consider human agency. People, as individuals and as groups, play a part in promoting, shaping, and resisting change.

People have motivations and reasons for taking action (or for sitting it out), but causes go beyond these. For example, the Vancouver anti-Chinese riot of 1887 certainly involved the racial attitudes and motivations of the white workers who rampaged. Did the workers cause the riot? In some sense they did. But the causes must be set in the larger context of employers paying Chinese workers a fraction of the regular wage rate and the desperate situation of Chinese Canadian workers after the completion of the Canadian Pacific Railroad.

Causes are thus multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term motivations, actions, and events. Causes that are offered for any particular event (and the priority of various causes) may differ, based on the scale of the history and the approaches of the historian.

Aspects of cause and consequence

a. Human beings cause historical change, but they do so in contexts that impose limits on change. Constraints come from the natural environment, geography, historical legacies, as well as other people who want other things. Human actors (agents) are thus in a perpetual interplay with conditions, many of which (e.g., political and economic systems) are the legacies of earlier human actions.

b. Actions often have unintended consequences.

At the most sophisticated level, students will be able to do the following:

- Identify the interplay of intentional human action and constraints on human actions in causing change.
- Identify various types of causes for a particular event, using one or more accounts of the event.
- Be able to construct counterfactuals (e.g., if Britain had not declared war on Germany in 1914, then...).

Potential student tasks

a. Examine an everyday event (e.g. a car accident) for its potential causes (e.g., the skill and response time of the driver, the state of health or drowsiness of the driver, distraction of the driver, violation of driving rules, the condition of the cars, the technology of the cars, the weather, the road signage, absence of traffic lights, the culture that glorifies speed, the size of the oncoming SUV, etc.).

b. Analyze a historical passage, and identify "types of causes" (e.g., economics, politics, culture, conditions, individual actions) that it offers as causes.

c. Examine the relationship between an individual actor's motivations and intentions and the consequences of his or her actions.

d. Create a schematic chart of the causes of [e.g., the Japanese internment] and explain their arrangement.

e. How might people at the time have explained the causes of [X] and how does that differ from how we would explain it now?

Take a Historical Perspective

HP

"The past is a foreign country" and thus difficult to understand. What could it have been like to travel as a young *fille du roi* to Nouvelle-France in the 17th century? Can we imagine it, from our vantage point in the consumer society of the 21st century? What are the limits to our imagination?

Understanding the foreignness of the past is a huge challenge for students. But rising to the challenge illuminates the range of human behaviour, belief, and social organization. It offers surprising alternatives to the taken-for-granted, conventional wisdom, and opens a wider perspective from which to evaluate our present preoccupations.

Taking historical perspectives means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. At any one point, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking. Though it is sometimes called "historical empathy," historical perspective is very different from the common-sense notion of identification with another person. Indeed, taking historical perspectives demands comprehension of the vast differences between us in the present and those in the past.

Aspects of historical perspective-taking

a. Taking the perspective of historical actors depends upon *evidence* for inferences about how people felt and thought (avoiding *presentism*—the unwarranted imposition of present ideas on actors in the past). Empathetic leaps that are not based in evidence are historically worthless.

b. Any particular historical event or situation involves people who may have *diverse perspectives* on it. Understanding multiple perspectives of historical actors is a key to understanding the event.

c. Taking the perspective of a historical actor does not mean identifying with that actor.

At the most sophisticated level, students will be able to do the following:

- Recognize presentism in historical accounts.
- Use evidence and understanding of the historical context to answer questions of why people acted the way they did (or thought what they did) even when their actions seem at first to be irrational, inexplicable, or different from what we would have done or thought.

Potential student tasks

a. Write a letter, diary entry, poster (etc.) from the perspective of [X], based either on some sources provided by the teacher or sources the students find.

b. Compare primary sources written (or drawn, painted, etc.) from two opposing or differing perspectives about a given event. Explain their differences.

Understand Ethical Dimensions Of History

ED

Are we obligated to remember the fallen soldiers of the First World War? Do we owe reparations to the First Nations victims of residential schools or to the descendents of those who paid the Chinese Head Tax? In other words, what responsibilities do historical crimes and sacrifices impose upon us today?

These questions are one part of the ethical dimension of history. Another part has to do with the ethical judgments we make about historical actions. This creates a difficult paradox. Taking a historical perspective demands that we understand the differences between our ethical universe and those of bygone societies. We do not want to impose our own anachronistic standards on the past. At the same time, meaningful history does not treat brutal slave-holders, enthusiastic Nazis, and marauding conquistadors in a "neutral" manner. Historians attempt to hold back on explicit ethical judgments about actors in the midst of their accounts, but, when all is said and done, if the story is meaningful, then there is an ethical judgment involved. We should expect to learn something from the past that helps us to face the ethical issues of today.

Aspects of the ethical dimension

a. All meaningful historical accounts involve implicit or explicit moral judgment.

b. Moral judgment in history is made more complex by collective responsibility and profound change over time. In making moral judgments of past actions, we always risk anachronistic impositions of our own standards upon the past.

c. Historians often deal with the conflict between the previous two points by utilizing the following strategies:

   1. Framing questions that have a moral dimension
   2. Suspending judgments in order to understand the perspectives of the historical actors
   3. Emerging from the study with observations about the moral implications, today, of their narratives and arguments

At the most sophisticated level, students will be able to do the following:

- Make judgments about actions of people in the past, recognizing the historical context in which they were operating
- Use historical narratives to inform judgments about ethical and policy questions in the present

Potential student tasks

a. Examine a historical issue involving conflict (e.g., attitudes for and against women getting the vote; why Canada admitted such a small number of refugee Jews from 1933–39; the outlawing of potlatch), identify the perspectives that were present at the time, and explain how these historical conflicts can educate us today.

b. Students identify an ethical issue today (e.g., Canadians' role as peacekeepers, private vs. public health care, protection of the environment), research aspects of its historical background, and explain the implications of the issue today.

NOTES

Assessment and the Stages of Learning

Classroom-based Assessment *as*, *for,* and *of* Learning

Classroom-based assessment is an ongoing and systematic process of gathering information about what students know and are able to do. This process includes collecting, interpreting, and communicating results related to students' progress and achievement.

> ***"The purpose of summative assessment is to prove learning, while the purpose of formative assessment is to improve learning."***
>
> ***—David Pratt***

Characteristics of Effective Assessment

Effective assessment is congruent with instruction

Assessment requires teachers to be continually aware of the purpose of instruction: *What do I want my students to learn? What can they do to show they have learned it?*

The methods of assessment depend upon what is being assessed. There are three sources for teachers to gather student assessment evidence:

- observations of student learning (including students' interactions with peers)
- observation and evaluation of student products and performances
- one-to-one dialogue with students about their learning, including information gathered from self- and peer assessment

Equally important, assessment informs students of the program emphasis and helps them to focus on important aspects of learning. If teachers only assess the elements that are easy to measure, students may focus on only those things.

Effective assessment is based on authentic tasks

Assessment tasks should be authentic and meaningful. Teachers discover through assessment whether students are able to use their knowledge, skills, and resources to achieve worthwhile purposes. Teachers are encouraged to design tasks that replicate the context in which knowledge and skills may be applied beyond the classroom. As often as possible, students should communicate their knowledge and ideas to real audiences for real purposes.

Effective assessment uses a wide range of tools and methods

In order to create a comprehensive profile of student progress, teachers gather data by a variety of means and over numerous occasions. This means planning for a balance of formal and informal student tasks, as well as a balance of written, oral, visual, and hands-on activities. Student profiles may involve both students and teachers in data gathering and assessment.

Effective assessment is based on criteria that students know and understand

Assessment criteria must be established and made explicit to students before they engage in learning tasks in order to focus their attention and efforts. Assessment should focus only on what has been explicitly targeted and addressed in the learning experience. Whenever possible, students need to be involved in developing assessment criteria and to be exposed to exemplary models so that they may understand what the successful accomplishment of the task might look like.

Effective assessment is a collaborative process involving students

Effective assessment enables students to assess their own progress. Gradually increasing student responsibility for assessment helps develop their autonomy as lifelong learners. Ideally, effective assessment will decrease student dependence on teacher feedback and direction. It will also reduce student reliance on marks for external validation of their accomplishments.

Effective assessment also enhances students' metacognitive abilities. It helps them make judgments about their own learning and provides them with information for goal setting and self-monitoring.

Teachers can increase students' responsibility for assessment by

- requiring students to select products and performances to demonstrate their learning (e.g., student portfolios)
- involving students in developing assessment criteria whenever possible
- involving students in peer assessment—informally through focused peer dialogue or formally through checklists
- providing students with tools for reflection and self-assessment (e.g., checklists, learning logs, identification of goals, guiding questions for reflection tasks)
- establishing a protocol for students who wish to challenge a teacher-assigned mark

Effective assessment focuses on what students have learned and can do

Assessment must be equitable, offering opportunities for success to every student.

Effective assessment identifies the learning progress of each student, rather than simply identifying deficits in learning.

Teachers need to use a variety of assessment strategies and approaches:

- Use a wide range of instruments to assess the various expressions of each student's learning (i.e., oral, written, etc.).
- Provide students with opportunities to learn from feedback and to practise, recognizing that not every assignment will be successful, nor will it become part of end-of-cluster or end-of-term assessment.
- Examine several pieces of student work in assessing any particular learning task to ensure that the data collected are valid bases for making generalizations about student learning.
- Develop student learning profiles by using information that compares a student's performance to predetermined criteria, as well as by using self-referenced assessment, which compares a student's performance to his or her prior performance.
- Avoid using assessment for discipline or classroom control.
- Allow students, when appropriate and possible, to choose how they will demonstrate their competence.

- Use assessment tools appropriate for assessing individual and unique products, skills, and performances. Teachers provide informal assessment by questioning students and offering comments.

Effective assessment is ongoing and continuous

Ongoing, classroom-based assessment that is woven into daily instruction

- offers students frequent opportunities for feedback and dialogue
- allows them to modify their learning approaches and methods
- helps them observe their progress

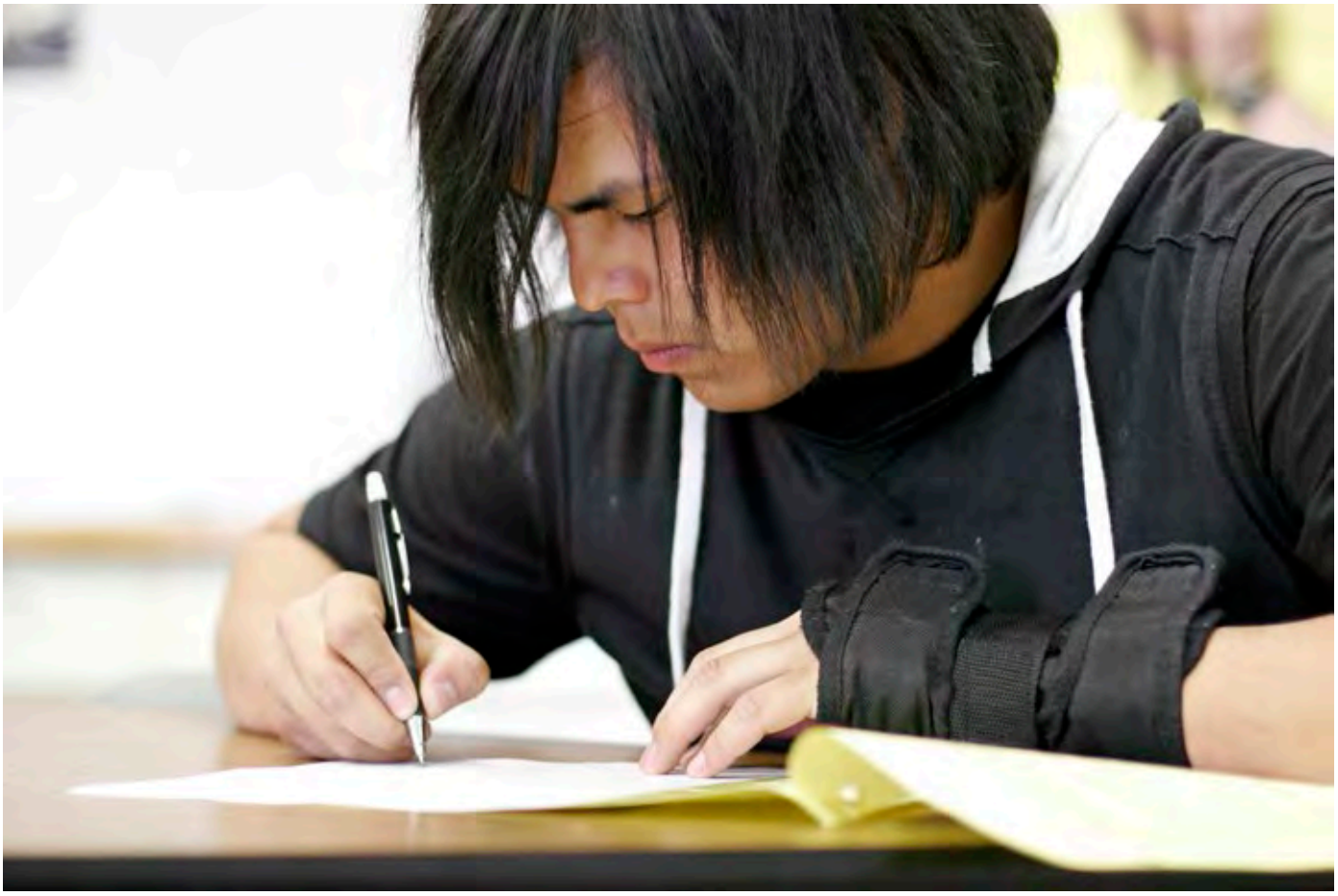
Assessment with Purpose in Mind

The purpose of assessment is to enhance student learning. Research has demonstrated that formative assessment, which engages both teacher and student in ongoing dialogue about learning, contributes significantly to student success. This type of assessment includes assessment *for* learning and assessment *as* learning as integrated parts of all phases of the learning process. At certain defined points in the learning process, however (such as the end of a learning experience or a cluster), teachers also need to conduct assessment *of* learning or summative assessment, with the purpose of evaluating and reporting results on student progress.

Meaningful assessment is an ongoing and integral part of the learning process. This means asking the following questions as part of planning each learning experience:

- For what purpose am I assessing?
- What am I assessing?
- What methods will I use?
- How will I ensure assessment quality?
- How will I use the evidence obtained?

It is important that the purpose of assessment (*of, as*, or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and learning resources that will improve student achievement.



The following chart, *Overview of Assessment*, summarizes the key purposes and methods of each of the three forms of assessment.

Overview of Planning Assessment

	Assessment *for* Learning	Assessment *as* Learning	Assessment *of* Learning
Why Assess?	to enable teachers to determine next steps in advancing student learning	to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps	to certify or inform parents or others of a student's proficiency in relation to curriculum learning outcomes
Assess What?	each student's progress and learning needs in relation to the curricular outcomes	each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes
What Methods?	a range of methods in different modes that make students' skills and understanding visible	a range of methods in different modes that elicit students' learning and metacognitive processes	a range of methods in different modes that assess both product and process
Ensuring Quality	n accuracy and consistency of observations and interpretations of student learning n clear, detailed learning expectations n accurate, detailed notes for descriptive feedback to each student	n accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment n engagement of the student in considering and challenging his or her thinking n students record their own learning	n accuracy, consistency, and fairness of judgments based on high-quality information n clear, detailed learning expectations n fair and accurate summative reporting
Using the Information	n provide each student with accurate descriptive feedback to further his or her learning n differentiate instruction by continually checking where each student is in relation to the curricular outcomes n provide parents or guardians with descriptive feedback about student learning and ideas for support	n provide each student with accurate, descriptive feedback that will help him or her develop independent learning habits n have each student focus on the task and his or her learning (not on getting the right answer) n provide each student with ideas for adjusting, rethinking, and articulating his or her learning n provide the conditions for the teacher and student to discuss alternatives n students report about their learning	n indicate each student's level of learning n provide the foundation for discussions on placement or promotion n report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning

Reproduced from *Rethinking Classroom Assessment with Purpose in Mind: Assessment* for *Learning, Assessment* as *Learning, Assessment* of *Learning* by Manitoba Education, Citizenship and Youth (2006).

Rethinking Assessment

Assessment *for* learning

Assessment *for* learning helps establish what students have learned and what they will need to learn. This type of assessment involves frequent opportunities for meaningful and relevant feedback. Descriptive feedback—including analytical questions and constructive comments—helps students gather information about their progress. This process elicits information that may be used by students to adjust their learning processes, and by teachers to adjust and differentiate their teaching strategies. It provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning, and to better understand their learning processes. It also offers opportunities for teachers to become reflective practitioners.

Assessment *as* learning

Assessment *as* learning provides opportunities for both students and teachers to reflect on and to enhance the learning process. It involves engaging students in self-assessment and reflection so as to be able to make better choices and assume greater responsibility for their learning. Self-assessment involves critical thinking by encouraging students to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves. This builds student autonomy, responsibility, and motivation.

Self-assessment is dependent upon student empowerment. Empowerment needs to begin before the learning process begins and continue through to the final stages of assessment.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances, in collaboration with their teachers and peers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Student empowerment supports the development of the kind of citizenship that is important in a pluralistic democracy: reflective, independent, self-questioning individuals who think critically and are unafraid to take risks and make mistakes.

Student responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances to demonstrate learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, guiding essential questions, portfolio selection processes)

Assessment *as* learning engages teachers and students in monitoring and reflecting on the learning process on an ongoing basis. This type of assessment allows for a constant and conscious adjustment in strategies and approaches, as needed to facilitate learning.

Students monitor their learning in a variety of ways.

Goal-Setting

- What are my strengths?
- How will I use these in my planning/ learning?
- What do I need to improve?
- What do I want to accomplish?
- How will I know I am successful?

Planning for Learning

- What do I know about...?
- What do I need/want to know about...?
- What strategies and resources will I use?
- What can I do myself?
- What do I need help with?
- Who can help me?

Reflection, Self-Assessment, and Metacognition

- What worked well? Why?
- What will I change? Why?
- What did I learn?
- How will I act differently as a result?
- What do I still need to understand?

Making Learning Decisions

- Are these resources helpful?
- Will these choices contribute to my goals?
- What problem-solving strategies can I use?
- Who can I talk to about this idea?
- Am I contributing to the learning environment?
- How will I know that I'm on the right track?
- Is there anything else I need to do to reach my goal?

Assessment *as* learning also informs the teacher's planning process. Through regular guided conversations with students about their learning, teachers gain essential information to plan for their needs. This in turn facilitates equitable assessment, which is focused on student growth and progress (rather than on deficits) and not used for purposes of discipline or classroom control.

Teacher Reflection

Teacher reflection is essential to effective pedagogy, and there is no teaching tool or strategy more important to a teacher than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching throughout the learning process.

Assessment *of* learning: evaluation and reporting

Assessment *of* learning takes place at the end of a learning experience, cluster, or at the end of a semester. This type of assessment provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

Assessment *of* learning provides a summary of how well the student has attained the desired learning. This may be demonstrated in many ways, including a performance task, an inquiry project, a simulation, a test, a historical essay, a debate, an oral or audio-visual presentation, a historical reconstruction or role-play, or many other ways.

It may also take the form of guided reflection in response to questions that address the targeted enduring understandings, or a cooperative project that incorporates research with theatre, or visual arts, or in a form of historical reproduction. Whatever the nature of the culminating task, it should provide evidence of understanding through historical thinking and the application of skills for historical inquiry. Assessment *of* learning should be based on tasks that students have had the opportunity to practice and refine, with teacher and peer feedback, over time, and these tasks should vary in nature and type (for example, an overall balance of written, oral, multi-media, and visual tasks).

Teachers may consider using a number of short assessments as evidence of progress and practice rather than as assessments *of* learning. For example, students need not undertake a full historical essay assignment for each learning experience, but they may at times be required to submit their notes and sources for assessment,

or to submit a brief interpretation of an assigned primary source. It may be that, at times, the student assignment is simply to generate questions in response to selected primary sources or divergent secondary sources. Throughout the course, students should regularly be assigned tasks that permit them to make connections between clusters, between learning experiences, and between the past and the present. Major inquiry projects should be based upon student-generated questions to guide research, and teachers should regularly provide guidance to students in the generation of pertinent and meaningful historical questions.

No matter what the type (*as, for*, or *of*), every assessment task should be based on criteria that are shared with students before they engage in learning. When students know in advance what is to be assessed, and when their performances are compared to predetermined criteria (and to their prior performances), they are better able to concentrate their efforts and focus their learning. It is also helpful to provide students with an exemplary model to strive toward, particularly in the case of a complex task. Providing students with exemplars allows them to visualize their goals and assess their own progress.

Activating: ***How will students be prepared for learning?***

Acquiring: ***What strategies facilitate learning for groups and individuals?***

Applying: ***How will students demonstrate their understanding?***

Assessment and the phases of the learning process

Assessment does not only take place at the end of the learning process. Effective assessment is integrated in all phases of learning: activating, acquiring, and applying. Assessment at each stage benefits students and teachers.

Activating phase: Preparing for learning

Assessment during the **activating** stage prepares both teachers and students for the learning process by identifying gaps and strengths in student knowledge and informing instruction decisions.

Assessment in the activation stage helps **students**

- "set the stage" and to mentally plan and prepare for new learning
- identify the focus of new learning
- identify what they already know about a topic
- gain interest in a new topic

Assessment in the activation stage helps **teachers**

- identify gaps, strengths, misconceptions, or faulty information in student knowledge
- identify student interests
- plan a focus for instructional strategies and student learning resources
- determine which instructional approaches or resources need to be used or adapted

Acquiring phase: Facilitating learning for groups and individuals

Assessment during the **acquiring** stage provides feedback as learning takes place and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals.

Assessment during the acquisition stage helps **students**

- become aware of the progress and the degree of understanding they are achieving
- experience and adapt different approaches and strategies that facilitate their learning
- identify what further learning they need to undertake
- improve as they practise

Assessment during the acquisition stage helps **teachers**

- revise learning strategies to meet evolving student needs
- monitor student progress, and determine whether students are acquiring the knowledge and skills required to build enduring understandings
- determine if individual students need additional support or further practice
- identify concepts and skills that need to be the focus of subsequent instruction and assessment
- gather evidence of student growth, which may be used for reporting

Applying phase: Demonstrating understanding

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have relevant purposes and replicate as closely as possible the context in which newly acquired knowledge may be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Assessment during the application stage helps **students**

- become aware of their growth and achievement, and celebrate their successes
- identify their strengths, as well as areas needing further growth
- deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways

Assessment during the application stage helps **teachers**

- be aware of student understanding and acquisition of targeted knowledge and skills
- identify student strengths and areas needing further support
- provide evidence of student progress and achievement for reporting to parents and administrators
- reflect on their teaching practices in order to identify changes and revisions

Using a broad range of assessment tools and strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. As previously stated, true understanding and appreciation of history does not occur if students simply memorize and recall information. Rather, students need to apply the knowledge they acquire to synthesize and generate new understandings, and to demonstrate evidence of their learning. They also need to have frequent opportunities to apply and refine skills.

A broad range of tools and strategies are available to teachers to assess learning in the history classroom. These include student portfolios, interviews, individual and group inquiry and research, journals, role-plays, debates, interviews and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions as they learn, and prompting them to higher levels of thinking. When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

In the wide range of possible assessment tasks, it is important to try to vary the type of task (oral, visual, written, hands-on, interactive, multimedia) and to allow students a measure of choice in determining the nature of the task. Also, it may be that certain types of performances and products are better suited to specific assessment purposes. The following chart proposes a variety of assessment tools and methods to help teachers plan a variety of tasks as part of the learning process.

Assessment Tool Kit

Method	Description
Gathering Information	
Questioning	asking essential questions in class to elicit understanding
Observation	systematic observations of students as they process ideas
Homework	assignments to elicit understanding
Learning conversations or interviews	investigative discussions with students about their understanding and confusions
Demonstrations, presentations	opportunities for students to show their learning in oral and media performances, exhibitions
Quizzes, tests, examinations	opportunities for students to show their learning through written response
Rich assessment tasks	complex tasks that encourage students to show connections that they are making among concepts they are learning
Computer-based assessments	systematic and adaptive software applications connected to curriculum outcomes
Simulations, docudramas	simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning
Learning logs	descriptions students maintain of the process they go through in their learning
Projects and investigations	opportunities for students to show connections in their learning through investigation and production of reports or artifacts
Interpreting Information	
Developmental continua	profiles describing student learning to determine extent of learning, next steps, and to report progress and achievement
Checklists	descriptions of criteria to consider in understanding students' learning
Rubrics	descriptions of criteria with gradations of performance described and defined
Reflective journals	reflections and conjecture students maintain about how their learning is going and what they need to do next
Self-assessment	process in which students reflect on their own performance and use defined criteria for determining the status of their learning
Peer assessment	process in which students reflect on the performance of their peers and use defined criteria for determining the status of their peers' learning
Record-Keeping	
Anecdotal records	focused, descriptive records of observations of student learning over time
Student profiles	information about the quality of students' work in relation to curriculum outcomes or a student's individual learning plan
Video or audio tapes, photographs	visual or auditory images that provide artifacts of student learning
Portfolios	systematic collection of their work that demonstrates accomplishments, growth, and reflection about their learning
Communicating	
Demonstrations, presentations	formal student presentations to show their learning to parents, judging panels, or others
Parent-student-teacher conferences	opportunities for teachers, parents, and students to examine and discuss the student's learning and plan next steps
Records of achievement	detailed records of students' accomplishments in relation to the curriculum outcomes
Report cards	periodic symbolic representations and brief summaries of student learning for parents
Learning and assessment newsletters	routine summaries for parents, highlighting curriculum outcomes, student activities, and examples of their learning

Planning for Teaching and Learning *

1. Select content and determine inquiry approach

Teachers and students select content and generate inquiry questions guided by the essential question and enduring understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age . . .)
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

2. Determine evidence and establish criteria for assessment *of* learning

In this stage of planning, teachers and students determine culminating tasks and descriptive criteria for the assessment *of* learning (e.g., products, performances, demonstrations, and other tasks that will provide evidence of understanding and historical thinking).

3. Design teaching and learning and ongoing assessment strategies

In this stage, teachers design teaching and learning strategies that engage students in the application of historical thinking concepts and skills. The design should identify key primary sources and allow for differentiated instruction. With purpose in mind, teachers plan strategies that integrate assessment *as* and *for* learning through each phase of the learning experience (Activate, Acquire, Apply).

Refer to the Planning Templates for each essential question in Section III.

---

* This suggested model for planning teaching, learning, and assessment is based on the "backward design" approach developed by Wiggins and McTighe (*Understanding by Design,* 1998).

Teacher's Checklist

In addition to Seixas's description of historical thinking and suggestions for student tasks, Osborne (2000) offers the following teacher's checklist to support teachers in making the changes needed to help students gain a better understanding of history:

- ✓ **Activate** students to nuances of language and style and their effect on argument and interpretation
- ✓ **Avoid** presentism by seeing the past on its own terms, focusing on specific people or groups rather than on abstract movements, trends, and 'isms', and using concrete reality and events to open up more abstract and impersonal forces
- ✓ **Challenge** students to work with primary sources using a wide variety of secondary sources and going beyond a core textbook using non-print as well as print materials (e.g., artifacts, cartoons, maps, pictures, etc.)
- ✓ **Create** a sense of empathy with people of the past so that students see the world as people of the time saw it
- ✓ **Critically Analyze** the textbook and other sources of information
- ✓ **Emphasize** justice to all the people of the past regardless of gender, race, class, or other characteristics
- ✓ **Employ** "meta-discourse" to make the past interesting (i.e., making clear to students the assumptions, reasoning strategies, value judgments, etc., that lie between and behind the lines of written and spoken statements)
- ✓ **Empower** students to arrive at reasonable criteria for determining historical significance, while also seeing the subjective (but not capricious) nature of such criteria
- ✓ **Encourage** students to formulate, clarify, and justify their own ideas based on evidence
- ✓ **Engage** students to make connections (i.e., comparisons, contrasts, analogies, linkages) between the past and the present, but without imposing present values on the past
- ✓ **Explore** history as ideas rather than facts to be learned and problems to be solved
- ✓ **Include** techniques of critical thinking and issues analysis
- ✓ **Incorporate** multiple perspectives into the exploration of the past (to reveal the multiplicity of voices and viewpoints in the past and present)
- ✓ **Insist** that arguments and hypotheses be based on evidence, so that students see that historical understanding requires factual knowledge
- ✓ **Inspire** students engage in some original research (i.e., research that has never been done before, such as family or local history)
- ✓ **Introduce** students to issues of historiography and historical interpretation
- ✓ **Investigate** multi-causation in history
- ✓ **Motivate** students to do history, by both critically analyzing sources and constructing historical accounts
- ✓ **Present** history as open-ended (so that students see the people of the past as contending with problems whose outcomes they could not foretell), showing the people of the past as active agents doing what they could to shape their lives

GRADE 11

1 CLUSTER

History of Canada

First Peoples and Nouvelle-France (to 1763)

Cluster 1 Overview

First Peoples and Nouvelle-France (to 1763)

11.1.0 What is history, and why do we study it?

11.1.1 Who were the First Peoples, and how did they structure their world?

11.1.2 Why did the French and other Europeans come to North America, and how did they interact with First Peoples?

11.1.3 How did First Peoples and Europeans interact in the Northwest, and what were the results?

EQ 11.1.0

Essential Question 11.1.0

What is history, and why do we study it?

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

This learning experience is intended to provide students with a brief introduction to the discipline of history, including why it is important, methods of historical inquiry, and historical thinking concepts. Students will have opportunities throughout the course to use the historical thinking concepts in meaningful ways as they engage in historical inquiry.

The Purpose of Teaching and Learning History

Students learn best when they are interested and engaged in their learning. Too often, students regard history as unimportant and disconnected from their lives. A critical and often overlooked dimension of history education is helping students to see the importance of this subject. We study history to

- learn what it means to be a citizen of Canada
- develop awareness of Canada's global interconnectedness
- understand the diversity and range of human experience
- enrich cultural literacy
- help deal with complex social and political problems
- understand how the discipline of history is constructed
- refine general competencies and skills
- encourage and enhance intellectual independence

NOTE See "Planning for Teaching and Learning" on page II-46

EQ 11.1.0

Thinking Historically

Historians reconstruct the past on the basis of evidence. This evidence is often incomplete, sometimes contradictory, and always needs explaining. Like a detective, a historian must first uncover the facts and then explain what they mean. This means testing the accuracy of facts, judging their significance, and arranging them into an account or narrative.

Historians try to be as objective as possible. They cannot ignore or falsify evidence, and whatever they say must be based on the evidence available to them. Historians do not simply describe the past; they explain and interpret it. When we read a historical account we should always ask: What is this telling us? On what evidence is it based? Why should we believe it? How significant is it?

Historians also use particular historical concepts when they investigate the past. They adopt the perspective of the people they are studying in order to see the world as the people of the past saw it. They are interested in change and continuity, in what stays the same and what changes over time, and why. They look for the causes and origins of events, and their results and consequences. This means they have to judge and evaluate. Historians do not simply say that such-and-such a thing happened at such-and-such a time: they want to know why it happened and what results it produced.

The six historical thinking concepts listed on the previous page are adapted, with permission, from the work of Dr. Peter Seixas of the Centre for the Study of Historical Consciousness at the University of British Columbia. Dr. Seixas articulated the concepts in *Benchmarks of Historical Thinking: A Framework for Assessment in Canada,* presented at UBC on August 16, 2006. The Historical Thinking Project is a Canada-wide initiative where history educators contribute and have access to a variety of teaching and learning exemplars and support materials related to the historical thinking concepts.

Questions to Guide Historical Inquiry

This course is based on the process of historical inquiry. Teachers are encouraged to use the six historical thinking concepts to engage students in the inquiry process. The following questions will assist students as they use the concepts to learn about the people and events of Canada's past.

HS

Establishing Historical Significance

- Is this event/person/development historically significant and, if so, why?
- Who sees the event/person/development as significant and why?
- What do historians say about the significance of this person, event, or development? Do they agree or disagree? (cite sources)

EQ 11.1.0

- What factors determine the historical significance of an event, person, or development or idea?
- What is the role of the media in establishing the historical significance of an event?
- Does an event need to be dramatic in order to be significant? Explain.
- Did this event have long-term consequences? Are the effects of this event evident today?
- Does this event uncover or reveal something surprising or unique about the past?
- Has this event/person been officially recognized by groups, organizations, or government as being significant? Describe various forms of recognition of the historical importance of an event/person (e.g., statues, street names, plaques, special days, museums...). Do you think these forms of recognition are valuable? Explain.
- Do you think that this person/event/idea should be officially recognized as having historical significance? Why or why not? How should this person/event be recognized?
- It has been said that history is written by the winners and that all other voices are silenced (e.g., Indigenous peoples, women, ethnocultural minorities, gay/lesbian/transgendered people...). Find examples of this way of determining significance. Find examples of how historians have succeeded in changing this approach.

E

Using Primary Source Evidence

- What are the sources of evidence that underpin this account or explanation?
- Are these primary or secondary sources? What types of sources are they (e.g., oral, artifacts, images, written documents, art...)?
- Who created this source and for what purpose? In what context (time, place circumstances) was it created?
- Is this an authentic source? How do you know?
- Why and by whom was this source conserved? (preserved?)
- How reliable is this source of information?
- What factors make sources more (or less) reliable?
- What does this source reveal about its intended message or purpose?
- What is missing or omitted from this source? Does this source conflict with evidence from other sources?
- Are there conflicts or gaps in these sources?
- How have historians interpreted and used this source?
- Are there differing interpretations and explanations of this event or development? If so, explain why.

EQ 11.1.0

- Which interpretation/explanation do you find most persuasive? Why?
- Does this source reveal any bias or judgment?
- What values seem to underpin this source?

C&C

Identifying Continuity and Change

- Comparing this time period to an earlier period, what changed and what stayed the same?
- Why and for whom did conditions change?
- Could these changes be considered to be progress or decline? To whom? How would different groups see and explain these changes?
- What are the factors that ensure the continuity of certain elements or practices? Why were these elements preserved or transmitted over time? Were they preserved over a long period of time? By whom and why? How were they preserved? What is the value of preserving practices over time?
- Consider some practices and beliefs that have all but disappeared. Is this a negative or a positive thing? Explain.
- It is sometimes said that it would be advisable to return to "the good old days." Why do you think people may believe this?
- What were some specific "turning points" that represent major change?
- Was this a dramatic and sudden change, or did it happen slowly and in stages?
- What human actions and decisions were instrumental in provoking or advancing this change?
- Have you observed some changes that seem to repeat earlier similar changes? How might they be explained?
- What are some ways in which people and groups strive to preserve continuity over time? What are the advantages and disadvantages of this?
- Do you believe that some things have changed so radically that it is no longer possible to understand what was in the past? Give an example and explain.
- Think of an example of a historical change that you wish had never happened. Explain.
- It has been said that human beings tend to resist or oppose change. Do you think this is true? Give some examples from Canadian history.

EQ 11.1.0

C↔C

Analyzing Cause and Consequence

- What specifically triggered this event (immediate causes or catalyst)?
- What long-term factors or conditions made this event possible? Which factors combined to make the event more likely?
- What were the immediate consequences or results of this event? What groups or people were most affected by these immediate results?
- Did the immediate results of this event lead to further consequences? Which people or groups were involved?
- What were the long-term consequences of this event? Describe the nature of these consequences and assess whether they were negative or positive, and for whom.
- How did this event influence subsequent decisions and actions of the people or groups involved?
- Do historians differ in their explanations of the causes of this event? Explain their differing explanations.
- Which explanation of cause and consequence do you find most persuasive, and why?

HP

Taking Historical Perspectives

- Why did this person/these people act the way she/he/they did?
- What was the historical context in which this decision was made?
- What were the prevailing beliefs/values of this society/people?
- Imagine yourself in that person's place. How would you have responded to the historical situation?
- Did this person or group have allies or supports at the time of this event? Explain.
- How did this person or group respond to this event? Explain why they responded as they did.
- What factors were considered to be the most important in making decisions at this time?
- Did this person act as an individual or as a representative of a group?
- Who were the leaders who had the most influence on this event or development? How did they exercise their leadership?
- If conflict was involved in this event, what were the factors that caused individuals or groups to respond to conflict? Did these responses escalate or defuse the conflict? What influences led them to respond in the way they did?

EQ 11.1.0

- Did this group or individual change their position with respect to this event? What led them to do so?
- What should we take into account when trying to explain/understand how people acted in the past?

ED

Considering the Ethical Dimensions of History

- Does the event/action/development raise moral or ethical questions?
- How have historians evaluated this event/person?
- Do different historians' evaluations or judgments of this event or development differ from each other? Explain how and why.
- Which historical evaluation or judgment do you find most persuasive, and why?
- What are the underlying values or beliefs that influence this historical account?
- Should present-day citizens bear any ethical responsibility for the actions of the past?
- What can or should citizens do to make amends for injustices of the past?
- If this event were to take place today, how would citizens judge or evaluate it?
- What were the dominant influences and values that motivated this decision or event of the past?
- How are the values and beliefs of today different than (or similar to) the values and beliefs of this period?
- Did the mistake or the injustice of the past affect or leave a mark on the present? What can people/groups/governments do to address these mistakes?
- Is it advisable to avoid or simply deny controversial or sensitive issues of the past? Explain.

EQ 11.1.1

Essential Question 11.1.1

Who were the First Peoples, and how did they structure their world?

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 explore the long history of the land that became Canada before the arrival of Europeans, including the diversity and complexity of First Nations and Inuit societies and cultures, and ways in which First Peoples both adapted the environment and adapted to it. Students investigate the nature and role of governance, social organization, and Indigenous world views, knowledge, and traditions in First Peoples societies.

(Note: This learning experience on the earliest history of what is now Canada serves as an introduction to First Peoples prior to the arrival of Europeans. It is crucial that the ongoing and changing role of the First Peoples in Canadian history be studied in every cluster throughout the course.)

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 have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.

EQ 11.1.1

- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Historical Background

First Peoples' histories date back thousands of years. According to oral traditions, First Peoples have lived in North America since time immemorial. Western history, archeology, anthropology, genetics, and linguistics present differing theories and evidence regarding First Peoples' origins.

First Peoples were self-governing nations with a wide variety of cultures and languages. They occupied all geographical regions in North, Central, and South America, and were intricately linked to their environments. First Peoples lived in societies ranging from small, informal nomadic family groupings to large, highly complex and densely populated permanent settlements. First Peoples were spiritually connected to all living things and to the natural world around them. (Note: In contrast to Western beliefs, First Peoples believed that living things included objects such as rocks and the land itself.) Their oral traditions taught the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.

The histories of First Peoples in the lands that later became known as the Americas include migration, settlement, development of economic systems, trade, invention of technologies, agriculture and plant science, animal domestication, animal husbandry and the creation of new breeds, ecology, land management, sophisticated systems of governance and decision making, military technologies and strategies, and engagement in war and the maintenance and negotiation of peace. First Peoples also developed or had knowledge of mathematics, astronomy, calendar systems, writing, engineering, architecture, city planning, textiles, metallurgy, painting, sculpture, ceramics, medicines and medical procedures, and intergenerational preservation of knowledge.

An essential element of Canada's history is the story of how First Peoples related to each other, understood and explained their world, and organized their lives. A central theme revisited throughout this course is that First Nations, Métis, and Inuit peoples have played and continue to play an important part in the history of Canada.

EQ 11.1.1

Historical Content

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

1. **Diversity and origins of First Peoples**
   - Overview of First Nations cultures and traditional territories
   - Oral traditions of First Peoples (e.g., Ininew [Cree], Anishinabe [Ojibwa], Dakota [Sioux], Inuit, Dene...)
   - Archeological evidence of First Peoples (e.g., The Forks, Lockport, Brandon Stott Site, Duck Bay...); current scientific evidence (e.g., DNA analysis...)
2. **World views and societies of First Peoples**
   - World views: spirituality and values; relationships to the land; oral tradition; Indigenous knowledge, arts, technology
   - Governance: patriarchal and matriarchal organization, clan systems, role of Elders, collective decision making, leadership
   - Social structures: family, clans, gender roles, holistic education, community responsibilities, and "justice"
   - Relations between nations: alliances and confederacies (e.g., Haudenosaunee [Iroquois], Niitsitapi [Blackfoot]...) trade, war and peace

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *Atlas of Canada (6th edition): First Nations in Early 17th Century*
  This map shows the population distribution of First Nations people in 1630.
  http://geogratis.gc.ca/api/en/nrcan-rncan/ess-sst/c997e561-8893-11e0-a0fd-6cf049291510.html
- *Iroquois Constitution (primary source): Gayanashagowa: The Great Law of Peace*
  This site shows the Gayanashagowa or the Great Law of Peace of the Iroquois (or Haudenosaunee) Six Nations. This is an oral constitution that was the basis of the Iroquois Confederacy.
  www.mohawktribe.com/constitution/iroquois_constitution_001.htm

EQ 11.1.1

- *Four Directions Teachings*
  This site provides an audio narrative about Indigenous knowledge and learning from five diverse First Nations: Blackfoot, Cree, Ojibwe, Mohawk, and Mi'kmaq.
  www.fourdirectionsteachings.com
- *Canadian Museum of Civilization: Gateway to Aboriginal Heritage*
  This resource shows a wide variety of historical and contemporary objects, images, and documents to illustrate the histories and cultures of First Nations, Métis, and Inuit people in Canada.
  www.civilisations.ca/cmc/exhibitions/tresors/ethno/index_e.shtml
- *Government of Canada: First Nations in Canada*
  This educational resource illustrates the significant developments that have affected First Nations communities from the pre-Contact era (before the arrival of Europeans) up to the present.
  www.aadnc-aandc.gc.ca/eng/1307460755710/1307460872523

11.1.1

Core Concept: Citizenship

Essential Question

- Who were the First Peoples, and how did they structure their world?

Enduring Understandings

- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The oral traditions of First Nations, Métis, and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental, and spiritual aspects of life.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Atlas of Canada (6th edition): First Nations in Early 17th Century*
- *Iroquois Constitution (primary source): Gayanashagowa: The Great Law of Peace*
- *Four Directions Teachings*
- *Canadian Museum of Civilization: Gateway to Aboriginal Heritage*
- *Government of Canada: First Nations in Canada*

Essential Question 11.1.2

Why did the French and other Europeans come to North America, and how did they interact with the First Peoples?

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

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

- Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.
- 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.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.

EQ 11.1.2

Historical Background

The long period of time when First Peoples were the only inhabitants of the Americas came to an end with the arrival of the Europeans. The Vikings are generally believed to be the first visitors to the Americas in the 10th century, when they landed in what is now Newfoundland and Labrador. By the latter part of the 15th century, the English, French, Portuguese, and Spanish had visited the Americas. In the 16th century, French explorers and speculators showed an interest in settlement. Some Europeans hoped to find gold and other precious metals, while others were looking for the Northwest Passage to Asia. Some wanted to spread Christianity, some wanted to expand the power of their home country, and some saw possibilities in the fur trade.

Whatever their reasons, the European explorers and settlers assumed the principle of *terra nullius* (Latin for "nobody's land"). They believed that First Peoples did not own the land on which they lived, and therefore Europeans had the right to claim possession of it. In the 17th century, the French established settlements in what are now Québec, the Maritimes, the Great Lakes region, and the Mississippi valley. French explorers and traders travelled across much of the region, both north and south of what would eventually become the Canada–United States boundary. The French brought their language, culture, religion, and government to Nouvelle-France. As they adapted to North American conditions, they soon established a distinctive culture and a francophone presence that became a defining characteristic of Canada. For much of its existence (1608–1763), Nouvelle-France was involved in intermittent war with the British and their allies the Haudenosaunee (Iroquois). However, as a result of the Seven Years War (1756–1763), Britain gained possession of Nouvelle-France and made it a British colony. The Hudson Bay region, Acadia, and Newfoundland were also scenes of Anglo-French conflict during this time. The foundations of the French-English duality in Canada had been established.

Historical Content

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

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

EQ 11.1.2

2. Nouvelle-France

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

3. Relations with First Peoples

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

NOTE

See "Planning for Teaching and Learning" on page II-46

EQ 11.1.2

Learning Resources

- *Canada in the Making: Aboriginals: Treaties and Relations*
  This resource focuses on the treaties and laws that were established between Canada and First Nations, and the events that preceded and followed them.
  www.canadiana.ca/citm/themes/aboriginals/aboriginals2_e.html
- *The Life and Explorations of Champlain and the Meeting of Cultures*
  This site depicts the life and explorations of Samuel de Champlain in Acadia, including the society that he lived in and the people he encountered.
  www.histori.ca/champlain/index.do
- *Canadian Museum of Civilization: Virtual Museum of New France*
  "Discover what drew the French to North America and follow missionaries, cartographers, soldiers, coureurs des bois, and Aboriginal allies as they explore and expand New France (Nouvelle-France). Join Canada's first European inhabitants in their daily activities and learn about their culture and civilization."
  www.civilization.ca/virtual-museum-of-new-france
- *Acadian Deportation Order of September 3, 1755*
  This French resource includes the original English proclamation of September 3, 1755, where Lieutenant-Colonel John Winslow deported 418 Acadian men and young boys.
  www.tlfq.ulaval.ca/axl/amnord/acadiens-deportation.htm
- *The Jesuit Relations and Allied Documents, 1610 to 1791*
  This site contains the complete Jesuit Relations and Allied Documents, which chronicle the Jesuit missions in Nouvelle-France from 1610 to 1791.
  http://puffin.creighton.edu/jesuit/relations
- *Statistics Canada: Role-playing Jean Talon*
  "Intermediate students review tables of census data collected in 1665 and 1666 by Jean Talon. Students role-play Jean Talon and prepare a presentation to convince the King of France to increase his investment in New France (Nouvelle-France). Technology may be incorporated, depending on the availability of resources and capabilities of the students."
  www.statcan.gc.ca/pub/98-187-x/4151283-eng.htm
- *McCord Museum: Our People, Our Stories*
  This site allows students to explore Canada's past with interesting, informative web-based resources such as thematic tours and collections of artifacts.
  www.musee-mccord.qc.ca/en/keys

- *American History: From Revolution to Reconstruction and Beyond*
  This site includes the complete December 1750 memoirs of Marquis de la Galissoniere on the French Colonies in North America.
  www.let.rug.nl/usa/documents/1701-1750/marquis-de-la-galissoniere-memoir-on-the-french-colonies-in-north-america-december-1750.php
- *Library and Archives Canada (electronic collection): Tracing the History of New France*
  This exhibition provides a number of documents from the Nouvelle-France era, as well as access to the "Colonial Archives" database, which provides descriptions of thousands of documents from this period in Canadian history.
  http://epe.lac-bac.gc.ca/100/206/301/lac-bac/new_france-ef/0517/051702_e.html
- *Library and Archives Canada (electronic collection): Passageways: True Tales of Adventures for Young Explorers*
  This site, which is designed and written for 9- to 12-year-olds, features the published accounts of famous explorers during their travels.
  http://epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers-kids/www.collectionscanada.gc.ca/explorers/kids/h3-220-e.html
- *Library and Archives Canada (cartographic material)*
  This site depicts an original 1720 map of the northern parts of North America claimed by France (Louisiana, Mississippi, Canada, and Nouvelle-France), with adjoining English and Spanish territories.
  http://data2.archives.ca/e/e333/e008311015_a1-v8.jpg
- *The Champlain Society Digital Collection*
  "The collection contains 101 of the Champlain Society's volumes (almost 50,000 printed pages) dealing with exploration and discovery over three centuries. It includes first-hand accounts of Samuel de Champlain's voyages in New France (Nouvelle-France), as well as the diary from Sir John Franklin's first land expedition to the Arctic, 1819-22."
  http://eir.library.utoronto.ca/champlain/search.cfm
- *Library and Archives Canada: The Jesuit Relations and the History of New France (digital text)*
  These missionary texts are a major source of information about the early years of French colonization in North America.
  http://epe.lac-bac.gc.ca/100/206/301/lac-bac/jesuit_relations-ef/jesuit-relations/index-e.html
- *AMDOCS (Documents for the Study of American History): Memoir on English Aggression, October 1750*
  This memoir is included as part of the AMDOCS project, which posts original documents from early North America.
  www.vlib.us/amdocs/texts/english_aggression.html

EQ 11.1.2

- *McGill Journal of Education Abstract: Two Myths in New France Education*
  This is a PDF of the original 1985 article by Roger Magnuson, which analyzes and questions some traditional beliefs about education in Nouvelle-France.
  http://mje.mcgill.ca/article/view/7636/5566

11.1.2

Core Concept: Citizenship

Essential Question

- Why did the French and other Europeans come to North America, and how did they interact with First Peoples?

Enduring Understandings

- Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.
- 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.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Canada in the Making: Aboriginals: Treaties and Relations*
- *The Life and Explorations of Champlain and the Meeting of Cultures*
- *Canadian Museum of Civilization: Virtual Museum of New France*
- *Acadian Deportation Order of September 3, 1755*
- *The Jesuit Relations and Allied Documents, 1610 to 1791*
- *Statistics Canada: Role-playing Jean Talon*
- *McCord Museum: Our People, Our Stories*
- *American History: From Revolution to Reconstruction and Beyond*
- *Library and Archives Canada (electronic collection): Tracing the History of New France*
- *Library and Archives Canada (electronic collection): Passageways: True Tales of Adventures for Young Explorers*
- *Library and Archives Canada (cartographic material)*
- *The Champlain Society Digital Collection*
- *Library and Archives Canada: The Jesuit Relations and the History of New France (digital text)*
- *AMDOCS (Documents for the Study of American History): Memoir on English Aggression, October 1750*
- *McGill Journal of Education Abstract: Two Myths in New France Education*

Essential Question 11.1.3

How did First Peoples and Europeans interact in the Northwest, and what were the results?

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

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's history and identity have been shaped by its vast land, its northern location, and its abundant natural resources.
- 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*.
- Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.

EQ 11.1.3

Historical Background

While the British and French were colonizing Atlantic Canada and Québec, they first came to the West mainly as explorers and fur traders rather than as settlers. For the most part, the British entered the West through Hudson Bay and the rivers that flow into it, while the French travelled through the Great Lakes and the rivers and lakes of western Canada. The Europeans were a tiny minority of the population of the West and were dependent on First Peoples for many things, including geographic knowledge, survival skills, and the success of the fur trade. Even so, First Peoples had no resistance to many European diseases such as measles, whooping cough, and smallpox, and over the years they suffered many deaths from these and other diseases introduced by the newcomers.

In 1670, the King of England granted the Hudson's Bay Company a monopoly of trade in Rupert's Land, a vast region defined by the Hudson Bay drainage area. At first, both First Peoples and Europeans benefited from the resulting exchange of trade goods and technologies (e.g., guns, furs, metal goods, pemmican, canoes, snowshoes, etc.). From unions between First Nations women and European traders came a new nation of mixed First Nations and European ancestry called the Métis. The Métis played an important role in the fur trade in the West. Métis men and women made pemmican, moccasins, and other supplies. They hunted and fished, and helped build and work the canoes and boats used in the fur trade. The Métis helped maintain the trading posts, served as guides, acted as intermediaries between First Nations hunters and trappers and European traders, and became traders in their own right. As the Métis population grew, fur traders increasingly chose Métis women as partners in marriage.

Although geographically far removed from central Canada, the events and peoples of the Northwest were inextricably linked to the French-English struggle for territorial control and to the expansion of British North America and, later, of Canada.

Historical Content

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

1. **Hudson's Bay Company (HBC)**
   - European interest in the fur trade; demand for beaver pelts
   - Roles of Radisson and des Groseilliers (1668)
   - Creation of HBC (HBC charter, 1670); Rupert's Land
   - Relations of HBC with First Nations; terms and operation of fur trade; women in the fur trade
2. **The western fur trade**
   - Role of HBC (contested ownership, governance, and monopoly)

EQ 11.1.3

- Role of First Peoples in western fur trade
- French-English rivalry in Hudson Bay region in the 1690s and beyond
- Early European explorers of the West (e.g., La Vérendrye, Kelsey, Henday, Hearne, Pond, Mackenzie, Thompson, Fraser...)
- Establishment of the North West Company and expansion of HBC trading posts into the interior
- Voyageurs and the ethno-genesis of the Métis nation at Red River (circa 1750s)

(Note: The content of this learning experience is linked to the development of the Hudson's Bay and North West companies and the subsequent NWC/HBC rivalry, continuing until the merger of the two companies in 1821. See EQ 11.2.2 for a more detailed study of the fur trade rivalries and the role of the Métis. Teachers may wish to explore the fur trade as one study. EQ 11.3.1 includes detailed study of the Métis resistance to westward expansion in Manitoba and Saskatchewan.)

NOTE

See "Planning for Teaching and Learning" on page II-46

EQ 11.1.3

Learning Resources

- *Hudson's Bay Company Archives*
  These archives "document the growth and expansion of the Hudson's Bay Company in the vast territories of Rupert's Land, through the fur trade and exploration and the later development of a retail empire."
  www.gov.mb.ca/chc/archives/hbca
- *McGill University Digital Library: In Pursuit of Adventure: The Fur Trade in Canada and the North West Company*
  This resource "illustrates and documents, in part, the heroic age of the fur trade in Canada by examining the exploits of the North West Company and other Montreal-based fur trading companies at the end of the eighteenth and the beginning of the nineteenth century."
  http://digital.library.mcgill.ca/nwc/toolbar_1.htm

11.1.3

Core Concept: Citizenship

Essential Question

- How did First Peoples and Europeans interact in the Northwest, and what were the results?

Enduring Understandings

- Canada's history and identity have been shaped by its vast land, its northern location, and its abundant natural resources.
- The relationship between 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*.
- Nouvelle-France, Acadia, Québec, and francophone communities across Canada have played a role in shaping Canadian history and identity.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

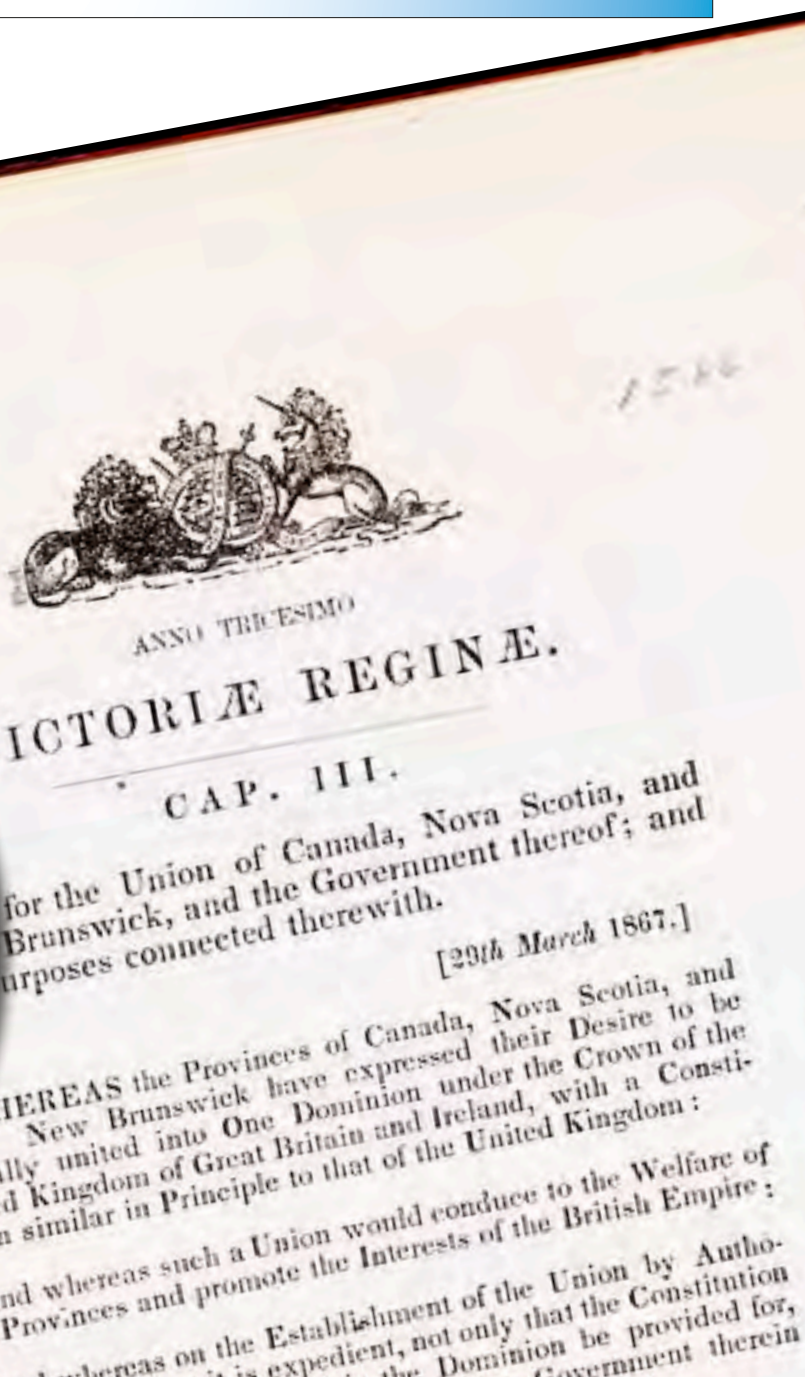
- *Hudson's Bay Company Archives*
- *McGill University Digital Library: In Pursuit of Adventure: The Fur Trade in Canada and the North West Company*

GRADE 11

2 CLUSTER

History of Canada

British North America (1763–1867)



ANNO TRICESIMO

VICTORIÆ REGINÆ.

CAP. III.

for the Union of Canada, Nova Scotia, and Brunswick, and the Government thereof; and Purposes connected therewith.

[29th *March* 1867.]

WHEREAS the Provinces of Canada, Nova Scotia, and New Brunswick have expressed their Desire to be federally united into One Dominion under the Crown of the United Kingdom of Great Britain and Ireland, with a Constitution similar in Principle to that of the United Kingdom:

And whereas such a Union would conduce to the Welfare of the Provinces and promote the Interests of the British Empire:

And whereas on the Establishment of the Union by Authority it is expedient, not only that the Constitution of the Dominion be provided for, but also that the Government therein

Cluster 2 Overview

British North America (1763–1867)

11.2.1

How did British colonial rule change during this period, and what was its impact on life in North America?

11.2.2

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

11.2.3

Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

EQ 11.2.1

Essential Question 11.2.1

How did British colonial rule change during this period, and what was its impact on life in North America?

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

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

- 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*.
- Canadian institutions and culture reflect Canada's history as a former colony of France and of Britain.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.

EQ 11.2.1

Historical Background

While the British were engaged in an increasingly intense rivalry over the fur trade in the Great Lakes region and in the Northwest, they faced serious challenges over how to govern their new colony of Québec in eastern Canada. Britain expected its colonies to resemble the mother country, but Québec was French-speaking, Roman Catholic, mostly agricultural, and had its own system of land ownership and law. In addition, after 1763, a small minority of English-speaking merchants in Québec hoped to control the French-speaking majority. This situation was further complicated in the 1780s by the arrival of thousands of Loyalist refugees from the newly independent United States, including the Haudenosaunee (Iroquois) who had fought for the British. These refugees demanded their rights as loyal subjects and allies of Britain.

In response to these challenges, Britain experimented with a variety of forms of government, which in turn led to the rebellions in Upper and Lower Canada in 1837–1838. In 1841, the *Union Act* united the two Canadas as a single colony with two provinces: Canada East (later Québec) and Canada West (later Ontario). Britain granted responsible government to the colony in 1849.

Relations with the United States presented other challenges, and in 1812 the United States declared war on Britain and invaded Canada. Although the war ended in 1814, a number of border issues remained. In the 1840s, Britain's adoption of free trade created serious economic difficulties for British North American colonies. Despite these challenges, large numbers of British immigrants came to British North America in what came to be known as the Great Migration, transforming the demographic profile of both Canada East and Canada West. New settlements were established, with accompanying economic development and construction of canals and railways.

Throughout these events, Britain attempted to reconcile the rights of First Nations with the demands of new settlers, but ultimately this was the beginning of a long period of increasing marginalization of First Nations. The expansion of the fur trade to the Northwest, the rise of the Métis nation, and the arrival of new settlers brought further changes to British North America.

Historical Content

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

1. **Governing the peoples of British North America**
   - Challenges of governing Québec: the Royal Proclamation (1763); *Quebec Act* (1774)
   - Territorial disputes with First Nations: Pontiac's Resistance (1763)
   - Arrival and impact of Loyalists following 1776 (Note: See topic 2 below.)

EQ 11.2.1

- Further challenges of governing Québec: *The Constitutional Act* (1791); *Act of Union* (1840) and Lord Durham's Report
- The Great Migration (1815–1850)
- *Gradual Civilization Act* (1857)
  (Note: See suggestion at end of item #3 below.)

2. The United States of America

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

3. Towards responsible government

- Issues related to responsible government: oligarchies, Chateau Clique in Lower Canada; Family Compact in Upper Canada; reform leaders Papineau and Mackenzie respectively; Joseph Howe in Nova Scotia
- Rebellions of 1837–1838 in Upper and Lower Canada
- The Baldwin-Lafontaine coalition (1842)
- Responsible government in united Province of Canada and in Nova Scotia; Rebellion Losses Bill (1849)
  (Note: Include elements of social and economic history from various perspectives throughout the learning experience [e.g., home, work, family, role of women, education, religion, arts, the Industrial Revolution, agriculture, construction and impact of canals and railways].)

EQ 11.2.1

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *Early Canadiana Online*
  This site, which requires a subscription for access, includes a collection of the acts passed in the Great Britain parliament that were related to Canada.
  www.canadiana.org/view/42695/0030
- *The Royal Proclamation, 1763*
  This site, which requires a subscription for access, includes the proclamation that outlined the future government of Quebec.
  www.canadiana.ca/citm/_textpopups/constitution/doc28_e.html
- *The Quebec Act, 1774*
  This site includes original text from the *Quebec Act*, which was an act of the Parliament of Great Britain that established the procedures of governance in Quebec.
  www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=f1ARTf0010013
  Images of the Battle of Quebec (Secondary Sources)
- *View of the Taking of Quebec, September 13, 1759 (artist unknown, 1797)*
  This painting gives a narrative of the entire Battle of Quebec in 1759, which can be used to help students visualize the setting.
  http://historicalthinking.ca/sites/default/files/ATT%206%20View%20of%20the%20Taking%20of%20Quebec%20-%20painting.jpg
- *The Death of Wolfe (Benjamin West, 1770)*
  This is a 1770 painting by Benjamin West that depicts the death of British General James Wolfe during the 1759 Battle of Quebec. This painting can be used to help students visualize the setting.
  http://historicalthinking.ca/sites/default/files/ATT%202%20Death%20of%20Wolfe.jpg
- *Jay's Treaty, 1794*
  This site includes the text of the treaty between Great Britain and the United States, which was signed in London on November 19th, 1794.
  http://avalon.law.yale.edu/18th_century/jay.asp

EQ 11.2.1

- *The Historica-Dominion Institute: War of 1812 Educational Portal*
  This site includes resources dealing with the War of 1812, including Heritage Minute videos, classroom resources, a timeline, and supplements to the Historica print guide series.
  www.historica-dominion.ca/1812
- *The Historical Thinking Project: The War of 1812*
  This site includes a variety of useful lessons dealing with the War of 1812.
  http://historicalthinking.ca/war1812
- *University of Victoria: Durham Report, 1839 extracts*
  This site includes excerpts from Lord Durham's 1839 report, advocating responsible government for Upper and Lower Canada, as published in *Canadian History in Documents, 1763-1996.*
  http://web2.uvcs.uvic.ca/courses/lawdemo/webread/durham.htm
- *Canada in the Making: Constitutional History*
  This site "deals with the period after the rebellions in 1837 and 1838. In the decade that followed, responsible government gradually came closer into being, until, at last, it became a reality in 1848."
  www.canadiana.ca/citm/themes/constitution/constitution11_e.html

EQ 11.2.1

NOTES

11.2.1

Core Concept: Citizenship

Essential Question

- How did British colonial rule change during this period, and what was its impact on life in North America?

Enduring Understandings

- 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*.
- Canadian institutions and culture reflect Canada's history as a former colony of France and of Britain.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Early Canadiana Online*
- *The Royal Proclamation, 1763*
- *The Quebec Act, 1774*
- *View of the Taking of Quebec, September 13, 1759 (artist unknown, 1797)*
- *The Death of Wolfe (Benjamin West, 1770)*
- *The Jay Treaty, 1794*
- *The Historica-Dominion Institute: War of 1812 Educational Portal*
- *The Historical Thinking Project: The War of 1812*
- *University of Victoria: Durham Report, 1839 extracts*
- *Canada in the Making: Constitutional History*

EQ 11.2.2

Essential Question 11.2.2

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

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

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 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*.
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

EQ 11.2.2

Historical Background

During the period of the existence of British North America (1763–1867), the Northwest was largely the preserve of First Nations and Métis in the West and Inuit in the far North. Until 1869, when the Hudson's Bay Company sold Rupert's Land to Canada, Britain was largely content to allow the HBC to govern Western Canada. The company's main interest was the fur trade, and the only settlements of any note were those created by Lord Selkirk and the Métis after 1812. The Métis and First Nations lived as independent peoples running their own affairs, although during this period the population of the First Nations declined drastically due to their vulnerability to European diseases. Events elsewhere in North America and the impact of the fur trade also led to some shifts of territory among various First Nations.

Hudson's Bay Company and the North West Company struggled for control of the fur trade until their merger in 1821. This competition, along with the establishment of the Selkirk settlement at Red River and the threat of American expansion, combined to give the British government a more direct interest in the West. The Hind and Palliser expeditions reported that parts of the West—in particular, the Red River and North Saskatchewan River valleys—were suitable for agriculture, thereby increasing outside interest in the region. A gold rush brought attention to the Pacific Northwest when in 1846, following an agreement between Britain and the United States, the international border along the 49th parallel was extended to the Pacific Ocean. Vancouver Island and British Columbia were united into a single British colony in 1866. When Canada was created as a self-governing Dominion in 1867, one of its first actions was to take possession of the West, which it regarded as a valuable source of raw materials and agriculture, a potential market for its goods, a place for immigrants to settle, and a means of creating a larger Canada stretching from the Atlantic to the Pacific.

The Canadian government viewed the Indigenous inhabitants of the West as impediments to Canadian expansion. First Nations were aware of the Robinson Superior and Huron Treaties negotiated in 1850, and demanded similar agreements with Canada. The Métis viewed Canadian expansion with mounting apprehension, perhaps due to the agitations of the Canadian Party, whose members had been active in Red River for a decade. Both the Métis and First Nations would attempt to ensure their survival in the face of an uncertain future: the Métis through organized resistance, and First Nations through the negotiations of the numbered treaties.

EQ 11.2.2

Historical Content

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

1. **Fur trade and settlement rivalries**
   - Brief review of the western fur trade (e.g., Hudson's Bay Company, voyageurs, Montreal traders, relations with First Nations) (Refer back to EQ 11.1.3.)
   - Creation and operation of North West Company in Montreal (1783)
   - Rivalry and conflict between HBC and NWC (e.g., trade routes, conflict with settlers, merger in 1821)
   - Selkirk and Red River settlement (1812); relations with First Nations, HBC, NWC, and the Métis
2. **The Métis nation**
   - Birth of the Métis Nation, role in the fur trade, Métis settlement along the Red and Assiniboine rivers
   - Way of life, buffalo hunt, lands, language, religion, role of women
   - Pemmican proclamation, 1814; Seven Oaks incident (1816) (e.g., Cuthbert Grant, Métis Leader; Robert Semple, HBC Territorial Governor)
   - Métis reaction to the Selkirk Settlement
   - The end of HBC monopoly (Pierre Guillaume Sayer trial [1849]; Métis opposition to HBC monopoly of trade)
   - Decline of the fur trade and buffalo hunt and impact on traditional way of life (Note: Refer to EQ 11.3.1.)
3. **Towards the Pacific coast**

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

   - Westward explorations (e.g., Mackenzie [1793]; Vancouver [1792–94]; Thompson [1792, 1811]; Fraser [1808])
   - Palliser and Hind expeditions (1857) (agricultural potential of the Prairies)
   - Oregon issue (1846) establishes Canada-U.S. border in far west (Note: See EQ 11.2.1.)
   - British colonies and role of HBC on Pacific coast
   - Gold Rush and impact (Fraser River [1858]; Cariboo [1860])
   - Dispossession of First Nations

EQ 11.2.2

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *Manitoba Government: A History of the Legislative Assembly of Assiniboia*
  This site links directly to a PDF of the document *A History of the Legislative Assembly of Assiniboia* by Norma Hall, Clifford P. Hall, and Erin Verrier.
  www.gov.mb.ca/ana/pdf/mbmetispolicy/laa_en.pdf
- *Pemmican Proclamation, 1816, extract*
  This site, which requires a subscription for access, includes the document *The Remarkable History of the Hudson's Bay Company* by George Bryce, which includes an extract of the Pemmican Proclamation of 1816.
  www.canadiana.org/ECO/PageView/30050/0267

11.2.2

Core Concept: Citizenship

Essential Question

- How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?

Enduring Understandings

- First Nations, Métis, and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The 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*.
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Manitoba Government: A History of the Legislative Assembly of Assiniboia*
- *Pemmican Proclamation, 1816, extract*

EQ 11.2.3

Essential Question 11.2.3

Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

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

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

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

EQ 11.2.3

Historical Background

By the 1860s, Britain's colonies in North America were facing serious challenges. English-French tensions in Canada East and Canada West were simmering, making it difficult to achieve stable government. Economic problems included a lack of investment for development such as canals and railways, Britain's adoption of free trade in the 1840s, and the repeal of the *Reciprocity Treaty* by the United States. Security concerns arose with respect to potential American hostility following the Civil War, as well as Britain's reluctance to defend its colonies. Britain's colonies were forced to find ways to strengthen their defences, to advance economic development, and to achieve political stability on their own.

Some form of union seemed to offer a solution to these issues, but the colonies worried about losing their own particular identities or facing other disadvantages. While the Atlantic colonies were considering a Maritime union, the colony of Canada West and Canada East proposed a larger confederation. Britain was supportive of some form of union, as it was very reluctant to alienate or engage in war with the United States. At conferences in Charlottetown and Québec in 1864, representatives of the colonies agreed on a constitution. The colonial legislatures of Canada, New Brunswick, and Nova Scotia approved the union, while Prince Edward Island and Newfoundland opted against it. Delegates to the London conference in 1866 agreed on a final plan and drafted the *British North America Act*. The British Parliament approved the *BNA Act* and, on July 1, 1867, the new Dominion of Canada came into existence.

Historical Content

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

1. **Challenges facing British North America**
   - The issue of representation by population in the Canadas (Canada East and Canada West)
   - Political deadlock in the Canadas; French-English tensions and consequences of the Act of Union (Note: Refer to EQ 11.2.1.)
   - Economic challenges (e.g., construction of railroads and canals, need for investment)
   - Territorial and trade challenges from the United States: end of reciprocity (1866); Civil War tensions; manifest destiny and U.S. expansionism, Fenian raids
   - British support for Confederation; reduction in colonial and military defence costs in North America and maintenance of good relations with the United States

EQ 11.2.3

2. Seeking political solutions

- The "Great Coalition" (1864) of Brown, Macdonald, and Cartier
- The movement for Maritime union
- The Charlottetown Conference (1864)
- The Quebec Conference (1864) and the 72 Resolutions (negotiation of federal-provincial responsibilities)
- Reasons to support and oppose Confederation in each of the colonies (Canada East, Canada West, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland)

3. Making Confederation a reality

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

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *The Union Act*
  This Quebec history site features a reading about the *Union Act* (1840-41), written by Claude Belanger of the Department of History at Marianopolis College (2000).
  http://faculty.marianopolis.edu/c.belanger/QuebecHistory/readings/1840.htm
- *The 72 Quebec Resolutions*
  This Canadian history site by Library and Archives Canada includes the 72 Quebec Resolutions of October 1864.
  www.collectionscanada.gc.ca/confederation/023001-7104-e.html
- *The British North America Act, 1867*
  This site includes the full text of the *British North America Act* of 1867.
  http://en.wikipedia.org/wiki/British_North_America_Acts

EQ 11.2.3

- *Library and Archives Canada: Canadian Confederation*
  This Library and Archives Canada site "tells the story of how Canada came to be, from the original four provinces in 1867 to the present. Historical essays showcase documents, articles, and photographs of the people, places, and events that have shaped our country."
  www.collectionscanada.gc.ca/confederation/index-e.html
- *Library and Archives Canada: Confederation Political Cartoons*
  This Library and Archives Canada site focuses on the vital role of political cartoons in the progress of Confederation in British North America.
  www.collectionscanada.gc.ca/confederation/023001-6000-e.html
- *Quebec and Confederation: The Scheme of Confederation*
  This Quebec history site includes the 1864 *Montreal Gazette* article "The Scheme of Confederation."
  http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/SchemeofConfederation.html

11.2.3

Core Concept: Citizenship

Essential Question

- Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

Enduring Understandings

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

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

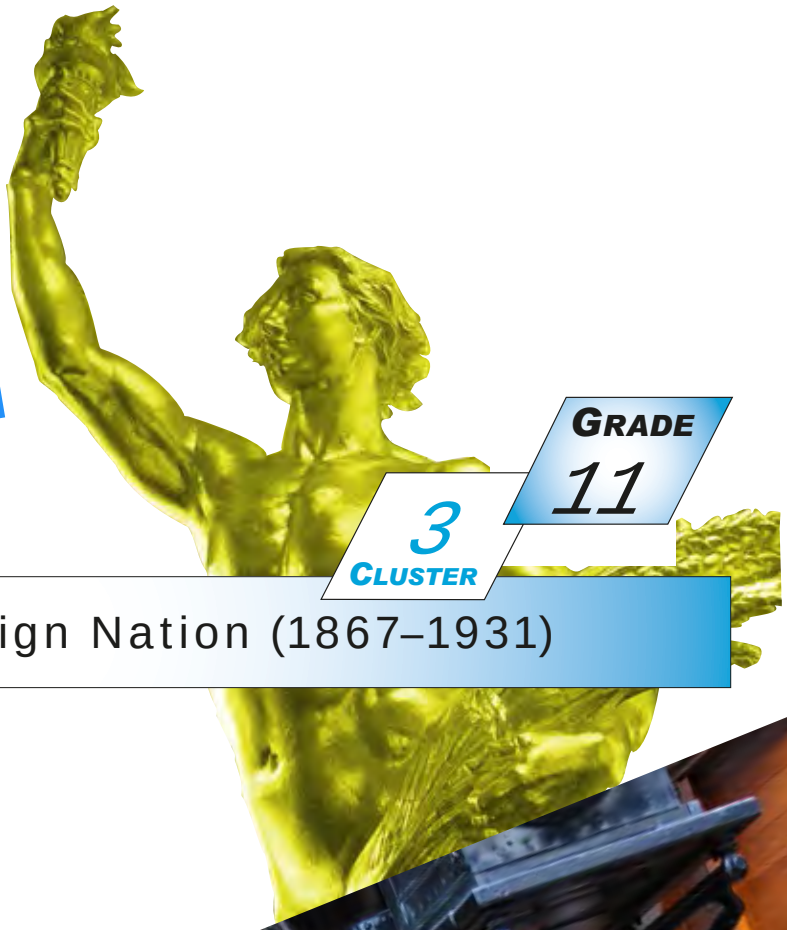
Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *The Union Act*
- *The 72 Quebec Resolutions*
- *The British North America Act, 1867*
- *Library and Archives Canada: Canadian Confederation*
- *Library and Archives Canada: Confederation Political Cartoons*
- *Quebec and Confederation: The Scheme of Confederation*



GRADE 11

3 CLUSTER

History of Canada

Becoming a Sovereign Nation (1867–1931)

Cluster 3 Overview

Becoming a Sovereign Nation (1867–1931)

11.3.1

Why did the Métis resist the westward expansion of Canada, and what were the consequences?

11.3.2

How did territorial expansion, immigration, and industrialization change life for men and women in Canada?

11.3.3

How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?

11.3.4

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

Essential Question 11.3.1

Why did the Métis resist the westward expansion of Canada, and what were the consequences?

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

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

- 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.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- Nouvelle-France, Acadia, Québec, and francophone communities across Canada play a defining role in Canadian history and identity.

EQ 11.3.1

Historical Background

With the creation of Canada as a self-governing Dominion in 1867, many of the challenges faced by the British North American colonies appeared to have been resolved—at least for the time being. The new Dominion could now turn its attention to those colonies reluctant to join Confederation, and to expanding its territory by consolidating control of Rupert's Land. One of the first actions of the Dominion was to take possession of Western Canada.

Colonization of First Nations in the West occurred as the treaties that had been negotiated with Canada were largely ignored. The treaty promises were replaced by a policy of assimilation, implemented through various means such as the *Indian Act* of 1876 and the creation of Indian residential schools. These measures resulted in the loss of traditional lands, widespread poverty, and the social and political marginalization that continues to characterize many First Nations communities today. The Métis of Red River and the Saskatchewan lands to the northwest would endure similar suffering as a result of colonization.

As described in Essential Question (EQ) 11.1.3, the Métis played an important role in the fur trade era in Western Canada. However, when the Dominion of Canada bought Rupert's Land from the Hudson's Bay Company in 1869, the Métis in the region were not consulted. Not surprisingly, they wondered what their future would be in this newly created Canada.

In 1869, when government survey parties arrived in Red River to prepare for the transfer of Rupert's Land to Canada and the construction of the railway, the Métis decided on a course of resistance. Under the leadership of Louis Riel, they created a Provisional Government and presented a List of Rights to Ottawa, offering terms under which Manitoba would enter Confederation. The *Manitoba Act* of 1870, which brought Manitoba into Confederation as a province, was a result of the Métis resistance. The Act ensured language, religious, and land rights for the "old settlers," including the Métis who lived in Manitoba prior to 1870.

With the arrival in August 1870 of the Red River Expeditionary Force, made up of regular and militia units from Ontario and Québec, the Métis were subject to a campaign of brutality in reprisal for the perceived crimes of the Provisional Government. The scrip process, by which Canada attempted to extinguish Métis land title, was characterized by irregularities, fraudulence, and delays. These events led to the dispersion of the Métis—with many leaving Red River to settle in various regions of Manitoba and what is now Saskatchewan.

Similar events unfolded in the Northwest in 1885 when the Métis—again under Riel's leadership and supported by some First Nations—once more took up arms in resistance to the Canadian government's disregard for their rights. Despite initial successes, this resistance was defeated by Canadian troops, who had been transported

on the newly constructed railway. Riel surrendered, was found guilty of high treason by an all-European jury, and was sentenced to hang. These events had major political ramifications in Québec and Ontario, but governments at all levels largely ignored the question of Métis rights. The West was now securely in the hands of the Canadian government, Manitoba had become a province, and the lands to the north and west became known as the Northwest Territories.

Historical Content

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

1. Red River Resistance and Manitoba's entry into Confederation (1869–70)

- Canada acquires Rupert's Land (1869) and expands westward
- Métis grievances and demands
- Tensions at Red River between Métis and Canadians, execution of Thomas Scott, consequences, and government response
- Louis Riel and provisional government, Métis Bill of Rights
- McDougall's proclamation
- *Manitoba Act* (1870)
- Retribution and violence against Métis
- Scrip and Métis land loss
- Dispersion of the Métis

2. Northwest Resistance (1884–85)

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

(Note: Refer to EQ 11.3.3 on page III-72 for subsequent Métis-Canada relations.)

EQ 11.3.1

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *Manitoba Government: A History of the Legislative Assembly of Assiniboia*
  This site links directly to a PDF of the document *A History of the Legislative Assembly of Assiniboia* by Norma Hall, Clifford P. Hall, and Erin Verrier.
  www.gov.mb.ca/ana/pdf/mbmetispolicy/laa_en.pdf
- *John A. MacDonald and Sir Wilfred Laurier Speeches*
  "The Historica-Dominion Institute has launched this new interactive website dedicated to informing Canadians of the accomplishments and legacy of Canada's two great nation-builders, John A. Macdonald and Wilfred Laurier."
  www.macdonald-laurier.ca/en/home
- *MacDonald-Laurier Political Cartoons*
  www.macdonald-laurier.ca/en/macdonald/macdonald-cartoons
- *Manitoba Education: St. Laurent: A Métis Community (Teacher's Guide to DVD)*
  This is a direct link to a PDF of the teacher's guide for the Manitoba Education and Advanced Learning DVD *St. Laurent: A Métis Community* (2006).
  www.edu.gov.mb.ca/k12/cur/socstud/st_laurent/teachers_guide.pdf

11.3.1

Core Concept: Citizenship

Essential Question

- Why did the Métis resist the westward expansion of Canada, and what were the consequences?

Enduring Understandings

- 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.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- Nouvelle-France, Acadia, Québec, and francophone communities across Canada play a defining role in Canadian history and identity.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Manitoba Government: A History of the Legislative Assembly of Assiniboia*
- *John A. MacDonald and Sir Wilfred Laurier Speeches*
- *MacDonald-Laurier Political Cartoons*
- *Manitoba Education: St. Laurent: A Métis Community (Teacher's Guide to DVD)*

Essential Question 11.3.2

How did territorial expansion, immigration, and industrialization change life for men and women in Canada?

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

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

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

EQ 11.3.2

Historical Background

The creation and expansion of the Dominion of Canada brought together separate colonies, each with its own history and identity. Successive governments of the new Dominion faced the challenge of taking Canada from a name on a map to a united and prosperous country that merited the support of its citizens. Addressing this challenge required political, economic, social, and cultural development.

From a political perspective, Canada encompassed most of the colonies that had initially stayed out of Confederation, assumed its present national borders (except for Newfoundland), created new provinces, claimed sovereignty over the Arctic, and strengthened its democratic institutions. Canada also began to take a role in international affairs, including the Boer War, the First World War, and membership in the League of Nations. In 1931, with the *Statute of Westminster*, Canada achieved full control over its foreign policy.

Economically speaking, Canada promoted the development of agriculture, forestry, mining, and industry, and created national communications and transportation systems, including the Canadian Pacific Railway.

From a social perspective, Canada encouraged large-scale immigration and created a foundation for a multi-ethnic, multicultural Canada. At the same time, in the West, the francophone population became a minority. Questions relating to the role of women and the right to vote, labour unions, and regional differences further challenged the new Dominion.

Culturally, successive Canadian governments set out to create a shared sense of Canadian identity so that people would see themselves as both Canadians and as British subjects.

Although these policies were somewhat successful, they had negative consequences for the First Nations, Métis and Inuit people in Canada. As the demographic profile of the country changed, federal government policies did not always equally benefit all regions and groups. As a result, governments assumed increased responsibilities in areas such as education, public health, policing, and taxation, and new demands arose for social and political reform. Throughout the period from 1867 to 1931, Canadians debated the kind of country they wanted Canada to be and what it meant to be Canadian. Unfortunately, many groups were excluded from the debate, including First Nations, Métis, and Inuit.

EQ 11.3.2

Historical Content

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

1. **Canadian expansion sea to sea**
   - Canada's vision for nation-building: CPR, settlement, agricultural and industrial development, dispossession of First Nations lands, and displacement of Métis (for more detail on the Métis and First Nations, see EQs 11.3.1 and 11.3.3)
   - *Dominion Lands Act* (1872) (homesteading)
   - Macdonald's National Policy (1879)
   - Expanding Confederation: British Columbia (1871); Prince Edward Island (1873); Northwest Territories (1875); Saskatchewan and Alberta (1905)
2. **Immigration and settlement**
   - Clifford Sifton's immigration policies and other immigration policies, racial immigration restrictions (e.g., Chinese Head Tax, restrictions on Asian immigration such as the Continuous Passage Regulation that resulted in the Komagata Maru incident)
   - Arrival in the West of Ukrainian, Mennonites, Doukhobors, Icelanders, Ontario settlers...
   - Impact of immigration on Canada, social and demographic change, challenges of integration
   - Manitoba schools question
   - Debate about Canadian identity, emerging pluralism, emerging nationalism in Québec
3. **Growth and industrialization**
   - Exploitation of natural resources (e.g., agriculture, mining [gold rushes, coal, metallic minerals]; logging, fisheries...)
   - Impact of growth in transportation and communication
   - Effects of industrialization and urbanization: growth of cities, trade unions, Winnipeg General Strike (1919)
4. **Social reform**
   - The role of women: women in the workforce (including during the First World War), Nellie McClung and suffrage in Manitoba (1916); Persons Case (1929); prohibition and temperance
   - Western discontent: tariffs and freight rates; agrarian reform (grain growers association, start of cooperatives, and emergence of United Farmers movement)

EQ 11.3.2

5. Political change

- Federal-provincial relations; Oliver Mowat and provincial rights, changing and expanding role of government, social programs, education, public health, labour, public services
- Defining political institutions (e.g., external affairs, free trade, Laurier liberalism, King-Byng affair [1926])

(Note: The social impact of the First World War may be studied in this EQ or in EQ 11.3.4. on page III-78)

Alternate Approaches To Organizing Content for this Learning Experience

1. The Prime Ministers of Canada (1867–1931)

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

2. Challenges facing Canadian government

- Creating/strengthening national unity/identity
- Economic growth
- Federal-provincial relations
- Relationship with Britain (Note: Refer to EQ 11.3.4. on page III-78)
- Relationship with the United States (Note: Refer to EQ 11.3.4. on page III-78)
- Social security
- Language and cultural issues
- Relationship with First Peoples (Note: Refer to EQ 11.3.4. on page III-78)

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

EQ 11.3.2

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *Manitobia: Digital Resources on Manitoba History*
  This site includes a variety of digital resources about Manitoba history, including maps, photographs, books, and newspaper articles.
  www.manitobia.ca/content/en
- *Library and Archives Canada: The Canadian West*
  This site includes a variety of examples of posters that the federal Department of the Interior and travel companies produced to promote western immigration in Canada.
  www.collectionscanada.gc.ca/canadian-west/052920/05292052_e.html
- *Statistics Canada: 100 Years of Immigration in Canada*
  This site links to a PDF of an article that looks at changes in Canadian immigration during the 20th century.
  http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?lang=eng&catno=11-008-X20000025164
- *Manitoba Education Library*
  Teachers can access this site to borrow a copy of *1919: The Winnipeg General Strike Educational Kit* (Manitoba Education Library call number K 331.892971 S87).
  www.edu.gov.mb.ca/k12/iru
- *Government of Canada: Citizenship and Immigration: Clifford Sifton*
  This site links to an archived copy of *Forging Our Legacy: Canadian Citizenship and Immigration, 1900–1977*, which includes an overview of Clifford Sifton and his policies on immigration.
  www.cic.gc.ca/english/resources/publications/legacy/chap-2.asp
- *Komagata Maru 1914-2014: Generations, Geographies and Echoes Project*
  This website details the project commemorating the 100th anniversary of the Komagata Maru incident, where a ship containing 376 South Asian migrants was refused entry into Canada.
  www.komagatamaru100.com

EQ 11.3.2

NOTES

11.3.2

Core Concept: Citizenship

Essential Question

- How did territorial expansion, immigration, and industrialization change life for men and women in Canada?

Enduring Understandings

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

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Manitobia: Digital Resources on Manitoba History*
- *Library and Archives Canada: The Canadian West*
- *Statistics Canada: 100 Years of Immigration in Canada*
- *Manitoba Education Library*
- *Government of Canada: Citizenship and Immigration: Clifford Sifton*
- *Komagata Maru 1914-2014: Generations, Geographies and Echoes Project*

Essential Question 11.3.3

How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?

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

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, Inuit, and Métis peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between 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.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

EQ 11.3.3

Historical Background

The decline of the fur trade in the 19th century, along with increasing European settlement, fundamentally changed the relationship between First Nations, Métis, and Inuit peoples and Europeans. As a result of new settlement and colonial policies, First Nations in post-Confederation Canada became increasingly marginalized and were no longer treated as equals and allies, but as inferiors, dependents, and impediments to civilization.

First Nations in Western Canada lived as autonomous and self-governing peoples prior to and during the early years of European arrival and settlement. First Nations were the majority population and participated in the fur trade on their own terms. European and Canadian fur traders knew their success depended on the cooperation of First Nations, and they cultivated relationships based on partnership and equality.

This relationship changed in the 1870s. The Dominion of Canada was anxious to open up the West to Canadian and European settlement, and negotiated the numbered treaties with First Nations. Although these treaties recognized certain rights, they extinguished Aboriginal title to First Nations lands and relegated First Nations to reserves. In addition, the Canadian government pursued a policy of assimilation, most notably through the passage of the *Indian Act* and the creation of Indian residential schools—both of which were specifically intended to eliminate Aboriginal traditions and cultures. In spite of the fact that treaties were nation-to-nation agreements that implicitly acknowledged First Nations autonomy, the Canadian government did not honour the terms of these treaties. This led to the increasing social, economic, and political marginalization of First Nations.

After Confederation, events in the West also had profound effects on the Métis. As discussed in EQ 11.3.1, Métis resistance to the Canadian government and negotiation of Métis rights led to Manitoba's entry into Confederation in 1870. Despite the seminal role of the Métis in bringing Manitoba into Confederation, their defeat at Batôche in 1885 and the subsequent massive influx of immigrants led to the political, economic, and social marginalization of the Métis. They would become known as Canada's "forgotten people."

The creation of the Northwest Territories in 1870 began a process of change for the Inuit in the far North. This time period saw the arrival of explorers, missionaries, fur traders, fishers, and whalers, as well as the North West Mounted Police, all contributing to rapid social, economic, and cultural change. As was the case with First Nations, the Inuit were ravaged by European diseases. The long-term effects brought about by increasing contact with non-Inuit cultures are still evident today, including the introduction of non-traditional goods such as liquor, the imposition of an alien legal system, and the transition from a traditional to a wage-based economy.

EQ 11.3.3

The continuing challenge for First Nations, Métis, and Inuit peoples was how to establish a relationship with Canada that would guarantee justice and equality and allow them to retain the benefits of their traditional cultures.

Historical Content

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

1. **From allies to subordinates**
   - Colonialism and eurocentrism: *Gradual Civilization Act* (1857)
   - Transition from Peace and Friendship treaties to extinguishment of Aboriginal title to the land
   - The numbered treaties (1870s and beyond)
   - Negotiating the treaties, role of the Crown, terms of the treaties; Aboriginal rights; government promises; creation of reserves; relevance of the treaties today (e.g., fishing and hunting rights)
   - Differing understandings of the treaties: oral versus written tradition; treaty as a sacred covenant; treaty as a nation-to-nation agreement
2. **The *Indian Act* (1876)**
   - Intent of the *Indian Act*: assimilation and control, main provisions
   - Impact of the *Indian Act* on First Nations (e.g., identity and registration, gender distinctions, band council, pass system, role of Indian commissioner and agent, economic and political marginalization of reserves)
3. **Assimilationist policies**
   - Residential schools (1870s–1960s) aims and consequences, role of churches, government
   - Suppression of First Nations languages and cultural practices (e.g., potlatch, sun dance)
   - Issues of citizenship (e.g., right to vote)
   - First Nations participation in the First World War; enfranchisement

EQ 11.3.3

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *Aboriginal Affairs and Northern Development Canada: Treaty Texts*
  On this site, "read transcripts of the treaties dating from the mid 1700s to the early 1900s. The treaty texts have been formatted and clearly typed, instead of their original format, for easy reading and printing."
  www.aadnc-aandc.gc.ca/eng/1370373165583/1370373202340
- *Library and Archives Canada: Prohibition of the Potlatch Ceremony*
  "On July 7, 1883, Governor General Lorne approved an order-in-council recommending the suppression of the potlatch custom practiced by the Native peoples of the northwest coast of British Columbia. Two years later, the potlatch was declared illegal, and the prohibition remained in force until 1951." This webpage provides information about this ceremony and its suppression.
  www.collectionscanada.gc.ca/decret-executif/023004-3062-e.html
- *Treaty Relations Commission of Manitoba*
  This site provides information on the Treaty Relations Commission of Manitoba and its efforts to "enhance and maintain positive intergovernmental relations and cooperation, conduct independent research that advances discussion on Treaty related issues, and facilitate public understanding of the importance and role of Treaty making in building a stronger and healthier nation."
  www.trcm.ca

11.3.3

Core Concept: Citizenship

Essential Question

- How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?

Enduring Understandings

- First Nations, Inuit, and Métis peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between 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.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Aboriginal Affairs and Northern Development Canada: Treaty Texts*
- *Library and Archives Canada: Prohibition of the Potlatch Ceremony*
- *Treaty Relations Commission of Manitoba*

EQ 11.3.4

Essential Question 11.3.4

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

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

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

- British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French-British colonial rule to a self-governing confederation of provinces and territories.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.

EQ 11.3.4

Historical Background

In 1867, Canada was a self-governing dominion with respect to domestic affairs. However, Britain still made decisions for its colonies regarding international affairs. Canada was a member of the British Empire and, until the post-First World War period, had its external affairs largely controlled by Great Britain. Canada's head of state was a Governor General who was appointed by Britain and who served as representative of the British monarch. Canada was expected to support the mother country and was automatically involved when Britain entered the First World War in 1914 (although free to decide just what part it would play).

Canada made important military contributions to the Western Front, as well as to the war at sea and in the air. Canada's reputation was enhanced in 1917 with membership in the Imperial War Cabinet, giving it an important voice in war planning. Mobilization in support of the war effort at home resulted in significant economic growth and a new sense of pride and independence among Canadians. This was in spite of serious disagreements about conscription, in particular between anglophones and francophones.

At the end of the Great War, Canada became a member of the League of Nations in its own right, thereby winning recognition that it was more than simply a colony of Great Britain. The passage of the *Statute of Westminster* in 1931 gave Canada and other British colonies the right to make their own foreign policy decisions without seeking British approval. Even before this, Canadian governments had begun to have a voice in decisions that affected Canada. This was usually the case in decisions involving the United States that also affected Canada, as in the *Treaty of Washington* of 1871, the Alaska boundary dispute settlement of 1903, or the *Boundary Waters Treaty* of 1909. The first international treaty that Canada signed on its own behalf, without having to seek British approval, was the *Halibut Treaty* of 1923, which regulated fishing in Canadian-American coastal border waters. The transition from colonial status (1867) to control over foreign policy (1931) and finally to full constitutional independence (1982) is an important theme in Canadian history.

Historical Content

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

1. Emerging Canadian sovereignty (1867–1914)

- Affirming Canada's presence as an independent nation: Treaty of Washington (1871); Imperial (Colonial) Conferences (1887–1914); Borden and the Imperial War Cabinet (Resolution IX, 1918)

EQ 11.3.4

- Canada-U.S. relations: fishing rights on Pacific coast; Alaska Boundary issue (1903); International Joint Commission (1909)
- Laurier and Canadian autonomy (e.g., Boer War [1899–1902], Department of External Affairs [1909], and Naval Service Bill [1910])

2. Canada and the First World War (1914–1918)

- Origins of the war; brief overview of rising European nationalism and militarism
- Canada supports Britain and enters the war; Imperial War Cabinet
- Canada's military contribution: the Western Front and trench warfare; major battles (e.g., Ypres [1915], Somme [1916], Vimy Ridge [1917], Passchendaele [1917], 100 Days [1918])
- Significant involvement of Aboriginal peoples
- Conscription crisis (1917)
- The home front: war industries; popular support for war effort; role of women; propaganda; enemy aliens (e.g., Ukrainian internment) (Note: Refer to social change in EQ 11.3.2.)
- Armistice (1918)

3. Canada and the world (1918–1931)

- Treaty of Versailles (1919), Canada signs independently
- Canada joins League of Nations (1920)
- Mackenzie King (1921–1930) and increasing assertion of Canadian independence from Britain (e.g., Chanak Affair [1922], Halibut Treaty [1923], Balfour Declaration [1926], establishment of Canadian diplomatic offices abroad)
- *Statute of Westminster* (1931)

EQ 11.3.4

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *John A. MacDonald and Sir Wilfred Laurier Speeches*
  "The Historica-Dominion Institute has launched this new interactive website dedicated to informing Canadians of the accomplishments and legacy of Canada's two great nation-builders, John A. Macdonald and Wilfred Laurier."
  www.macdonald-laurier.ca/en/home
- *MacDonald-Laurier Political Cartoons*
  www.macdonald-laurier.ca/en/macdonald/macdonald-cartoons
- *Manitobia: Winnipeg General Strike*
  This website includes a variety of resources regarding the 1919 Winnipeg General Strike, including photos, newspaper articles, diaries, and records.
  http://manitobia.ca/content/en/search_result.xml?query=winnipeg+general+strike
- *Statute of Westminster, 1931 (text)*
  This site includes selected text from the 1931 Statute of Westminster.
  http://thecanadianencyclopedia.com/articles/statute-of-westminster-1931-document
- *Parliament of Canada: Bill C-331: Ukrainian Canadian Restitution Act*
  This Parliament of Canada site includes the text of Bill C-331: The Ukrainian Canadian Restitution Act of 2001.
  www.parl.gc.ca/HousePublications/Publication.aspx?DocId=2331189&File=16

11.3.4

Core Concept: Citizenship

Essential Question

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

Enduring Understandings

- British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French-British colonial rule to a self-governing confederation of provinces and territories.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *John A. MacDonald and Sir Wilfred Laurier Speeches*
- *MacDonald-Laurier Political Cartoons*
- *Manitobia: Winnipeg General Strike*
- *Statute of Westminster, 1931 (text)*
- *Parliament of Canada: Bill C-331: Ukrainian Canadian Restitution Act*

GRADE 11

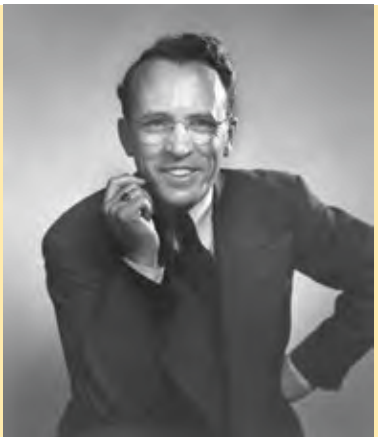
4 CLUSTER

History of Canada

Cluster 4: Achievements and Challenges (1931–1982)

Cluster 4 Overview

Achievements and Challenges (1931–1982)



11.4.1

How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?

11.4.2

How did the establishment of national institutions contribute to defining Canadian identity?

11.4.3

How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?

11.4.4

How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?

EQ 11.4.1

Essential Question 11.4.1

How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?

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

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 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.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.

EQ 11.4.1

Historical Background

Canada experienced profound political, economic, and social changes between 1931 and 1982. The *Statute of Westminster* granted Canada the right to exercise its independence in domestic and foreign affairs. The Great Depression of the 1930s led to the creation of political parties with new ideas as to how Canada should be reformed.

During and after the Depression and the Second World War, governments took on increased responsibilities for the well-being of citizens, such as the provision of Family Allowances, Old Age Security, and Medicare. The Quiet Revolution in Québec in the 1960s led to demands for a new status for Québec within Confederation and even for independence. The women's movement drew renewed attention to the need to improve the status of women in Canadian society, leading to the establishment of the Royal Commission on the Status of Women in 1970. The labour movement sought better protection for workers' rights through the trade union movement and support of a government unemployment insurance program. First Nations pressed their case for fair treatment and equity through the establishment of provincial and national organizations, such as the Assembly of First Nations, which worked in support of the right to vote, self-government, and protection of treaty and Aboriginal rights.

Sustained economic growth after the Second World War resulted in a higher standard of living for many Canadians, while changing immigration patterns made Canada an increasingly diverse society. The economic, social, and political challenges of this period led to changing relationships between the federal and provincial governments. Canada became officially bilingual, endorsed multiculturalism, and entrenched human rights in the new 1982 Constitution. With the patriation of the Constitution, Canada finally realized its independence from Great Britain. These events brought about the emergence of a new (although much contested) sense of Canadian identity. It was an identity no longer rooted in Canada's connection to Britain. By 1982, Canada had become much like the Canada we know today.

Historical Content

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

1. **The Great Depression**
   - Its origins and impact on people's lives
   - Government response: R. B. Bennett, *Unemployment Relief Act* (1932); relief camps and public service (1932); creation of Bank of Canada (1934); proposed New Deal in U.S. (1935); Canadian Wheat Board (1935); *Prairie Farm Rehabilitation Act* (PFRA) (1935); and attempts to suppress Communism

- Mobilization and Protest: protest marches, On-to-Ottawa trek (1935); Regina Riot (1935)
- Trade Union movement: Workers Unity League; major strikes; creation of Congress of Industrial Organizations
- New political parties: the Co-operative Commonwealth Federation (CCF); Social Credit; Union Nationale; Communist Party; Reconstruction Party

2. Social reform and change

- Growth of the welfare state
- Royal Commission on Dominion-Provincial Relations (Rowell-Sirois) (1937–1940); unemployment insurance (1940); Marsh Report (1943); Family Allowances (1945); Old Age Security (OAS) (1951); Registered Retirement Savings Plan (1957); Canada Pension Plan (1965); *Medical Care Act* (Medicare) (1966); Canada Assistance Plan (1966)
- Post-war prosperity: rural electrification; urban growth (rise of suburbs); television; transportation; rising living standards; baby boom; oil industry in the West; changing patterns of agriculture, business, and industry
- Protecting human rights: Canadian Bill of Rights (Diefenbaker) (1960); women's movement and feminism, Royal Commission on Status of Women (1970); federal and provincial human rights commissions

3. The First Nations

- Note: Also see EQ 11.5.3 on page III-128
- Political resurgence of First Nations
- Right to vote (1960); National Indian Council (1961); National Indian Brotherhood (1968) (became the Assembly of First Nations, 1982); *White Paper* (1969); Native Council of Canada (1970)
- Drive for self-government (1970s)

EQ 11.4.1

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *Library and Archives Canada: John Diefenbaker*
  This site features the transcript of Canadian Prime Minister John Diefenbaker's June 30, 1960, address on the nation's business.
  www.collectionscanada.gc.ca/primeministers/h4-4052-e.html
- *Cooperative Commonwealth Federation (CCF): Regina Manifesto*
  This site links directly to a PDF of the CCF's Regina Manifesto of 1933.
  http://cooperativecommonwealth.ca/regina_manifesto.pdf

11.4.1

Core Concept: Citizenship

Essential Question

- How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?

Enduring Understandings

- 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.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Library and Archives Canada: John Diefenbaker*
- *Cooperative Commonwealth Federation (CCF): Regina Manifesto*

EQ 11.4.2

Essential Question 11.4.2

How did the establishment of national institutions contribute to defining Canadian identity?

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

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

EQ 11.4.2

Historical Background

Canada's participation in the two world wars and the granting of full independence with the *Statute of Westminster* greatly enhanced the idea of a distinct Canadian national identity. The challenges of the Great Depression and the political, economic, and social developments in the post-Second World War period gave rise to a sense of nationalism and the establishment of a number of national institutions and symbols intended to protect and promote Canadian identity, culture, and society. These included the creation of the Canadian Broadcasting Corporation (CBC) and the National Film Board (NFB) and the passing of the *Citizenship Act*, the *Multiculturalism Act*, and others. This period also brought Canada into a much closer relationship with the United States through geographic, economic, strategic, and cultural ties. This relationship led to further debate about the idea of a Canadian identity and whether Canada was, in fact, culturally distinct from its southern neighbour.

Although the Liberal and Conservative parties dominated politics, various other national and provincial political parties left their mark during this period. Political parties such as the Cooperative Commonwealth Federation (which later became the New Democratic Party), Social Credit, Union Nationale, and others presented Canadians with a range of ideas about the kind of country Canada was becoming and about how it should define itself. The adoption of the new Canadian flag and the hosting of the International Exposition (Expo 67) celebrating Canada's 100th birthday were seen as great achievements that enhanced Canada's identity and pride. The patriation of the Constitution and the entrenchment of the *Canadian Charter of Rights and Freedoms* were additional steps in Canada's move towards independence from Great Britain, and they further solidified Canada's identity and role as a member of the international community.

Historical Content

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

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

EQ 11.4.2

2. Promoting Canadian culture

- Creation of the Canadian Broadcasting Corporation (CBC) (1936), and National Film Board (NFB) (1939)
- The Massey Commission (Royal Commission on National Development in the Arts, Letters and Sciences) (1948–1951), and its impact
- Government promotion of Canadian culture and arts; CBC, NFB, Canada Council, (1957); Canadian Radio-Television and Telecommunications Commission (CRTC) (1968)
- Debate about Americanization of Canadian culture (Note: Also refer to EQ 11.4.3.)

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *CBC Archives: Report on Bilingualism and Biculturalism*
  Fearing that Canada's two solitudes were reaching a crisis point, the Commission on Bilingualism and Biculturalism began touring the country in 1963 to ask Canadians whether they thought it was important to speak both French and English. This site provides a background on this commission and includes a CBC News video covering the release of its interim report.
  www.cbc.ca/archives/categories/politics/language-culture/the-road-to-bilingualism/commission-releases-interim-report.html

EQ 11.4.2

NOTES

11.4.2

Core Concept: Citizenship

Essential Question

- How did the establishment of national institutions contribute to defining Canadian identity?

Enduring Understandings

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

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *CBC Archives: Report on Bilingualism and Biculturalism*

EQ 11.4.3

Essential Question 11.4.3

How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?

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

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 relations, and global interactions.
- Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.
- Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

EQ 11.4.3

Historical Background

In the years following the First World War and the passage of the *Statute of Westminster*, Canada played an increasingly independent role in international affairs and was no longer seen as a colony of Britain. Canada made its own decision to enter the Second World War and made important contributions to the war effort both at home and in the European and Pacific theatres. Canada also signed a number of military agreements with the United States. Mobilization in support of the war effort at home resulted in economic growth and a strong sense of pride and independence among Canadians. At the same time, however, there were disagreements about conscription, restrictions on Asian and Jewish immigration, and the internment of Japanese Canadians. Canada played important roles in the Korean War as well as in the Cold War—in particular, through the establishment of the Distant Early Warning systems (DEW Line) in the North, and through membership in the North Atlantic Treaty Organization (NATO) and the North American Aerospace Defence Command (NORAD).

Canada was supportive of the United Nations, took part in several U.N. peacekeeping operations, and contributed to a number of international development projects. In addition, Canada became a member of many international organizations, including the Commonwealth and la Francophonie. From 1939 onwards, Canada forged increasingly closer links with the United States in areas such as defence, trade, investment, and culture. This relationship became a subject of continuing debate in this country. Canada also became more active in world trade. Canada's economy and standard of living was becoming increasingly dependent on its success as a trading nation. As in previous periods of its history, Canadians were also increasingly linked to the rest of the world through growing immigration. Between 1931 and 1982, Canada became a well-known and respected member of the international community, and came to be described as a *middle power* with growing influence in world affairs.

Historical Content

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

1. **The Second World War**
   - Brief explanation of causes and background of Second World War (e.g., German invasion of Poland, Allied/Axis Powers, rise of Nazism, rise of Fascism in Italy, tension in the Pacific, failure of League of Nations)
   - Canada independently declares war on Germany (September 1939)
   - Battle of Britain (August–September 1940); Battle of the Atlantic (1940–1941); Merchant Marine, Royal Canadian Air Force (RCAF)
   - Canada declares war on Japan (1941); Battle of Hong Kong (1941)

EQ 11.4.3

- Canada and the War in Europe: Dieppe Raid, Allied invasion of Italy, Normandy invasion and campaign in NW Europe (D-Day, June 6, 1944, Juno Beach)
- Liberation of France and Holland; VE Day (Victory in Europe, May 7, 1945)
- United States drops atomic bombs on Hiroshima and Nagasaki (August 1945)

2. The impact of the war on Canada

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

3. Canada in the post-war world (1945–1982)

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

EQ 11.4.3

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *Library and Archives Canada*
  This site includes the full text of Prime Minister William Lyon Mackenzie King's April 7, 1942, address about conscription.
  www.collectionscanada.gc.ca/primeministers/h4-4068-e.html
- *Canadian War Museum: Canadian Wartime Propaganda*
  During the Second World War, Canada's Bureau of Public Information produced colourful propaganda posters. This site includes a number of interesting samples.
  www.museedelaguerre.ca/cwm/exhibitions/propaganda/second_e.shtml

11.4.3

Core Concept: Citizenship

Essential Question

- How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?

Enduring Understandings

- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
- Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.
- Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Library and Archives Canada*
- *Canadian War Museum: Canadian Wartime Propaganda*

Essential Question 11.4.4

How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?

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

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

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

EQ 11.4.4

Historical Background

While Canada's international stature grew, the federation faced a considerable challenge on the home front regarding the division of federal-provincial powers and responsibilities. Although the *British North America Act* of 1867 spelled out the respective responsibilities of the different levels of government, there was some overlap of powers. Changing economic and social conditions during the Depression era resulted in new issues that were not envisioned at the time of Confederation. The burden of relief from the effects of the Depression fell largely on the provinces, but they did not have the resources to pay for what needed to be done. The result was an agreement that Canadians were entitled to the same level of services wherever they lived, and that richer provinces and the federal government should help poorer provinces. During the Second World War, the federal government strengthened its powers to support the war effort; however, after the war, the provinces began to press for more powers.

In the 1960s, the Quiet Revolution in Québec renewed the debate about federal-provincial relations. The growth of Québec nationalism, the desire to modernize Québec society, and the move to liberate it from the powerful grip of the Catholic Church led to profound social and political changes. A new debate arose about the place of Québec in Confederation and issues related to the division of powers between provincial and federal levels of government. Running through this debate were questions of national identity and national unity. The election of the Parti Québécois, the first referendum on sovereignty-association, and the patriation of the Canadian Constitution all served to emphasize French-English duality and fueled the ongoing debate about federal-provincial relations.

Further challenges to federalism were posed by a sense of alienation in the western provinces, as well as increasing First Nations, Métis, and Inuit activism. The western provinces perceived their interests as largely ignored by the federal government, and felt they did not have adequate political representation in Ottawa to address their concerns. Disagreements over issues such as the National Energy Program and the Canadian Wheat Board strained federal-provincial relations and led to a sense of alienation in western Canada. This sense of alienation would eventually result in the formation of the Reform Party. First Nations activists were spurred on by the Trudeau government's attempt to do away with Indian Status, as outlined in the 1969 *White Paper*. The impassioned response by First Nations signalled the beginning of a period of intense renegotiations for a renewed relationship with Canada. National Aboriginal organizations grew out of this activism, such as the Assembly of First Nations (founded in 1982) and the Métis National Council (founded in 1983), as well as the move for the creation of the territory of Nunavut (1999).

EQ 11.4.4

Historical Content

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

1. Emerging nationalism in Québec, from French-Canadian to Québécois

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

(Note: Make brief mention here of reform as a consequence of the changing relationship between Québec and the rest of Canada; refer to EQ 11.5.1 for a detailed study of constitutional reform.)

2. Challenges to federalism

- First Nations political activism: Change to *Indian Act,* allowing land claims (1951); phasing out of residential schools (1960s); the *White Paper* (1969–1971); "The Red Paper" (1970); Berger Commission (1974–1977); James Bay and Northern Québec Agreement (1975) (first "modern" treaty with First Nations)
- National Indian Brotherhood (1968); Assembly of First Nations (1982); land claims disputes
- Regional disparities and federal-provincial relations: western alienation from National Energy Program (1980); debates over National Wheat Board, CF-18 (fighter jet) issue (1986); political representation; federal resource policies; regional identities

EQ 11.4.4

NOTE

See "Planning for Teaching and Learning" on page II-46

Learning Resources

- *CBC Archives: The Quebec Referendum, 1980*
  This site includes a number of CBC News clips from the time of Quebec's 1980 sovereignty referendum.
  www.cbc.ca/cgi-bin/MT4/mt-search.cgi?search=Quebec+Referendum+1980&IncludeBlogs=777&limit=20
- *Library and Archives Canada*
  This site contains a complete transcript of Pierre Elliott Trudeau's May 14, 1980, speech on the Quebec Referendum at the Paul Sauvé Arena in Montreal.
  www.collectionscanada.gc.ca/2/4/h4-4083-e.html
- *National Film Board of Canada: The October Crisis of 1970*
  This site allows you to download the complete film *Action: The October Crisis of 1970* (directed by Robin Spry, 1973).
  www.nfb.ca/search?q=Octobre

11.4.4

Core Concept: Citizenship

Essential Question

- How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?

Enduring Understandings

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

Historical Thinking Concepts and Skills

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *CBC Archives: The Quebec Referendum, 1980*
- *Library and Archives Canada*
- *National Film Board of Canada: The October Crisis of 1970*

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?

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

- 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
- *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

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

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

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*

Essential Question 11.5.2

How has the question of national unity influenced federalism, constitutional debate, and political 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 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.

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

- 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

- 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

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
- *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

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

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)*

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
- *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
- *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

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

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

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

Historical Content Focus

Assessment *of* learning

Student Tasks to Demonstrate Learning

Assessment *as, for* learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

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

History of Canada

Section IV: Historical Thinking Concepts

GRADE 11

Guide to Writing a Historical Essay

Writing a historical essay is a complex task that is based on all of the methods necessary in the study of history. The purpose of writing an essay is not simply to tell or repeat the facts about the past, but to understand or explain the past from the interpretation of evidence.

The following six steps serve as a guide to historical inquiry, as well as a guide to writing a history essay.

Step 1: Identify the research topic

- State a research question
- Identify key words of the research topic
- Outline a research plan
- Anticipate sources of information

Step 2: Find and select primary and secondary sources

- Develop a list of documents and images, including the sources
- Distinguish between primary and secondary sources
- Develop an annotated list of relevant websites
- Confirm sources with questions and comparisons

Step 3: Collect and record information sources

- Extract information relevant to the research question
- Organize based on ideas and perspectives
- Order and record information
- Note the sources and references

Step 4: Interpret information obtained

- Group information into primary and secondary ideas
- Distinguish fact from opinion
- Identify contradictions
- Compare the views collected

Step 5: Develop a theme/thesis supported by evidence

- Summarize the information collected
- Choose quotes and images to support the main ideas
- Develop a thesis statement
- Choose and find evidence to support your argument

Step 6: Share your ideas

- Establish an outline (introduction, thesis statement, paragraphs with supporting evidence, conclusion)
- Write your essay
- Check if you have followed the guidelines established for the work (form and content)
- Revise the text (can be peer reviewed, as well)
- Select format for effective presentation
- Make the final proofreading and corrections

HS Establish Historical Significance

The past is everything that has ever happened anywhere. The past is recorded as history, but there is too much history to remember it all. So how do we make choices about what is worth remembering? Significant events include those that resulted in great change over long periods of time for large numbers of people. In this sense, an event like the Second World War would pass the test for historical significance. But what could be significant about the life of a worker or a slave? What about my own ancestors, who are clearly significant to me but not necessarily significant to others? Significance depends upon one's perspective and purpose. A historical person or event can acquire significance if we, the historians, can link it to larger trends and stories that reveal something important for us today. For example, the story of an individual worker in Winnipeg in 1918, which is seemingly insignificant compared to the story of the Second World War, may become significant if it is recounted in a way that makes it a part of a larger history of workers' struggles, economic development, or post-war adjustment and discontent. In that case, the "insignificant" life reveals something important to us, and thus becomes significant. Both "It is significant because it is in the history book" and "It is significant because I am interested in it" are inadequate explanations of historical significance.

Aspects of Significance

1. An event, person, or development of the past that results in a change of deep consequence for many people over a long period of time.
2. The event, person, or development sheds light on enduring or emerging issues in history and contemporary life or was important at some stage in history within the collective memory of a group or groups.

Note: For either of these examples, students can establish the historical significance of an event or person by linking it to other events in a historical narrative or argument.

Student Tasks

1. Choose an event, person, or development in a given time period of Canadian history.
2. Explain what made the event, person, or development significant.
3. Identify and explain differences in significance over time or from group to group (e.g., Why is women's history more significant now than 50 years ago? Why do Canadians consider Louis Riel significant while Americans generally do not?).

At the most sophisticated level, students will be able to

- demonstrate how an event, person, or development is significant, either by showing how it is embedded in a larger, meaningful narrative OR by showing how it sheds light on an enduring or emerging issue
- explain how and why historical significance varies over time and from group to group

Poor, rural, and female: could this person's life have any historical significance? In the past, most historians would have said no, but definitions of historical significance have recently changed.

Inquiry Activity

Students take on the role of historians to determine the 10 most significant historical events, people, or developments in the history of Canada. In small groups, students examine a series of annotated images (e.g., photographs, documents) representing a variety of historical events, try to reach a consensus on the 10 most important, and justify their selections.

Learning Strategies

1. Teachers prepare sets of 25 to 30 annotated images (photographs, documents) representing a range of historical events, people, or developments throughout the history of Canada. Each image should have a short caption to provide contextual information about the image.
2. In small groups, students examine the set of 25 to 30 images. They discuss the collection and reach a consensus about the 10 most historically significant events. Students explain the reasons for their selection.
3. Groups reconsider their selection based on the following guiding questions and confirm or revise their list of the 10 most significant events.
4. Groups report to the class and explain their selection of the 10 most significant events. Comparisons are made.
5. Individual students choose one of the 10 most significant historical events selected by their group for detailed analysis using the guiding questions on the following page.

Guiding Questions: Establish Historical Significance

1. Is this event, person, or development historically significant? If so, why?
2. Who considers the event, person, or development significant and why?
3. What do historians say about the significance of this person/event/development? Do they agree or disagree? (cite sources)
4. What factors determine the historical significance of an event/person/development?
5. What is the role of the media in establishing the historical significance of an event?
6. Does an event need to be dramatic in order to be significant? Explain your response.
7. Did this event have long-term consequences? Are the effects of this event still evident in some ways today?
8. Does this event uncover or reveal something surprising or unique about the past?
9. Has this event/person/development been officially recognized by groups, organizations, or government as being significant? Describe various forms of recognition of the historical importance of an event/person/development *(e.g., statues, street names, plaques, special days, museums, etc.)*. Do you think these forms of recognition are valuable? Explain your response.
10. Do you think that this person/event/development should be officially recognized as having historical significance? Why or why not? How should this event/person/development be recognized?
11. It has been said that history is written by winners, and that all other voices are silenced (e.g., Indigenous people, women, ethnocultural minorities, gay/lesbian/transgender people). Find examples of this way of determining significance. Find examples of how historians have succeeded in changing this approach.
12. To what extent does the identification of events/persons/developments as historically significant depend upon the story one is trying to relate?
13. What story and whose story is this historian/account/group seeking to tell?
14. To what extent does the identification of events/persons/developments as historically significant depend upon the story one is trying to relate?

Learning Resources

- BLM 1: Historical Significance
- Reid, Mark. *100 Photos that Changed Canada*. Toronto, ON: HarperCollins, 2009.
- *Library and Archives Canada*
  This site includes databases, research aids, and virtual exhibitions containing thousands of historical photographs from Canada's history.
  https://www.collectionscanada.gc.ca/photography/index-e.html

A Continuum for Mastering Historical Thinking Concepts:

Historical Significance

HS

Component of Historical Thinking	Descriptors
Historical significance How should we decide what events of the past are significant?	Describe accepted turning points in history by explaining the reason for their significance. Provide examples of criteria used to determine historical significance (e.g., scope or duration of impact).
	List a series of historical events in order of priority and justify the choices made. Recognize that historical significance is determined by the availability of evidence. Recognize that historically significant judgments are influenced by the historian's perspective.
	Compare the historical significance of a variety of historical events and developments. Set out clear and explicit objective criteria for determining historical significance. Compare various perspectives on the historical significance of a development or event.
	Evaluate various ways of determining historical significance or relevance. Develop a plausible argument to support reconsidering the historical significance of ideas, developments, or historical figures.

HS

Historical Significance

Name: | Date:

Primary or secondary source (page numbers, if relevant):

Event or person (or people) that is historically significant in this source:

Brief description:

Criteria: In what ways is this event or person historically significant?	Does it apply? (Y/N)	In what way does this event or person meet the criteria?
Resulting in Change		
Profundity: How were people affected by the event or person?		
Quantity: How many people's lives were affected?		
Durability: How long-lasting were the changes?		
Revealing		
How does this event or person help us to understand the past?		
Resonant or Relevant		
How does this event or person shed light on issues or problems that concern us?		

Of what larger story or argument might this event or person be a part?

How might the historical significance of this event or person change over time?

E Use Primary Sources as Evidence

The litter of history—letters, documents, records, diaries, drawings, newspaper accounts, and other bits and pieces left behind by those who have passed on—are treasures to the historian. These are primary sources that can give up the secrets of life in the past. Historians learn to read these sources.

But reading a source for evidence demands a different approach than reading a source for information. The contrast may be seen in the difference between reading a phone book—for information—and examining a boot print in the snow outside a murder scene—for evidence. When we look up a phone number, we don't ask ourselves, "Who wrote this phonebook?" or "What impact did it have on its readers?" We read it at face value. The boot print, on the other hand, is a trace of the past that does not allow a comparable reading. Once we establish what it is, we examine it to see if it offers clues about the person who was wearing the boot, when the print was made, which direction the person was headed, and what else was going on at that time.

A history textbook is generally used more like a phone book: it is a place to look up information. Primary sources must be read differently. To use them well, we set them in their historical contexts and make inferences from them to help us understand more about what was going on when they were created.

For more reference material on using primary and secondary sources, consult the Learning Centre of Library and Archives Canada at <www.collectionscanada.gc.ca/education/008-3010-e.html>.

Aspects of Evidence

1. Good questions are necessary in order to turn a source into evidence. The first question would be "What is it?"
2. The position of the author(s) (i.e., who wrote, painted, photographed, or constructed the source) is a key consideration.
3. Primary sources may reveal information about the (conscious) purposes of the author as well as the (unconscious) values and world view of the author.
4. A source should be read in view of its historical background (contextualization).
5. Analysis of the source should also provide new evidence about its historical setting.

Student Tasks

1. Find and select primary sources appropriate for responding to historical questions.
2. Formulate questions about a primary source. Answers to the question should help to shed light on the historical context.
3. Analyze a primary source for the purposes, values, and world view of the author.
4. Compare points of view and usefulness of several primary sources.
5. Assess what can and cannot be answered by particular primary sources.
6. Use primary sources to construct an argument or narrative.

Note: At the most sophisticated level, students will be able to use several primary sources to construct an original account of a historical event.

Inquiry Activity

Students consult, interpret, and compare four different primary sources from different times that address French-English duality and the question of the status of Québec in Canada.

Learning Strategies

1. Create four groups. Each group will be given a different primary source:
   - Lord Durham's Report, 1839 (extract)
   - Motion by Stephen Harper on Québec, Parliament of Canada, November 22, 2006
   - Speech by Pierre Trudeau on the eve of the 1980 Québec referendum
   - Excerpt of essay by Marcel Chaput, "Why I am a Sovereigntist"
2. Each group will prepare a computer version of their text using words and images to summarize their primary source. (Note: Students can use the program Wordle [see <www.wordle.net>], which is a free site that creates "word clouds" to emphasize words that appear more frequently in the source text. This will allow students to find the main ideas of their document and students will be able to compare the different perspectives of each article at a glance.)
3. Each group will present a computer version of their primary source to the class. They will describe the source, introduce the author, and provide the social and political background of the primary source.
4. As a group, the class will analyze and compare each document. Students should compare their primary documents to their textbook as well as other secondary documents. Together, with guiding questions from their teacher, they should investigate the different points of view evident in both the primary and secondary documents.

The Head Tax certificate of Chong Do Dang.

5. The class will hold a discussion of the value of primary sources when investigating history.
6. Note: Students may also examine the elements of continuity and change over time concerning the question of the status of Québec in Canada.

Guiding Questions: Use Primary Sources as Evidence

1. What are the sources of evidence that underpin this account or explanation? What types of sources are they (e.g., primary or secondary; artifacts, documents, images, audio-visual, painting, statistics)?
2. Is this an authentic source? How do you know?
3. What values seem to underpin this source?
4. Who created this source and for what purpose? In what context (e.g., time, place, and circumstances) was it created?
5. Why and by whom is this source preserved?
6. What factors make this source more or less reliable? Does this source reveal any bias or judgment?
7. What is missing or omitted from this source? Does this source conflict with evidence from other sources?
8. What does this source reveal about its intended message or purpose?
9. How reliable is this source of information?
10. How have historians interpreted this source? How have historians used this source?
11. Are there differing interpretations and explanations of this event, person, or development? If so, explain why. Which interpretation or explanation do you find most persuasive? Why?

Learning Resources

- BLM 2: Analyze Secondary Sources
- BLM 3: Use Primary Source Evidence: Document
- BLM 4: Use Primary Source Evidence: Object/ Artifact
- BLM 5: Use Primary Source Evidence: Photographs/Images

Suggested Primary Sources

1. Lord Durham's Report, 1839 (extract) <http://web2.uvcs.uvic.ca/courses/lawdemo/webread/durham.htm>
2. Motion by Stephen Harper on Québec, Parliament of Canada, November 22, 2006 www.parl.gc.ca/HousePublications/Publication.aspx?Language=E&Mode=1&Parl=39&Ses=1&DocId=2528725
3. Speech by Pierre Trudeau on the eve of the 1980 Québec referendum (see page IV-15)
4. Excerpt of essay by Marcel Chaput, "Why I am a Sovereigntist." (see page IV-16)

Suggested Secondary Sources and Websites

- *CBC Digital Archives: The 1980 Quebec Referendum*
  "With the election of his Parti Québécois in 1976, René Lévesque sets Quebec on the path toward a referendum on the question of independence for Canada's second largest province by population. Four years later, on Tuesday, May 20, 1980, the people of Quebec reply with a resounding No."
  www.cbc.ca/archives/categories/politics/parties-leaders/rene-levesques-separatist-fight-1/levesque-accepts-defeat-in-quebec-referendum.html
- *René Lévesque's Separatist Fight*
  "In the 1960s, René Lévesque made the prospect of a separate Quebec a reality. A shrewd politician, he gathered enough support to start the first sovereignty party Canadians took seriously."
  www.cbc.ca/archives/categories/politics/parties-leaders/rene-levesques-separatist-fight-1/topic-rene-levesques-separatist-fight.html
- *The Death of the Meech Lake Accord*
  "Unfinished business brought the First Ministers back to the constitutional bargaining table in 1987. Many Canadians felt uneasy about Quebec's exclusion from the 1982 Constitution and so the negotiations began again under the leadership of Prime Minister Brian Mulroney with the Meech Lake Accord. CBC Archives examines the backroom lockdowns, the "distinct society" debate and the ultimate undercurrent of constitutional discord."
  www.cbc.ca/archives/categories/politics/the-constitution/constitutional-discord-meech-lake/what-does-canada-want.html
- *Charting the Future: Canada's New Constitution*
  "It was a hard-fought coming of age for Canada. From the 1960s through the early 1980s, Canadian politicians argued fiercely at the constitutional bargaining table over the balance of provincial and federal power. In the end, Canada gained a Charter of Rights and Freedoms and a homemade Constitution. But it would not be without its costs as the question of Quebec's status in Canada loomed larger than ever."
  www.cbc.ca/archives/categories/politics/the-constitution/charting-the-future-canadas-new-constitution/topic---charting-the-future-canadas-new-constitution.html

This excerpt is from a speech made by Prime Minister Trudeau in May 1980, on the eve of a Quebec referendum on sovereignty-association.*

I was told that no more than two days ago Mr. Lèvesque was saying that part of my name was Elliott and, since Elliott was an English name, it was perfectly understandable that I was for the NO side, because, really, you see, I was not as much of a Quebecer as those who are going to vote YES.

That, my dear friends, is what contempt is. It means saying that there are different kinds of Quebecers. It means that saying that the Quebecers on the NO side are not as good Quebecers as the others and perhaps they have a drop or two of foreign blood, while the people on the YES side have pure blood in their veins. That is what contempt is and that is the kind of division which builds up within a people, and that is what we are saying NO to.

Of course my name is Pierre Elliott Trudeau. Yes, Elliott was my mother's name. It was the name borne by the Elliotts who came to Canada more than two hundred years ago. It is the name of the Elliotts who, more than one hundred years ago, settled in Saint-Gabriel de Brandon, where you can still see their graves in the cemetery. That is what the Elliotts are. My name is a Québec name, but my name is a Canadian name also...

My dear friends, Laurier said something in 1889, nearly one hundred years ago now, and it's worth taking the time to read these lines: "My Countrymen," said Laurier, "are not only those in whose veins runs the blood of France. My countrymen are all those people—no matter what their race or language—whom the fortunes of war, the twists and turns of fate, or their own choice, have brought among us."

... [The] world is looking at Canada...a country which is composed of the meeting of the two most outstanding cultures of the Western world: the French and the English, added to by all the other cultures coming from every corner of Europe and every corner of the world. And this is what the world is looking at with astonishment, saying: These people think they might split up today when the whole world is interdependent? When Europe is trying to seek some kind of political union? These people in Quebec and in Canada want to split it up?

(From the floor: NO)

---

* Reproduced from *Shaping Canada: Our History: From Our Beginnings to the Present* by Linda Connor et al.

This excerpt is from a 1961 essay, "Why I am a Separatist," by Marcel Chaput.*

Since I naturally owe my first allegiance to French Canada, before the Dominion, I must ask myself the question: which of two choices will permit French-Canadians to attain the fullest development---Confederation, in which they will forever be a shrinking minority, doomed to subjection?---or the independence of Quebec, their true native land, which will make them masters of their own destiny?...To affirm, as some do, that Confederation was freely accepted by the French-Canadians of the time is to play with words, to distort the meaning of liberty. First of all, the B.N.A. Act was never put to the vote. It was imposed by a decree of parliament at Westminster, and by a majority vote of twenty-six to twenty-two among the Canadian representatives. For Confederation to have been labeled the free choice of the French-Canadians, it would have been necessary to have given them the freedom of choice between Confederation or total sovereignty. And this freedom was not granted, either by the London parliament or by the English-speaking colonies of America.

* Reproduced from *Shaping Canada: Our History: From Our Beginnings to the Present* by Linda Connor et al.

A Continuum for Mastering Historical Thinking Concepts:

Primary Sources as Evidence

E

Component of Historical Thinking	Descriptors
Primary Sources as Evidence How can we learn about the past?	Describe a historical event, making reference to one or two reliable sources. Recognize that historical explanations and accounts are based on various sources from the past (e.g., artifacts, newspapers, illustrations, letters, official documents). Distinguish between primary and secondary sources.
	Explain a historical event or development using a number of primary and secondary sources. Cite the sources of historical information consulted. Infer historical data from a variety of sources. Identify historical errors (anachronisms) in the sources consulted.
	Do a critical interpretation of a variety of primary and secondary sources. Provide full citation for the sources consulted using a consistent bibliographical model. Identify and describe factual or interpretation problems in the sources consulted (e.g., prejudice, lack of information).
	Compare and question different perspectives as expressed in the primary and secondary sources. Assess the comparative value of various sources of information about the past. Demonstrate an understanding of the interpretive nature of history as a discipline.

E Analyze Secondary Sources

Title:		Type of Document:
Purpose of Document:		
Author(s):		Date of Publication:
	Strengths	Weaknesses
Source is reliable.		
Facts are accurate and complete.		
Strong evidence is cited to support conclusions.		
Is there conflicting evidence in the source? In other sources?		

Conclusions about the value of this secondary source as a reliable account of an historical issue or event:

E

Use Primary Source Evidence: Document

Title:
Type of document:
Author:
Source:
Date:
What was the purpose of the document, and who were the intended readers?
What was the historical context of the document? (What events were occurring at the time?)
What historical facts are given in the document?
What viewpoints or opinions do(es) the author(s) express?
Is the document biased? Give examples
Is the account credible? Why or why not?
In what ways does the information in this document contribute to your understanding of the past?

E

Use Primary Source Evidence: Object/Artifact

Describe the object/artifact. (What do you see/feel?)

Who might have made the object/artifact?

Does the object/artifact reveal information about the values and world views of the person who made it? Explain.

What is its function or purpose?

Who would use the object?

Where would it be used?

When would it be used?

In what ways does the analysis of this object or artifact contribute to your understanding of the past?

E

Use Primary Source Evidence: Photographs/Images

Image type:	
Date:	
Artist/Photographer:	

What is shown in the image? (Provide a detailed description.)

What was the purpose of the image?

What point of view or position does the artist illustrate or photographer represent?

What impressions does the image portray?

What are your responses to the image?

Does the image raise any questions, show apparent contradictions, or omit something obvious?

Is the image a credible source? Explain.

What is the historical context of the image? (What events were occurring at the time?)

In what ways does the analysis of this image contribute to your understanding of the past?

Identify Continuity and Change

Students sometimes misunderstand history as a list of events. Once they start to understand history as a complex mix of continuity and change, they reach a fundamentally different sense of the past.

There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. The decade of the 1910s in Canada, for instance, saw profound change in many aspects of life, but not much change in its forms of government. If students say "nothing happened in 1911," they are thinking of the past as a list of events.

One of the keys to continuity and change is looking for change where common sense suggests there has been none, and looking for continuities where we assumed there was change. Judgments of continuity and change can be made on the basis of comparisons between some point in the past and the present, or between two points in the past, such as before and after Confederation in Canada. We evaluate change over time using the ideas of progress and decline.

Aspects of Continuity and Change

1. Continuity and change are interrelated: processes of change are usually continuous, not isolated into a series of discrete events.
2. Some aspects of life change more quickly in some periods than others. Turning points, perhaps even tipping points, help to locate change.
3. Progress and decline are fundamental ways of evaluating change over time. Change does not always mean progress.
4. Chronology can help to organize our understanding of continuity and change (i.e., you cannot understand continuity and change without knowing the order in which things happened).
5. Periodization (regarding blocks of time and history as eras or periods) can help to organize our understanding of continuity and change.

"Thomas Moore as he appeared when admitted to the Regina Indian Industrial School" and "Thomas Moore after tuition at the Regina Industrial School."

Student Tasks

1. Place a series of pictures in chronological order, explaining why they are placed in that order.
2. Compare two (or more) documents from different time periods, and explain what changed and what remained the same over time.
3. Assess progress and decline from the standpoint of various groups since a certain point in time.

At the most sophisticated level, students will be able to

- explain how some things continue and others change in any given period of history
- identify changes over time in aspects of life that we ordinarily assume to be continuous; identify continuities in aspects of life we ordinarily assume to have changed over time
- understand that periodization and judgments of progress and decline can vary depending upon purposes and perspective

Inquiry Activity

Students take on the role of historian to investigate the history of their communities with a focus on what has changed and what has stayed the same over a selected time period (e.g., any selected time period or two different time periods in the past). They collect and analyze evidence on various aspects of life in their communities, and create an illustrated report on their findings.

Learning Strategies

1. In small groups, students identify one or two historical periods to study a particular site in their local community (e.g., they may choose a local park or a historic building) and compare what has changed and what has remained the same. Students should formulate and clarify questions to guide their research.
2. Groups decide what aspect of their community they wish to research and the best format to present their findings.
3. Groups identify primary and secondary sources they will use to conduct their research. Encourage students to find evidence that shows a variety of ways in which life has changed in their community (e.g., include social, economic, or political aspects of life). Examples of sources include the following:
   - Photographs from family albums, local museums, or local history books
   - Artifacts from families or local museums
   - Local/provincial/federal archives
   - Articles from time-period magazines and newspapers
   - Community/family history books
   - Interview seniors/elders in the community
   - Visit a local cemetery
   - Examples of music, art
   - Local street names, monuments, plaques
4. Guided by the following guiding questions, students conduct research to identify and analyze continuity and change.
5. Students organize and record findings and prepare a presentation.
6. Groups share learning with the class and provide opportunities for whole-class discussion and analysis.
7. Classmates record learning and respond to opinion questions posed.

Guiding Questions: Identify Continuity and Change

1. Comparing this time period to an earlier time period, what changed and what stayed the same?
2. Why and for whom did conditions change?
3. Are the changes examples of progress or decline? From whose point of view? How might others see and explain these changes?
4. What are the factors that ensure the continuity of certain elements or practices? Why were these elements preserved or transmitted over time? Were they preserved over a long period of time? By whom and why? How were they preserved?
5. What is the value of the preserving practices over time? Consider some practices and beliefs that have all but disappeared. Is this a negative or a positive thing? Explain.
6. It is sometimes said that it is advisable to return to "the good old days." Why do you think people believe this?
7. What were some specific "turning points" that represent major change?
8. Was this a dramatic and sudden change or did it happen slowly and by stages?
9. What human actions and decisions were instrumental in provoking or advancing this change?
10. Have you observed some changes that seem to repeat similar earlier changes? How might they be explained?
11. What are some ways in which individuals and/or groups strive to preserve continuity over time? What are the advantages and disadvantages of this?
12. Do you believe that some things have changed so radically that it is no longer possible to understand what happened in the past? Give an example and explain.
13. Think of an example of a historical change that you wish had never happened. Explain.
14. It has been said that human beings tend to resist or oppose change. Do you think this is true? Explain with reference to events in Canadian history.
15. If you could preserve or change one practice or feature of life in your community, what would it be? Explain.

Learning Resources

- Family and community resources as identified by the groups
- BLM 6: Identify Continuity and Change
- BLM 7: Identify Continuity and Change: Periodization
- Field trips to local cemeteries, museums, historic sites, etc.

A Continuum for Mastering Historical Thinking Concepts:

Continuity and Change

C&C

Component of Historical Thinking	Descriptors
Continuity and change How can we understand what changes and what remains constant over time?	Provide examples of lasting elements from the past. Identify and describe significant changes in the study of a historical period or theme. Identify elements of continuity and change between the past and the present.
	Observe the pace and rate of change over a given period in history. Describe the similarities and differences between two periods in history. Identify turning points of historical change based on the topic studied.
	Compare a variety of social and cultural elements over a number of periods in history. Analyze the varying rate and impact of change and continuity over time. Explain the importance of continuity in the history of a group or society.
	Analyze and evaluate a variety of links between the past and the present. Consider possibilities for the future based on trends from the past. Describe, question, and explain specific characteristics from various periods in history. Analyze various perspectives on progress and decline related to historical changes.

Identify Continuity and Change

Continuity and change may be identified

- at a given time in history (e.g., rural versus urban life in 1900)
- in different time periods (e.g., rural life in 1800 and in 1900)
- between the past and the present (e.g., rural life in 1930 and at present)

Identify aspects of daily life and record relevant facts for selected locations or time periods, and then determine whether the change is positive or negative or has aspects of both.

Aspects of life (economic, political, social . . .)	Facts for most recent time period or first geographic location ■ when ■ where	Facts for earlier time period or second geographic location ■ when ■ where	Describe changes (if any)	Is the change positive or negative, or aspects of both?

C&C

Identify Continuity and Change: Periodization

The way a history course is organized into major time periods for ease of study is based on the concept of continuity and change. In this course, the dividing point between clusters represents an important historical event or major change that provides a convenient way to divide the course.

Grade 11 History of Canada is based on major political events, as organized for this course: Use the curriculum poster and your textbook to record the titles and time periods for each cluster and the events/changes that were used as dividing points.

Grade 11 History of Canada Cluster Title				
Time Period				
Major event or change dividing clusters				

History of Canada as organized by alternate criteria: Select your own criteria for an alternate way of dividing the course into clusters (e.g., First Nations, Métis, and Inuit history; women's rights; or other criteria of your choice), and record details as appropriate.

Cluster Title				
Time Period				
Major event or change dividing clusters				

Periodization and Historical Significance: What is the connection between the way the course is divided into time periods and the concept of historical significance?

Analyze Cause and Consequence

In examining both tragedies and accomplishments in the past, we are usually interested in the questions of how and why. These questions start the search for causes: what were the actions, beliefs, and circumstances that led to these consequences?

In history, as opposed to geology or astronomy, we need to consider human agency. People, as individuals and as groups, play a part in promoting, shaping, and resisting change.

People have motivations and reasons for taking action (or for sitting it out), but causes go beyond these. For example, the Vancouver anti-Chinese riot of 1887 certainly involved the racial attitudes and motivations of the white workers who rampaged. Did the workers cause the riot? In some sense they did, but the causes must be set in the larger context of employers paying Chinese workers a fraction of the regular wage rate and the desperate situation of Chinese Canadian workers after the completion of the Canadian Pacific Railroad.

Causes are thus multiple and layered, involving long-term ideologies, institutions, and conditions, and short-term motivations, actions, and events. Causes that are offered for any particular event (and the priority of various causes) may differ based on the scale of the history and the approaches of the historian.

Aspects of Cause and Consequence

1. Human beings cause historical change, but do so within contexts that impose limits on change. Constraints come from the natural environment, geography, and historical legacies, as well as other people who want other things. Human actors or agents are in a perpetual interplay with conditions, many of which (e.g., political and economic systems) are the legacies of earlier human actions.
2. Actions often have unintended consequences.

Student Tasks

1. Examine an everyday event, such as a car accident, for its potential causes (e.g., the skill and response time of the driver, the state of health or drowsiness of the driver, distraction of the driver, violation of driving rules, the condition of the cars, the technology of the cars, the weather, the road signage, the absence of traffic lights, etc.).
2. Analyze a historical event and identify the "types of causes" (e.g., economic, political, cultural; conditions, individual actions) that it offers.
3. Examine the relationship between an individual actor's motivations and intentions, and the consequences of her or his actions.
4. Create a chart of the causes of an event (e.g., the Japanese internment), and explain the association between the causes and the consequences of the event.
5. How might people at the time have explained the causes of a particular event, and how might that differ from how we would explain it now?

At the most sophisticated level, students will be able to

- identify the interplay of intentional human action and constraints on human actions in causing change
- identify various types of causes for a particular event, using one or more accounts of the event
- construct counterfactual or "What if...? Then...." scenarios (e.g., "What if Britain had not declared war on Germany in 1914? Then....")

Inquiry Activity

Students take the role of historians to analyze the causes and consequences of the Red River Resistance during the period of 1869 to 1870. Students describe aspects of the resistance and identify the immediate or short-term causes and consequences. Students then investigate the underlying or long-term causes and consequences, with specific emphasis on long-term indirect consequences that are still evident today.

Learning Strategies

1. As a class, students discuss and describe as precisely as possible events related to the Red River Resistance.
2. Working with a partner, students conduct an inquiry into the causes and consequences of the Red River Resistance. They use the guiding questions below, with a focus on a selected question. (Ensure that all questions are answered.) Students may explore cause and consequence from various perspectives (e.g., Métis; Country-born; non-Métis settlers at Red River such as francophone, anglophone, and American; government; residents of Québec and Ontario, etc.).
3. Student pairs present their findings to the class, using the sequence of the guiding questions. Students record information in the blackline master "Cause and Consequence."
4. Students write a response journal reflecting on how long-term, indirect consequences of the Red River Resistance are still evident today.

The historian, like the insurance investigator, sifts through evidence to determine the causes of events — often from a multitude of possibilities. Unlike the investigator, though, the historian is also interested in the event's consequences.

Guiding Questions: Analyze Cause and Consequence

1. What specifically triggered this event (immediate causes or catalyst)?
2. What long-term factors or conditions made this event possible? Which factors combined to make the event more likely?
3. What were the immediate consequences or results of this event? What groups or people were most affected by these immediate results?
4. Did the immediate results of this event lead to further consequences? Which people or groups were involved?
5. What were the long-term consequences of this event? Describe the nature of these consequences and assess whether they were negative or positive, and for whom.
6. Are the consequences still evident today? Whom do they affect? In what ways?
7. How did this event influence subsequent decisions and actions of the people or groups involved?
8. Do historians differ in their explanations of the causes of this event? Explain their differing accounts and perspectives.
9. Which explanations of cause and consequence do you find most persuasive, and why?

Learning Resources

- BLM: Analyze Cause and Consequence
- Transcript of the primary source that provided the basis of negotiating the *Manitoba Act*. There are several versions of this list, which was revised during the negotiations for the entrance of Manitoba into Confederation. www.gov.mb.ca/fls-slf/report/histbackgrd.html

Primary and Secondary Sources and Websites

- *The Métis in Alberta*
  This URL automatically links to an archived copy of the Heritage Community Foundation's Online Encyclopedia of Alberta, which includes a useful timeline of Métis history.
  www.albertasource.ca/metis/eng/index2.htm
- *Canada in the Making: The Métis*
  This site provides a history of the Métis in Canada with historical information and links to digitized primary sources. Topics include the Atlantic Métis, the Western Métis, the Selkirk Indenture of 1811, the Seven Oaks Incident of 1816, the Red River Resistance of 1869-1870, Métis Scrip, the Famous Five, and the Confederation Act, 1982.
  http://www1.canadiana.org/citm/specifique/metis_e.html
- *Manitobia: Birth of Manitoba*
  This is the first of a seven-part resource depicting the history of Manitoba.
  http://manitobia.ca/cocoon/launch/en/themes/bom
- *St. Boniface Historical Society: Louis Riel and the Métis*
  This page is part of a thorough overview of the life of Louis Riel that was created by the St. Boniface Historical Society.
  http://shsb.mb.ca/en/node/1370
- *Francophone Affairs Secretariat of Manitoba: Historical Background*
  This historical background was published in May 1998 as part of the Report and Recommendations on French Language Services Within the Government of Manitoba, prepared by the Commissioner Honourable Judge Richard Chartier.
  www.gov.mb.ca/fls-slf/report/histbackgrd.html
- Begg, Alexander. *The Creation of Manitoba; Or, A History of the Red River Troubles*. Toronto, ON: A.H. Hovey, 1871. Available online at Google Books.

List of Terms and Conditions for Manitoba's Entry into Confederation

1. That the Territories heretofore known as Rupert's Land and North-West, shall not enter into the Confederation of the Dominion of Canada, except as a Province; to be styled and known as the Province of Assiniboia, and with all the rights and privileges common to the different Provinces of the Dominion.
2. That we have two Representatives in the Senate, and four in the House of Commons of Canada, until such time as an increase of population entitle the Province to a greater Representation.
3. That the Province of Assiniboia shall not be held liable at any time for any portion of the Public debt of the Dominion contracted before the date the said Province shall have entered the Confederation, unless the said Province shall have first received from the Dominion the full amount for which the said Province is to be held liable.
4. That the sum of Eighty Thousand ($80,000) dollars be paid annually by the Dominion Government to the local Legislature of this Province.
5. That all properties, rights and privileges engaged [sic: enjoyed] by the people of this Province, up to the date of our entering into the Confederation, be respected; and that the arrangement and confirmation of all customs, usages and privileges be left exclusively to the local Legislature.
6. That during the term of five years, the Province of Assiniboia shall not be subjected to any direct taxation, except such as may be imposed by local Legislature, for municipal or local purposes.
7. That a sum of money equal to eighty cents per head of the population of this Province, be paid annually by the Canadian Government to the local Legislature of the said Province; until such time as the said population shall have reached six hundred thousand.
8. That the local Legislature shall have the right to determine the qualification of members to represent this Province in the Parliament of Canada and in the local Legislature.
9. That in this Province, with the exception of uncivilized and unsettled Indians, every male native citizen who has attained the age of twenty-one years, and every foreigner, other than a British subject, who has resided here during the same period, being a householder and having taken the oath of allegiance, shall be entitled to vote at the election of members for the local Legislature and for the Canadian Parliament. It being understood that this article be subject to amendment exclusively by the local Legislature.
10. That the bargain of the Hudson's Bay Company with respect to the transfer of the Government of this country to the Dominion of Canada, be annulled; so far as it interferes with the rights of the people of Assiniboia, and so far as it would affect our future relations with Canada.
11. That the local Legislature of the Province of Assiniboia shall have full control over all the public lands of the Province and the right to annul all acts or arrangements made, or entered into, with reference to the public lands of Rupert's Land, and the North West now called the Province of Assiniboia.

12. That the Government of Canada appoint a Commission of Engineers to explore the various districts of the Province of Assiniboia, and to lay before the local Legislature a report of the mineral wealth of the Province, within five years from the date of our entering into Confederation.
13. That treaties be concluded between Canada and the different Indian tribes of the Province of Assiniboia, by and with the advice and cooperation of the local Legislature of this Province.
14. That an uninterrupted steam communication from Lake Superior to Fort Garry be guaranteed, to be completed within the space of five years.
15. That all public buildings, bridges, roads and other public works, be at the cost of the Dominion Treasury.
16. That the English and French languages be common in the Legislature and in the Courts, and that all public documents, as well as acts of the Legislature be published in both languages.
17. That whereas the French and English speaking people of Assiniboia are so equally divided as to number, yet so united in their interests and so connected by commerce, family connections and other political and social relations, that it has, happily, been found impossible to bring them into hostile collision- although repeated attempts have been made by designing strangers, for reasons known to themselves, to bring about so ruinous and disastrous an event-and whereas after all the troubles and apparent dissensions of the past-the result of misunderstanding among themselves; they have as soon as the evil agencies referred to above were removed-become as united and friendly as ever-therefore, as a means to strengthen this union and friendly feeling among all classes, we deem it expedient and advisable- that the Lieutenant-Governor, who may be appointed for the Province of Assiniboia, should be familiar with both the French and English languages.
18. That the Judge of the Supreme Court speak the English and French languages.
19. That all debts contracted by the Provisional Government of the Territory of the Northwest, now called Assiniboia, in consequence of the illegal and inconsiderate measure adopted by Canadian officials to bring about a civil war in our midst, be paid out of the Dominion Treasury; and that none of the members of the Provisional Government, or any of those acting under them, be in any way held liable or responsible with regard to the movement, or any of the actions which led to the present negotiations.
20. That in view of the present exceptional position of Assiniboia, duties upon goods imported into the province, shall, except in the case of spirituous liquors, continue as at present for at least three years from the date of our entering the Confederation and for such further time as may elapse until there be uninterrupted railroad communication between Winnipeg and St. Paul and also steam communication between Winnipeg and Lake Superior.

Reproduced from Begg, Alexander. *The Creation of Manitoba; Or, A History of the Red River Troubles.* Toronto, ON: A.H. Hovey, 1871. p. 325. Public domain.

The List of Rights

1. That, in view of the present exceptional position of the North-West, duties upon goods imported into the country shall continue as at present (except in the case of spirituous liquors) for three years, and for such further time as may elapse, until there be uninterrupted railroad communication between Red River Settlement and St. Paul, and also steam communication between Red River Settlement and Lake Superior.
2. As long as this country remains a territory in the Dominion of Canada, there shall be no direct taxation, except such as may be imposed by the local legislature, for municipal or other local purposes.
3. That, during the time this country shall remain in the position of a territory, in the Dominion of Canada, all military, civil, and other public expenses, in connection with the general government of the country, or that have hitherto been borne by the public funds of the Settlement, beyond the receipt of the above-mentioned duties, shall be met by the Dominion of Canada.
4. That while the burden of public expense in this territory is borne by Canada, the country be governed by a Lieutenant-Governor from Canada, and a Legislature, three members of whom, being heads of departments of the Government, shall be nominated by the Governor-General of Canada.
5. That, after the expiration of this exceptional period, the country shall be governed, as regards its local affairs, as the Provinces of Ontario and Quebec are now governed, by a Legislature by the people, and a Ministry responsible to it under a Lieutenant-Governor, appointed by the Governor-General of Canada.
6. That there shall be no interference by the Dominion Parliament in the local affairs of this territory, other than is allowed in the provinces, and that this territory shall have and enjoy, in all respects, the same privileges, advantages and aids in meeting the public expenses of this territory as the provinces have and enjoy.
7. That, while the North-West remains a territory, the Legislature have a right to pass all laws, local to the territory, over the veto of the Lieutenant-Governor, by a two-thirds vote.
8. A homestead and pre-emption law.
9. That, while the North-West remains a territory, the sum of $25,000 a year be appropriated for schools, roads and bridges.
10. That all the public buildings be at the expense of the Dominion Treasury.
11. That there shall be guaranteed uninterrupted steam communication to Lake Superior, within five years; and also the establishment, by rail, of a connection with the American railway as soon as it reaches the international line.
12. That the military force required in this country be composed of natives of the country during four years. [Lost by a vote of 16 yeas to 23 nays, and consequently struck out of the list.]
13. That the English and French languages be common in the Legislature and Courts, and that all public documents and acts of the Legislature be published in both languages.
14. That the Judge of the Supreme Court speak the French and English languages.
15. That treaties be concluded between the Dominion and the several Indian tribes of the country, as soon as possible.

16. That, until the population of the country entitles us to more, we have three representatives in the Canadian Parliament; one in the Senate, and two in the Legislative Assembly.
17. That all the properties, rights and privileges, as hitherto enjoyed by us, be respected, and that the recognition and arrangement of local customs, usages and privileges be made under the control of the Local Legislature.
18. That the Local Legislature of this territory have full control of all the lands inside a circumference having Upper Fort Garry as a centre, and that the radius of this circumference be the number of miles that the American line is distant from Fort Garry.
19. That every man in the country (except uncivilized and unsettled Indians) who has attained the age of 21 years, and every British subject, a stranger to this country who has resided three years in this country, and is a householder, shall have a right to vote at the election of a member to serve in the Legislature of the country, and in the Dominion Parliament; and every foreign subject, other than a British subject, who has resided the same length of time in the country, and is a householder, shall have the same right to vote on condition of his taking the oath of allegiance, it being understood that this article be subject to amendment exclusively by the Local Legislature.
20. That the North-West Territory shall never be held liable for any portion of the £300,000 paid to the Hudson's Bay Company, or for any portion of the public debt of Canada, as it stands at the time of our entering the Confederation; and if, thereafter, we be called upon to assume our share of said public debt, we consent only, on condition that we first be allowed the amount for which we shall be held liable.

Reproduced from Begg, Alexander. *The Creation of Manitoba; Or, A History of the Red River Troubles*. Toronto, ON: A.H. Hovey, 1871. pp. 255-259. Public domain.

A Continuum for Mastering Historical Thinking Concepts:

Cause and Consequence

C↔C

Component of Historical Thinking	Descriptors
Cause and consequence What are the causal links that explain events of the past?	Distinguish cause and effect in relation to a historic event. Identify major turning points and their major consequences in relation to a historical theme.
	Describe multiple causes and consequences in relation to a historical development or theme. Distinguish the origins and causes of the historical events or developments studied. Describe the short-term results and long-term consequences of the historical developments studied.
	Analyze the impact of the multiple causes and consequences of the historical development studied. Provide examples of the role that human decisions play in historical developments. Evaluate the consequences of developments in the past on the present.
	Develop a reasonable argument to explain the multiple causes and consequences of a historical development. Assess the results of individual and collective decisions on events in the past. Identify historical turning points based on analysis of cause and consequence.

Analyze Cause and Consequence

Historic event: _____

Who was involved? _____

Rating: 1–minimal effect 2–moderate effect 3–major effect

Causes/factors	Role played by cause or factor (indicate whether underlying/ long-term contributing factor or short-term/ impending was the cause of event)	Consequence or effect of cause/factor	Rating 1 2 3
			○ ○ ○
			○ ○ ○
			○ ○ ○
			○ ○ ○
			○ ○ ○
			○ ○ ○

HP Take Historical Perspectives

The past is foreign and, therefore, difficult to understand. What could it have been like to travel as a young *fille du roi* to Nouvelle-France in the 17th century? Can we imagine it from our vantage point in the consumer society of the 21st century? What are the limits to our imagination?

Understanding the foreignness of the past is a huge challenge for students. But rising to the challenge illuminates the range of human behaviour, belief, and social organization. It offers surprising alternatives to the taken-for-granted, conventional wisdom, and opens a wider perspective from which to evaluate our present preoccupations.

Taking historical perspectives means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. At any one point, different historical figures may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to taking historical perspectives. Although it is sometimes called "historical empathy," historical perspective-taking is very different from the common-sense notion of identification with another person. Indeed, taking historical perspectives demands comprehension of the vast differences between us in the present and those in the past.

Aspects to Consider

1. Taking the perspectives of historical figures requires evidence in order to be able to make inferences about how people felt and thought—all the while avoiding presentism, which is the unwarranted imposition of present ideas on actors in the past. Empathetic leaps that are not based in evidence are historically worthless.
2. Any particular historical event or situation involves people who may have diverse perspectives about that event or situation. Understanding multiple perspectives of historical actors is key to understanding the event.
3. Taking the perspectives of historical figures does not mean identifying with those persons or approving of their behaviours and actions.

Student Tasks

1. Write a letter, diary entry, poster, etc. from the perspective of someone from the past, based upon primary or secondary source evidence.
2. Compare primary sources written (or drawn, painted, etc.) from two opposing or differing perspectives about a given event. Explain their differences.

At the most sophisticated level, students will be able to

- recognize presentism in historical accounts
- use evidence and understanding of historical context to answer questions of why people acted the way they did (or thought the things they thought), even when the actions of people in the past may at first seem to be irrational, inexplicable, or different than what we would have done or thought

Inquiry Activity

Students consult extracts of Samuel de Champlain's journals to comprehend the lifestyle of the First Peoples and arrival of the French.

Learning Strategies

Note: You might want to begin this activity by having the following discussion:

"It is difficult to understand language because it changes over time. Imagine trying to communicate with a person who does not speak English. What would you do to try to communicate with this person?"

Historical Context: In the 18th century (1700s), French was spoken throughout certain regions of what we now know as Canada, in the future provinces of the Atlantic region, Québec, Ontario, and Manitoba. During the time of Nouvelle-France, French was the language used in government, law, and commerce.

Show students a sample of the English translation of Samuel de Champlain's journal to describe his voyage to Canada in 1603. "What would you do to try to understand the language written?" "What information do you get from the text pertaining to the customs of the time?" "What differences are there between the lives of First Peoples and those of the Europeans?"

Living in the era of body piercing and tattoos, we need to adopt a historical perspective to understand why women of the past endured corsets and sported bustles.

Memoir Of Samuel De Champlain Volume II 1604-1610

DESCRIPTION OF SABLE ISLAND; CAPE BRETON; LA HÈVE; PORT AU MOUTON; PORT CAPE NEGRE; SABLE BAY AND CAPE; CORMORANT ISLAND; CAPE FOURCHU; LONG ISLAND; BAY OF SAINT MARY; PORT SAINT MARGARET; AND OF ALL NOTEWORTHY OBJECTS ALONG THIS COAST.

Sieur de Monts, by virtue of his commission [14] having published in all the ports and harbors of this kingdom the prohibition against the violation of the monopoly of the fur-trade accorded him by his Majesty, gathered together about one hundred and twenty artisans, whom he embarked in two vessels: one of a hundred and twenty tons, commanded by Sieur de Pont Gravé; [15] another, of a hundred and fifty tons, in which he embarked himself, [16] together with several noblemen. We set out from Havre de Grâce April 7th, 1604, and Pont Gravé April 10th, to rendezvous at Canseau, [17] twenty leagues from Cape Breton. [18] But after we were in mid-ocean, Sieur de Monts changed his plan, and directed his course towards Port Mouton, it being more southerly and also more favorable for landing than Canseau. On May 1st, we sighted Sable Island, where we ran a risk of being lost in consequence of the error of our pilots, who were deceived in their calculation, which they made forty leagues ahead of where we were. This island is thirty leagues distant north and South from Cape Breton, and in length is about fifteen leagues. It contains a small lake. The island is very sandy, and there are no trees at all of considerable size, only copse and herbage, which serve as pasturage for the bullocks and cows, which the Portuguese carried there more than sixty years ago, and which were very serviceable to the party of the Marquis de la Roche. The latter, during their sojourn of several years there, captured a large number of very fine black foxes, [19] whose skins they carefully preserved. There are many sea-wolves [20] there, with the skins of which they clothed themselves since they had exhausted their own stock of garments. By order of the Parliamentary Court of Rouen, a vessel was sent there to recover them. [21] The directors of the enterprise caught codfish near the island, the neighborhood of which abounds in shoals....

On the 8th of the same month, we sighted Cap de la Hève, [22] to the east of which is a bay, containing several islands covered with fir-trees. On the main land are oaks, elms, and birches. It joins the coast of La Cadie at the latitude of 44° 5', and at 16° 15' of the deflection of the magnetic needle, distant east-north-east eighty-five leagues from Cape Breton, of which we shall speak hereafter.

As soon as we had disembarked, each one commenced making huts after his fashion, on a point at the entrance of the harbor near two fresh-water ponds. Sieur de Monts at the Same time despatched a shallop, in which he sent one of us, with some savages as guides as bearers of letters, along the coast of La Cadie, to search for Pont Gravé, who had a portion of the necessary supplies for our winter sojourn. The latter was found at the Bay of All-Isles, [25] very anxious about us (for he knew nothing of the change of plan); and the letters were handed to him. As soon as be had read them, he returned to his ship at Canseau, where he seized some Basque vessels [26] engaged in the fur-trade, notwithstanding the prohibition of his Majesty, and sent their masters to Sieur de Monts, who meanwhile charged me to reconnoitre the coast and the harbors suitable for the secure reception of our vessel. With the purpose of carrying out his wishes, I set out from Port Mouton on the 19th of May, in a barque of eight tons, accompanied by Sieur Ralleau, his secretary, and ten men. Advancing along the coast, we entered a harbor very convenient for vessels, at the end of which is a small river, extending very far into the main land. This I called the Port of Cape Negro, [27] from a rock whose distant view resembles a negro, which rises out of the water near a cape passed by us the same day, four leagues off and ten from Port Mouton. This cape is very dangerous, on account of the rocks running out into the sea. The shores which I saw, up to that point, are very low, and covered with such wood as that seen at the Cap de la Hève; and

the islands are all filled with game. Going farther on, we passed the night at Sable Bay, [28] where vessels can anchor without any danger....

Two or three days after our arrival, one of our priests, named Mesire Aubry [50] from Paris, got lost so completely in the woods while going after his sword, which he had forgotten, that he could not find the vessel. And he was thus seventeen days without any thing to subsist upon except some sour and bitter plants like the sorrel, and some small fruit of little substance large as currants, which creep upon the ground. [51] Being at his wits' end, without hope of ever seeing us again, weak and feeble, he found himself on the shore of Baye Françoise, thus named by Sieur de Monts, near Long Island, [52] where his strength gave out, when one of our shallops out fishing discovered him. Not being able to shout to them, he made a sign with a pole, on the end of which he had put his hat, that they should go and get him. This they did at once, and brought him off. Sieur de Monts had caused a search to be made not only by his own men, but also by the savages of those parts, who scoured all the woods, but brought back no intelligence of him. Believing him to be dead, they all saw him coming back in the shallop to their great delight. A long time was needed to restore him to his usual strength.

Reproduced from de Champlain, Samuel. *Voyages of Samuel de Champlain*. Charles Pomeroy Otis, Ph.D., translation. Boston, MA: The Prince Society, 1880. Public domain. Available online at Google Books

Suggested Steps

Step 1: Prepare a modern translation of Champlain's journal.

What do we have to know?

- Spelling changes over time.
- Printing played an important role in the standardization of punctuation and grammar.
- The definition of a word can change over time. Some words are missing from modern vocabulary while others have acquired another meaning. The emotional dimension of a word can change according to the historical context (e.g., the word savage)
- Make a list of the words that are most used and not the words which have acquired a different emotional meaning.

For example:

Step 2: Understanding the Text

What do we have to know?

league	An area of land considered in its length, used to measure the path and distance from one place to another; more or less not geometric, according to the measurement of provinces and countries. Source: *Dictionnaire de L'Académie française (1st edition) (1694)*	Old route measurement, the extent of which is four kilometres. A good, a great league. Make three leagues, four leagues on foot. Today most often expresses distance in kilometres. Source: *Dictionnaire de L' Académie française, (8th edition) (1932-35)*

Step 3: Historical Importance of the Document – People and Places

Discuss the idea that this document and the next document is evidence of the first treaty of peace and friendship between First Peoples and the West. Write a reflection on the event as told from the point of view of Champlain and the point of view of Chief Anadabijou.

The Voyages of Champlain, May 27, 1603 – Modern translation of the text

Good reception made in the French by the great Sagamo of Indians of Canada...

The 27th day, we were finding the Indians at the edge of Saint-Mathieu, who is in a League of Tadoussac, with the two Indians led the Sieur de bridge, to the report of what they had seen in France, and the good reception that had made them the King. Having set foot on land, we were in the cabin of their great Sagamo, called Anadabijou, where the attic with some eighty percent of his companions who were smoking (which means feast), which received us very well according to the custom of the country, and we did sit down with him, all the wild and arranged with each other on both sides of the cabin.

One of the Indians we had brought began to make his oration of the good reception that had the King, and the good treatment they received in France, and that they assurassent that his so-called Majesty wanted them of the property, and wanted to populate the land, and make peace with their enemies (who are the Iroquois), or send them forces to defeat: in their contant also beautiful castles, palaces, houses and peoples that they had seen, and our way of life. He was heard with a silence so great that do may say. However, after he had completed his oration, said large Sagamo Anadabijou, the having carefully ouï, he began to take of the petun and give to the said Sieur du Pont-Gravé de Saint-Malo and me, and a few other Sagamos who were with him. Well with pétunné, he began to make its evident to all, speaking calmly, stopping sometimes a little, and then repeated his word by saying, that really they should be very happy to have his so-called Majesty the great friend. They said all of the voice: Ho, ho, ho, who is to say yes, Yes. Him, still continuing its so-called oration, said that it was very comfortable as his so-called Majesty peuplât their land, and made war on their enemies. that nation in the world who they voulussent more good than to the French: Finally, it made them hear to all good and useful they might receive of his said Majesty. After he had completed his oration, we sortîmes of his cabin, and they began to make their store or feast, they make with a flesh of moose, who is like beef, bears, wolves sailors and beavers, which are the meat of the ordinary that they, and in a quantity game. They had eight or ten full of meat, in the so-called cabin, boiler and were remote from each other some six not, and each has its fire. They are seated on both sides (as I said above), each with his bowl of tree bark: and when the meat is cooked, there is one who shares each in the so-called includes, where they eat very dirty; because, when they have fat hands, they rub their hair or the hair of their dogs, they amount to hunting.

Reproduced from de Champlain, Samuel. *Voyages of Samuel de Champlain*. Charles Pomeroy Otis, Ph.D., translation. Boston, MA: The Prince Society, 1880. Public domain. Available online at Google Books

Guiding Questions: Take Historical Perspectives

1. Why did this person/these people act the way she/he/they did?
   What feelings could this person have felt?
2. What was the historical context in which this decision was taken?
   Can you imagine if you were in the same position?
3. What were the prevailing beliefs/values of this society/people?
4. Imagine yourself in that person's place. How would you have responded to the historical situation?
5. Did this person or group have allies or supporters at the time of this event? Explain.
6. How did this person or group respond to this event? Explain why they responded as they did. What other opportunities existed at the time?

7. What factors were considered to be the most important in making decisions at this time?
8. Did this person act as an individual or as a representative of a group? (Identify the group.) Was this group equal to other groups at the time?
9. Who were the leaders who had the most influence on this event or development?
   How did they exercise their leadership?
10. If conflict was involved in this event, what were the factors that caused individuals or groups to respond to the conflict? Did these responses escalate or defuse the conflict? What influences led them to respond in the way they did?
11. Did this group or individual change its position with respect to this event? What led them to do so? What factors influenced their point of view?
12. What should we take into account when trying to explain/understand how people acted in the past?
13. At this time and in this historical context, identify any elements, influences, and values that are no longer present today.

Suggested Resources

- BLM 9: Take Historical Perspectives.
- *Canadian Museum of History: Journal of Jacques Cartier*
  This web page summarizes Jacques Cartier's explorations from 1534-1542.
  www.historymuseum.ca/virtual-museum-of-new-france/the-explorers/jacques-cartier-1534-1542/
  A French version of this site is also available.
  www.museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/les-explorateurs/jacques-cartier-1534-1542/
- *Voyages of Samuel de Champlain* (1603)
  Primary source of de Champlain's depiction of the morals, ways of living, marriages, wars, and homes of the Aboriginals of Canada. Available online at Google Books.
  French version available at Gallica, the digital library of the French National Library.
  http://gallica.bnf.fr/ark:/12148/bpt6k105065h.notice
- *Historica: Champlain in Acadia*
  This website was developed in 2004 to celebrate the 400th anniversary of the arrival of Samuel de Champlain in Acadia in 1604.
  www.histori.ca/champlain/index.do
- *Canadian Museum of History: Samuel de Champlain*
  This web page summarizes Samuel de Champlain's explorations from 1604-1616.
  www.historymuseum.ca/virtual-museum-of-new-france/the-explorers/samuel-de-champlain-1604-1616/
  A French version of this site is also available.
  www.museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/les-explorateurs/samuel-de-champlain-1604-1616/
- *New France, New Horizons*
  This site was developed by the Direction des Archives de France, Library and Archives Canada, and the Canadian Embassy in Paris to provide access to a virtual exhibition and a database containing more than one million images.
  www.archivescanadafrance.org/english/accueil_en.html
- *Canadian Museum of History: Virtual Museum of New France*
  "Discover what drew the French to North America and follow missionaries, cartographers, soldiers, coureurs des bois and Aboriginal allies as they explore and expand New France (Nouvelle-France). Join Canada's first European inhabitants in their daily activities and learn about their culture and civilization."
  www.historymuseum.ca/virtual-museum-of-new-france/

A Continuum for Mastering Historical Thinking Concepts:

Take Historical Perspectives

HP

Component of Historical Thinking	Descriptors
Historical perspectives How can we understand the experiences of the past, given that they are different from those of the present?	Describe the experiences of historical figures based on evidence. Demonstrate a sensitivity to characteristics of the past in comparison to the present. Recognize that our understanding of the past can be influenced by present-day beliefs and perspectives.
	Explore and interpret writings and accounts from the past in an objective manner. Try to understand accounts of individual and collective experiences from the past. Analyze the beliefs and perspectives underpinning accounts from the past. Consider the historical context of events and experiences from the past.
	Study the figures, ideas, and events of the past based on a range of historical evidence. Reflect on the motivation, beliefs, and experiences of historical figures. Analyze the role of historical context in individual and collective decisions. Provide examples of the "foreign" nature of the past.
	Develop accounts or explanations of experiences from the past based on a detailed analysis of the historical context. Explain how our understanding of the past is subject to the influences of the present. Identify elements of the human experience that create links between the past and present. Consider the difficulty of placing oneself in a historical figure's situation.

HP

Take Historical Perspectives

Person, group, or society in question:

Time period and location:

Decision or action to be analyzed:

What was the historical context in which the decision or action was taken?

- Relevant beliefs, customs, values, and world views of the time:

- Relevant circumstances surrounding the person, group, or society:

Was there disagreement or controversy over the decision/action taken at the time? Who might have disagreed and why?

How do you think a person affected by the decision/action might have felt at the time?

Would the decision/action be different if it were to happen in another period or in the present? Why or why not? Explain.

Understand the Ethical Dimensions of History

ED

Are we obligated to remember the fallen soldiers of the First World War? Do we owe reparations to the First Nations victims of Aboriginal residential schools, or to the descendents of those who paid the Chinese Head Tax? In other words, what responsibilities do historical crimes and sacrifices impose upon us today?

These questions are one part of the ethical dimensions of history. Another part has to do with the ethical judgments we make about historical actions. This creates a difficult paradox. Taking a historical perspective demands that we understand the differences between today's society and previous ones regarding what is commonly accepted to be ethical behaviour. We do not want to impose our own current standards on the past. At the same time, meaningful history does not treat brutal slaveholders, enthusiastic Nazis, and marauding conquistadors in a "neutral" manner. Historians attempt to hold back on explicit ethical judgments about historical figures in the midst of their accounts, but, when all is said and done, and if the story is meaningful, then ethical judgment is involved. We should expect to learn something from the past that helps us to face the ethical issues of today.

Aspects of Ethical Dimensions

1. All meaningful historical accounts involve implicit or explicit ethical judgment.
2. Ethical judgment in history is made more complex by collective responsibility and profound change over time. In making ethical judgments of past actions, we always risk anachronistic impositions of our own standards upon the past.
3. Historians often deal with the conflict between 1) and 2) by
   - framing questions that have an ethical dimension
   - suspending judgments in order to understand the perspectives of the historical actors
   - emerging from the study with observations about the ethical implications of their narratives and arguments for today

Student Tasks

1. Examine a historical issue involving conflict (e.g., attitudes for and against women getting the vote; why Canada admitted such a small number of refugee Jews during the period of 1933 to 1939; the outlawing of potlatch), identify the perspectives that were present at the time, and explain how these historical conflicts can educate us today.
2. Students identify an ethical issue today (e.g., Canada's role as peacekeepers, private versus public health care, protection of the environment), research aspects of its historical background, and explain the implications of the issue for today.

   At the most sophisticated level, students will be able to

   - make judgments about actions of people in the past, recognizing the historical context in which they are operating
   - use historical narratives to inform judgment about ethical and policy questions in the present

Inquiry Activity

Students take on the role of a historian to investigate the ethical dimensions of residential schools in Canada and their aftermath.

Learning Strategies

1. Students formulate questions related to residential schools, based on research using primary sources. Students should include the testimony of former students of residential schools.
2. In small groups, students share their research results.
3. Students watch the video of the apology delivered by the Prime Minister of the Canada and the response by the Premier of Manitoba to former students of residential schools (see <http://pm.gc.ca/media.asp?id=2149>).
4. In groups, students discuss the civic responsibilities of Canadians regarding residential schools, and consider what groups, individuals, and governments can do to support reconciliation and healing following this policy of assimilation.

Note: It is important to focus on the role of history as a discipline that seeks to preserve and objectively analyze the actions of the past based on non-sustainable ethical positions and mistaken assumptions. Historians have a duty to negate errors of the past.

Japanese Canadians being relocated to internment camps during the Second World War. Today, we recognize that Canada's actions are not morally defensible, and the government has officially apologized and made reparations.

Guiding Questions: Understand the Ethical Dimensions of History

1. What ethical or moral questions does this event, action, or development raise?
2. How have historians evaluated this event or person? Do historians' evaluations/judgments of this event or development differ? Explain how and why.
3. Which historical evaluation or judgment do you find the most persuasive, and why?
4. What are the underlying values or beliefs that influence this historical account?
5. Should present-day citizens bear any ethical responsibility for the actions of the past? Why or why not?
6. What can or should citizens do to make amends for injustices of the past?
7. If this event were to take place today, how would citizens evaluate it?
8. What were the dominant influences and values that motivated this decision or event of the past?
9. How are the values and beliefs of today different from or similar to the values and beliefs of the past? Should we use current values to judge the actions of the past?
10. It is often said that we learn from mistakes of the past. Do you think this is true? Consider an example that contradicts this statement. Why do you think the same error would have been repeated?
11. In what sense does the legacy of past mistakes or injustices leave a mark on the present? What can people, groups, or governments do to address these mistakes?
12. Some people believe that history should focus on national identity, pride, and solidarity. This means not focusing attention on sensitive, controversial, or harmful issues. Do you think it is advisable to avoid or simply deny controversial or sensitive issues of the past? Explain.

Learning Resources

- BLM 10: Understand the Ethical Dimensions of History
- *Indian Residential Schools Statement of Apology, House of Commons (video)*
  This site includes a full transcript and video of Prime Minister Stephen Harper's apology to survivors of the residential school system in Canada.
  www.aadnc-aandc.gc.ca/eng/1100100015677/1100100015680
- *From Apology to Reconciliation (DVD and Guide)*
  "From Apology to Reconciliation: Residential School Survivors was developed in response to the Government of Canada's formal apology to Aboriginal people who attended residential schools. The project was created to help Manitoba students in Grades 9 and 11 understand the history of the residential school experience, its influence on contemporary Canada, and our responsibilities as Canadian citizens."
  www.edu.gov.mb.ca/k12/cur/socstud/far/doc/index.html
- *The Canadian Encyclopedia: Residential Schools*
  This entry in the *Canadian Encyclopedia* provides a useful historical overview of the residential school system in Canada.
  www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0011547
- *Truth and Reconciliation Commission of Canada*
  This is the official website of the Truth and Reconciliation Commission of Canada, which was established as part of the Residential Schools Settlement Agreement.
  www.trc-cvr.ca/new.html
- *Assembly of First Nations: Indian Residential Schools*
  This page on the Assembly of First Nations (AFN) website provides information on the central role of the AFN in advocating for the full implementation of the Indian Residential Settlement Agreement.
  www.afn.ca/index.php/en/policy-areas/indian-residential-schools

- *Canada in the Making: Aboriginal Residential Schools*
  This site provides a useful history of the residential school system in Canada.
  www.canadiana.ca/citm/specifique/abresschools_e.html
- *Where Are the Children?*
  Developed in 2001, *Where are the Children? Healing the Legacy of the Residential Schools* is intended to acknowledge, record, and promote public awareness of the experiences, effects, and consequences of Canada's residential school system.
  www.wherearethechildren.ca
- *CBC Digital Archives: A Lost Heritage: Canada's Residential Schools*
  This site provides access to CBC archival material related to Canada's residential school system.
  www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/topic---a-lost-heritage-canadas-residential-schools.html

A Continuum for Mastering Historical Thinking Concepts:

Ethical Dimensions of History

ED

Component of Historical Thinking	Descriptors
Ethical dimensions of history How do values and beliefs shape history? What is our duty with respect to actions and decisions of the past?	Identify examples of prejudice or bias in historical accounts or explanations. Recognize that historical accounts can be used to influence the judgments and values of the present. Recognize that history includes the study of both the injustices and the successes of the past.
	Recognize the role of values and beliefs in diverging accounts of past events. Recognize that explanations about the past can be influenced by the values, beliefs, and perspectives of the historians who provide them. Provide examples of how historical accounts have been used to influence moral decisions or value judgments. Ask questions about civic responsibility with respect to past actions.
	Assess the role of values and beliefs in a variety of historical sources and explanations. Reflect on matters of civic responsibility in relation to events and decisions of the past. Analyze and assess how the errors and injustices of the past can shed light on moral decisions in the present.
	Analyze diverging perspectives and arguments concerning historical interpretation. Assess the role of values, beliefs, and ideology in history and in decisions of the past. Make use of examples from history when considering current ethical questions. Assess our collective and individual responsibility for actions and decisions of the past.

ED Understand the Ethical Dimensions of History

Historical action/issue to be analyzed:

Relevant details (date, individuals/groups involved, rationale . . .):

What was the historical context in which the action/issue took place?
What other events were taking place?

What did people think about the action/issue at that time (who supported/opposed it, why)?

Considering our current values and ideas of right and wrong, was the action appropriate?

Does the action/issue affect us today? Do we have a responsibility as citizens to make reparations for what are now perceived to be mistakes of the past? Explain.

History of Canada

Resources

GRADE 11

Bibliography

Banks, James. "Approaches to Multicultural Curriculum Reform." *Cultural Diversity and Constructivism in Education*. New Jersey: Lawrence Erlbaum Associates, 1995.

Begg, Alexander. *The Creation of Manitoba; Or, A History of the Red River Troubles*. Toronto, ON: A.H. Hovey, 1871. pp. 255-259. Public domain.

Bliss, Michael. "Teaching Canadian National History." *Canadian Social Studies* 36.2 (2001). Available online at <www2.education.ualberta.ca/css/Css_36_2/ARteaching_canadian_national_history.htm>.

Bruno-Jofré, Rosa, and Martin Schiralli. "Teaching History: A Discussion of Contemporary Challenges." *Encounters on Education* 3 (2002): 117-127. Available online at <http://library.queensu.ca/ojs/index.php/encounters/article/view/1726/1851>.

Case, Roland, and Penney Clark, eds. *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*. Vancouver, BC: Pacific Educational Press, 1997.

Charland, Jean-Pierre, and Sabrina Moisan. *L'enseignement de l'histoire dans les écoles françaises du Canada*, Toronto, ON: Historica, 2003.

Cogan, J., and R. Derricott, eds. *Citizenship for the 21st Century*. London, UK: Kogan Page Limited, 1998.

Denos, Mike, and Roland Case. *Tools for Historical Understanding: Teaching about Historical Thinking*. Vancouver, BC: Critical Thinking Consortium, 2006.

Dresner, Simon. *The Principles of Sustainability*. New York, NY: Routledge, 2008.

Editors of Rethinking Schools. "Rethinking Our Classrooms." *Rethinking Schools* 18.1 (Fall 2003). Available online at <www.rethinkingschools.org/ProdDetails.asp?ID=RTSVOL18N1>.

Fielding, John. "Engaging Students in Learning History." *Canadian Social Studies Journal* 39.2 (2005). Available online at <www2.education.ualberta.ca/css/Css_39_2/ARFielding_engaging_students.htm>.

Gibson, Sue, and Roberta McKay. "What Constructivist Theory and Brain Research May Offer Social Studies." *Canadian Social Studies Journal* 35.4 (2001). Available online at <www2.education.ualberta.ca/css/Css_35_4/ARconstructionist_theory.htm>.

Lee, Peter. "Making Sense of Historical Accounts." *Canadian Social Studies* 32.2 (1998): 52-54.

Lévesque, Stéphane. "Essay Review: In Search of a Purpose for School History." *Journal of Curriculum Studies* 37 (2005): 349-358.

_____ . "Teaching second-order concepts in Canadian history: The importance of 'historical significance'." *Canadian Social Studies* 39.2 (2005). Available online at <www.quasar.ualberta.ca/css/Css_39_2/ARLevesque_second-order_concepts.htm>.

_____ . *Thinking Historically: Educating Students for the Twenty-first Century*. Toronto, ON: University of Toronto Press, 2009.

Lewis, Harry, Don Phillips, David White, Liana Ferraro-Hsu, Jen Phillipson, Alison Plesko, and Owen Scharf. *Critical Challenges across the Curriculum: Immigration in 20th Century Canada*. Vancouver, BC: The Critical Thinking Consortium, 2006.

Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at <www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab_persp.pdf>.

_____ . *Kindergarten to Grade 8 Social Studies*: Manitoba Curriculum Framework of Outcomes. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at <www.edu.gov.mb.ca/k12/cur/socstud/framework/title_page.pdf>.

Manitoba Education. *Grade 11 History of Canada: How has Canada's history shaped the Canada of today?* (poster). Winnipeg, MB: Manitoba Education, 2011. Available online at <www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/gr11_history_poster.pdf>.

Manitoba Education, Citizenship and Youth. *Grade 2 Social Studies: Communities in Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005.

_____ . *Rethinking Classroom Assessment with Purpose in Mind: Assessment* for *Learning, Assessment* as *Learning, Assessment* of *Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.

Marlowe, Bruce, and Marilyn Page. "Creating the Constructivist Classroom." *The Video Journal of Education* (1999).

Martineau, Robert, and Christian Laville. "Learning History: Pre-eminent Pathway to Citizenship?" *One World* 37.1 (2000).

Murphy, Elizabeth. *Constructivism: From Philosophy to Practice*. St. John's, NF: Centre for Distance Learning and Innovation, Department of Education, Newfoundland and Labrador, 1997.

Osborne, Ken. "Is There A Crisis in History Teaching?" *An Address to the Manitoba Historical Society*. September 22, 1999.

_____ . "'To the Past': Why We Need to Teach and Study History." *To the Past: History Education, Public Memory, and Citizenship in Canada*. Ed. Ruth W. Sandwell. Toronto: University of Toronto Press, 2006. 103-131.

Peck, Carla. "Introduction of the Special Edition of Canadian Social Studies: New Approaches to Teaching History." *Canadian Social Studies Journal* 39.2 (2005).

Royal Commission on Aboriginal Peoples. *Highlights from the Report of the Royal Commission on Aboriginal Peoples*. Ottawa, ON: Minister of Supply and Services Canada, 1996. Available online at < www.aadnc-aandc.gc.ca/eng/1100100014597/1100100014637#toc>.

Saul, John Ralston. *A Fair Country*. Toronto: ON: Viking Canada, 2008.

_____ . "His Excellency John Ralston Saul introduces Georges Erasmus, The 3rd LaFontaine-Baldwin Lecturer." *The Globe and Mail*, March 13, 2002. Available online at <http://archive.gg.ca/media/doc.asp?lang=e&DocID=4543>.

Seixas, Peter (1999). "Beyond 'Content and Pedagogy': In Search of a Way to Talk about History Education." *Journal of Curriculum Studies* 31.3: 317-337.

_____ . "The Purpose of Teaching Canadian History." *Canadian Social Studies Journal*, 36.2 (2002).

_____ . *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*. Vancouver, BC: University of British Columbia, Centre for the Study of Historical Consciousness, 2006. Available online at <http://historicalthinking.ca/sites/default/files/Framework.Benchmarks.pdf>.

Von Glaserfeld, E. "A Constructivist Approach to Teaching." *Education: Foundations, Curriculum, and Teaching*. Eds. L. Steffe and J. Gale. Boston: Allyn & Bacon, 2001.

Wiggins, Grant, and Jay McTighe. *Understanding by Design Handbook*. Professional Development Workbook." Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

_____ . *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Annotated Webography

Links to Primary Sources for Canadian History

Archives Canada

www.archivescanada.ca/english/index.html

Archives Canada is a point of access to more than 800 archival resources. The portal provides links to scanned documents, photographs, maps, and virtual exhibitions on the history of Canada.

Archives of Manitoba, Manitobia

http://manitobia.ca/

Manitobia includes articles, educational activities, and digitized primary sources from the Archives of Manitoba, organized under the following themes: Birth of Manitoba, Immigration and Settlement, Manitoba Schools Question, Strike of 1919, First World War, and Women Win the Vote.

Archives, CBC Digital Archives

http://archives.cbc.ca/

CBC Digital Archives is a collection of radio and television clips organized by themes (e.g., war and conflict, politics, arts and culture). This site includes research strategies as well as practical lesson plans.

Atlas Canada

http://atlas.nrcan.gc.ca/site/english/maps/historical/maptopic_view

This interactive site contains digitized historical maps of Canada.

Benchmarks of Historical Thinking

http://historybenchmarks.ca

Benchmarks of Historical Thinking provides information on the concepts of historical thinking and the teaching of history.

Canada in the Making

www.canadiana.ca/citm/index_e.html

This site integrates narrative texts with a collection of government documents from Early Canadiana Online. It connects to primary sources that cover themes such as the constitutional history of Canada, First Peoples, and pioneers and immigrants. It also includes summaries of over 250 primary source texts, 175 historical maps and images, links to 300 digitalized documents, and educational lesson plans.

Canadian Confederation, Towards Confederation (Library and Archives Canada)

www.collectionscanada.gc.ca/confederation/023001-2000-e.html

Towards Confederation provides general information on the events leading up to Confederation, and includes images and links to primary sources that are valuable for Learning Experience 2.3.

Canadian Encyclopedia

http://thecanadianencyclopedia.com/index.cfm?PgNm=HomePage&Params=A1

This is a general site on the history of Canada that includes timelines, a summary of significant historical events, as well as thematic and interactive activities.

Canadian Museum of Civilization

www.civilization.ca/cmc/home

This site contains collections of Canadian objects, artifacts, and archives, as well as thematic virtual exhibitions representing First Peoples' heritage, the history of immigration to Canada, and French Canadian culture. The site also includes visual and interactive resources for students and teachers.

Canada Science and Technology Museum

http://imagescn.technomuses.ca/index1.html

This is a gallery of historic photographs organized according to various themes, such as Canadian railway systems, natural resources, and industry.

Canadian Heritage Gallery

www.canadianheritage.org/galleries/index.htm

This site provides a variety of heritage images organized under themes in Canadian history. Each image is accompanied by an archival description.

Canadian Historical Portraits

www2.ville.montreal.qc.ca/archives/portraits/en/index.shtm

This is a collection of more than 3,000 portraits of Canadian historical figures, mainly from the 19th and 20th centuries, but also from the 16th, 17th, and 18th centuries. The portraits are organized according to major regions of Canada. They can be accessed by the region or by key words. Each image is accompanied by a description and a short biographical sketch.

Canadian War Museum

www.warmuseum.ca/cwm/home

This site provides virtual exhibitions, educational resources, photos and images, and digitized collections on Canada's military history.

Champlain in Acadia

www.histori.ca/champlain/index.do

Especially relevant to Learning Experience 1.2, Champlain in Acadia presents information on Champlain and the beginnings of Nouvelle-France, and includes timelines. The topics covered are Life and Times, Meeting of Cultures, and Colonization.

Collection Peter Winkworth (Library and Archives Canada)

www.collectionscanada.gc.ca/013/013-238-e.html

This collection contains a wide variety of rare and valuable works that highlight more than four centuries of the history of Canada. The collection allows you to view scanned images of archived art.

Democracy at War, Canadian Newspapers and the Second World War

www.warmuseum.ca/cwm/exhibitions/newspapers/intro_e.shtml

This collection of more than 144,000 Canadian newspaper articles from the Second World War is organized by date and subject. The site includes a glossary of terms and abbreviations, and is arranged by the following themes: Canada and the war, military operations, and the Holocaust.

Early Canadiana Online

http://canadiana.org/ECO?id=82a11332df7f33fc&Language=en

This database provides access to a large collection of scanned documents that preserve the history and heritage of Canada.

Early Images of Canada, Illustrations from Rare Books

www.collectionscanada.gc.ca/earlyimages/index-e.html

This collection of 550 digital images (mostly engravings) from Canada's Rare Book Collection includes images from books—often from the diaries of explorers or missionaries—published before 1800. These particular images were selected because they depict the Canadian geography or significant events in the history of Canada.

EvidenceWeb (Library and Archives Canada)

www.collectionscanada.gc.ca/education/sources/index-e.html

This digitized collection of original Canadian documents, photographs, works of art, historical objects, sound recordings, and audiovisual material includes guides for topics such as the Loyalists, Confederation, and the Cold War. It also includes educational resources on how to use of various types of primary sources (e.g., oral histories, photographs, maps, political cartoons, diaries).

Framing Canada: A Photographic Memory

www.collectionscanada.gc.ca/framingcanada/index-e.html

This database of scanned photographs covering the period from 1843 until the middle of the 20th century is a visual history of Canada that captures the evolution of how Canadians perceive themselves and their world.

First Among Equals, The Prime Minister in Canadian Life and Politics (Collections Canada)

www.collectionscanada.gc.ca/primeministers/index-e.html

First Among Equals features facts and biographies of all Prime Ministers of Canada, and includes primary sources (letters, photos, and speeches).

Images Canada

www.imagescanada.ca/

This portal presents images of events, people, places, and objects from Canadian archives, libraries, museums, and universities. The search engine allows you to search by key words or by topic, and you may also view photo essays on various topics.

Library and Archives Canada

www.collectionscanada.gc.ca/index-e.html

Library and Archives Canada collects and preserves the documentary heritage of the country and makes it accessible to all Canadians. This heritage includes publications, archival documents, sound recordings, audiovisual material, photographs, works of art, and electronic documents such as websites. This site provides access to virtual exhibitions on various themes, and includes educational resources and links to reliable sites. The collections are organized under the following main themes: genealogy, First Peoples, exploration and colonization, ethno-cultural groups, censuses, military and peacekeeping, portraits, and art and photography.

McCord Museum, Keys to History

www.musee-mccord.qc.ca/en/keys/

This site includes collections of artifacts, virtual exhibits, thematic tours of history, and interactive educational activities.

National Film Board of Canada

www.nfb.ca/explore-by/keyword/

This site provides access to all online NFB documentary and dramatic films.

National History Society of Canada, Fur Trade Stories

www.furtradestories.ca/

This collection of primary and secondary sources is taken from the National History Society of Canada, the Hudson's Bay Company, Manitoba Archives, the Manitoba Museum, Parks Canada, and several First Nations communities. This site is especially useful for Learning Experience 2.2.

Our Roots

www.ourroots.ca/index.aspx?lang=en-CA

Our Roots provides digitized archives and educational resources on local history.

Parks Canada, Teacher Resource Centre

www.pc.gc.ca/apprendre-learn/prof/index_e.asp

This site provides educational resources for the classroom based on national historic sites and national parks.

Picturing the Past

www.images.technomuses.ca/?en/index

Picturing the Past contains collections of images and historical narratives from the Canadian Museum of Science and Technology. The site includes educational resources and studies of various historical themes, such as tourism in Western Canada during the 1930s, Canada during the Second World War, and the impact of industrialization and urbanization.

St. Boniface Historical Society

http://shsb.mb.ca/en

This collection of resources of Franco-Manitoban heritage since La Verendrye includes educational resources on the life and times of Louis Riel and genealogical research of Manitoba family names.

Statistics Canada, History: Key Resources

www.statcan.gc.ca/kits-trousses/courses-cours/hist1-eng.htm

This site provides resources, lesson plans, and information based on data from Statistics Canada, either in censuses or Canadian directories from 1867–1967. Resources include animations, collections, articles, and interactive maps on a variety of topics (e.g., immigration, Nouvelle France, population, First Peoples, the Great Depression, the ethno-cultural diversity, the economy, and the workplace).

Treaty Relations Commission of Manitoba

http://trcm.ca/

This site includes learning resources, videos, a speaker's bureau, maps, and printable posters.

Veterans Affairs Canada

www.veterans.gc.ca/eng/sub.cfm

This site includes an interactive section for students, as well as learning resources, research, and teaching strategies on the wars in which Canada participated.

Virtual Gramophone

www.collectionscanada.gc.ca/gramophone/028011-3010-e.html

Virtual Gramophone contains multimedia collections of images, historical information, biographies, and recordings featuring Canadian artists and Canadian compositions.

Virtual Museum of Canada

www.museevirtuel-virtualmuseum.ca/

This is a collection of virtual exhibitions, images, learning resources, as well as a national directory of museums in Canada.

Released 2014

Printed in Canada
Imprimé au Canada