

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



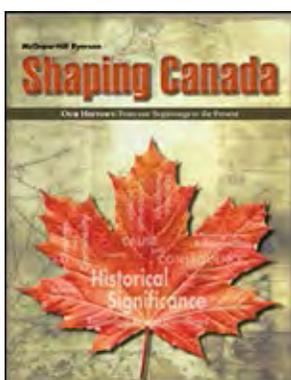
Document Structure

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 <i>History of Canada</i> 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 <i>Statute of Westminster</i> (1931), 1931 to the <i>Canada Act</i> (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 \(MTBB\)](http://www.mtbb.mb.ca) 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 Environment
- General Skills and Competencies
- The World
- Democracy

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

- acquire knowledge and understanding of Canadian history and geography
- analyze Canadian public issues and take rationally and morally defensible positions
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- develop a sense of belonging to their communities and to Canadian society
- critically understand Canadian political structures and processes and the institutions of 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
- 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



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

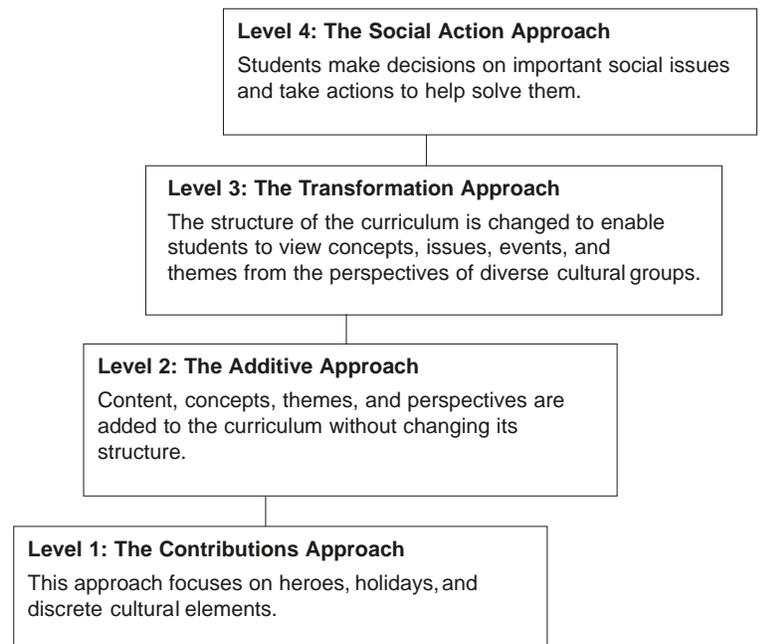
The school plays a vital role in preparing students to live together. As citizens living in a pluralistic society, we need to learn to interact with one another and develop perspectives on a variety of cultural, social, and political issues. Schools help students build their identity and develop a fair 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.

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.



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.

Levels of Integration of Multicultural Content



* 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.

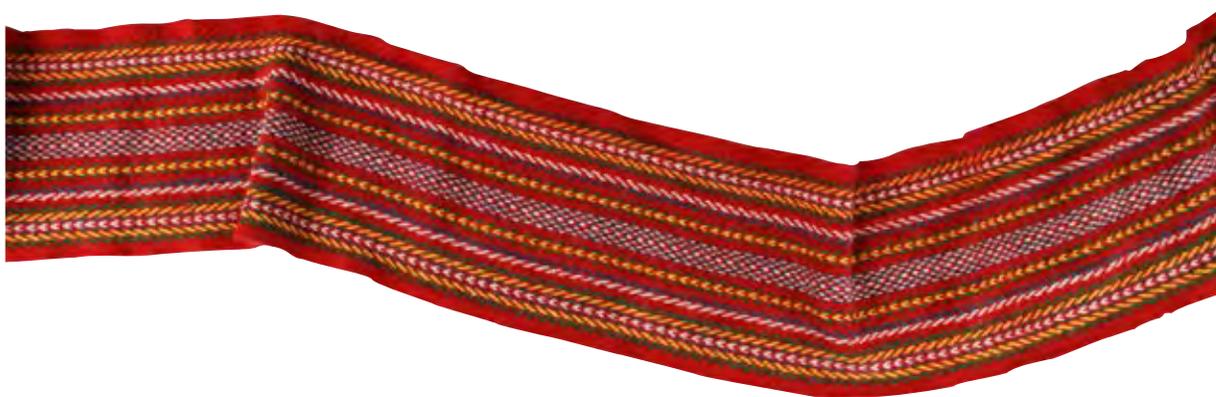
Diversity of culture, language, beliefs, spirituality, sexuality, physical characteristics and ability, and social and political organization have been constant characteristics of Manitoba's peoples. First with the First Nations and Inuit peoples, who originally inhabited this land, it was later enriched 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

- n equity-focused, anti-bias
- n grounded in the lives of students
- n culturally sensitive
- n critical
- n participatory and experimental
- n hopeful, joyful, caring, visionary
- n academically rigorous
- n 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.

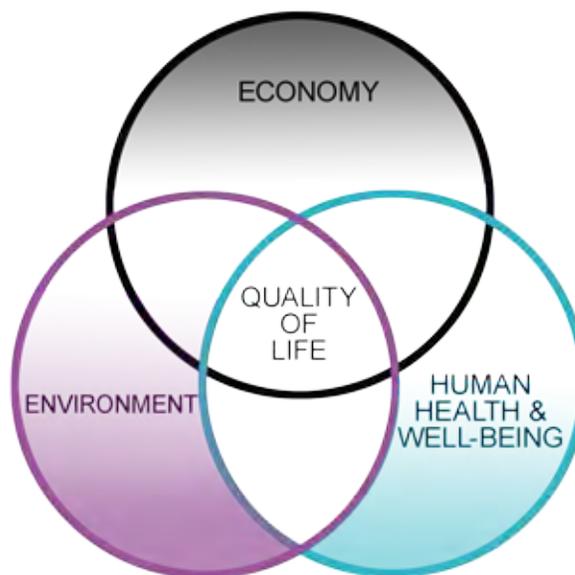


Figure 1: Traditional model of sustainability with three equal areas of concern.

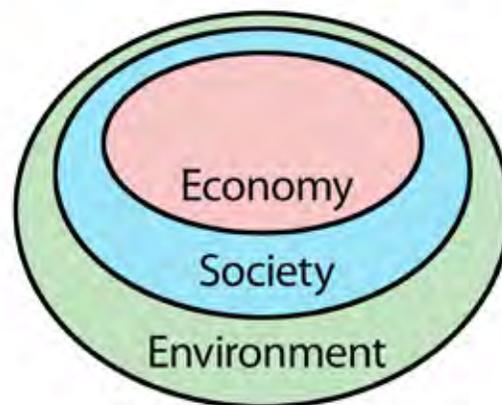


Figure 2: More recent models of sustainability that acknowledge the critical importance of the environment.

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.

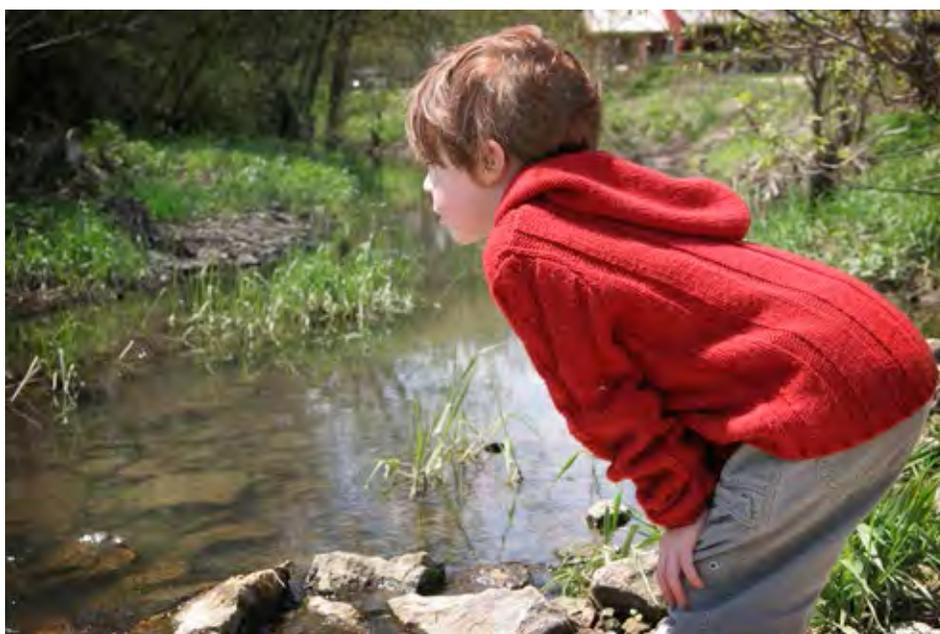
“Sustainability is a concept which combines post-modern pessimism about the domination of nature with almost Enlightenment optimism about the possibility to reform human institutions.”

—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

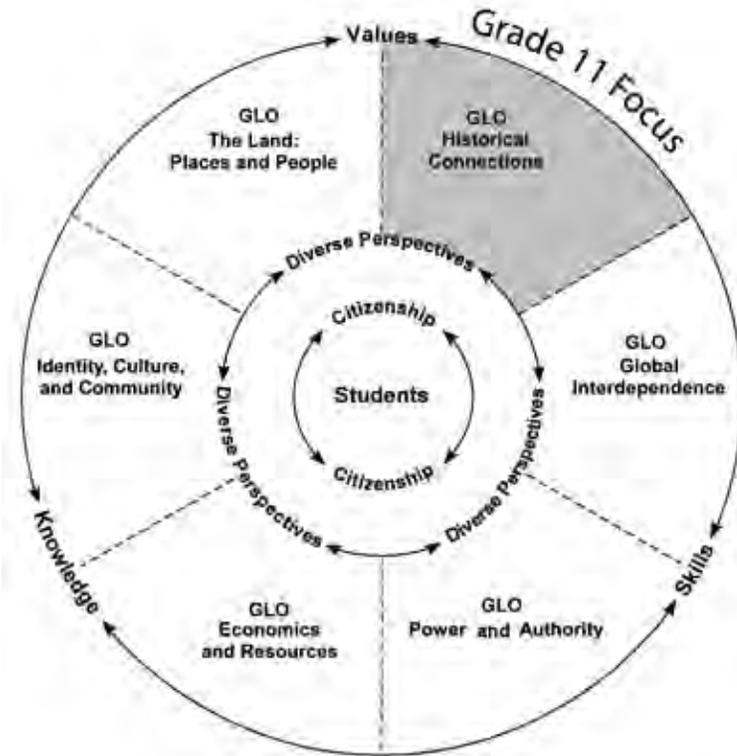
When addressing any controversial topic, it is important to protect the interests of individual students. Find out in advance whether any student would be personally affected by the

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



The tablet screen shows two columns of text. The left column is titled 'Historical Thinking Concepts' and lists six items. The right column is titled 'Skills to Support Historical Thinking' and lists seven items in two columns. At the bottom right of the tablet screen, there is a small text block: 'Adapted from the work of Dr. Peter Seixas, University of British Columbia. www.historybenchmarks.ca'.

Historical Thinking Concepts	Skills to Support Historical Thinking
1. Establish historical significance	• Formulate and clarify questions to guide historical inquiry
2. Use primary source evidence	• Select and identify diverse primary and secondary sources of information
3. Identify continuity and change	• Consider the purpose and validity of historical sources
4. Analyze cause and consequence	• Interpret, analyze, and record information from primary and secondary sources
5. Take historical perspectives	• Compare diverse perspectives and conflicting accounts of the past
6. Understand ethical dimensions of history	• 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

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.

