



GRADE 11 HISTORY OF CANADA
LEARNING RESOURCES

A Reference for Selecting Learning
Resources (November 2009)

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Winnipeg, Manitoba, Canada

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please notify Manitoba Education. Errors or omissions will be corrected in a
future edition.

Any websites referenced in this document are subject to change without
notice. Educators are advised to preview and evaluate websites and online
resources before recommending them for student use.

This resource is available on the Manitoba Education website at
<www.edu.gov.mb.ca/k12/learnres/bibliographies.html>.

A C K N O W L E D G E M E N T S

Manitoba Education acknowledges the individuals involved in the review and selection of learning resources to support provincial curriculum implementation. Appreciation is extended also to school divisions within Manitoba that supported teachers' participation in the review. Finally, publishers, producers, and distributors are thanked for their submission of learning resources for consideration.

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I N T R O D U C T I O N

Reference for Selecting Learning Resources

GRADE 11 HISTORY OF CANADA LEARNING RESOURCES is a reference tool provided by Manitoba Education to help educators select student and teacher learning resources to support the curriculum. Recommended learning resources may be purchased through the Manitoba Text Book Bureau (MTBB), and many of the titles may be borrowed from the Department's Instructional Resources Unit (Library).

The bibliography is arranged alphabetically by title, followed with indexes. The indexes may include audience, (for example, resource for teachers or resource for students), grade, distributor, category (for example, depth resource), and suggested use.

Learning Resources Reviews

Publishers submit resources for review in response to the Department's request for new learning resources to support provincial curricula. Teachers, nominated by superintendents of school divisions, are selected as teacher-evaluators. Using a collaborative review process, the teacher-evaluators examine the materials according to the resource-selection criteria to make recommendations regarding the suitability of the resources for Manitoba students and teachers.

Resource Selection Criteria

Learning resources are selected based on the basis of their fidelity with the rationale, philosophy, processes, and learning outcomes identified in each curriculum. Four evaluation criteria are used in selecting learning resources:

- **Curriculum Fit/Content/Philosophy:** the degree to which the content and processes of the resource align with the curriculum, thus providing support for curriculum implementation.
- **Instructional Design:** the degree to which the resource provides for multiple approaches to learning, has a wide range of use, is current, and reflects current pedagogical theory and practice.
- **Social Considerations:** the degree to which the resource is free of bias and stereotyping. The resource is examined for Canadian content, the use of culturally diverse examples, and accurate portrayal of First Nations, Inuit, and Métis peoples. Cautionary notes are added to alert teachers to potentially sensitive curriculum-fit issues or potential community concerns related to the resource.
- **Technical Design:** the degree to which the resource is visually appealing and has a logical and consistent form.

When selecting learning and teaching resources, teachers should consider how the resources meet the learning requirements of students, the perspectives of the student population, and local decisions related to the delivery of potentially sensitive content.

Terms and Definitions

The following terms and definitions are used to describe the learning resources:

- **Breadth:** identifies learning resources that address a wide range of student learning outcomes for a particular grade.
- **Depth:** identifies learning resources that provide effective learning experiences in greater detail for a narrower grouping of student learning outcomes.
- **Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for an extensive grouping of student learning outcomes.
- **Teacher Reference:** identifies resources that assist teachers in implementing the curriculum, including background information for teacher use; may identify teaching suggestions and learning activities.
- **Teacher Guide:** identifies a separate guide for teachers or a teacher's edition of a **Student Text**.

Purchase of Learning Resources

The learning resources described in the bibliography are available for purchase through the *Manitoba Text Book Bureau Catalogue of Learning Resources*. For information or assistance regarding the purchase of learning resources, contact:

The Manitoba Text Book Bureau (MTBB)

Box 910

Souris, MB R0K 2C0

Toll free: 866-771-6822 (Manitoba and Saskatchewan)

Telephone: 204-483-5040

Fax: 204-483-5041

Email: mtbb@gov.mb.ca

Online catalogue: <<http://www.mtbb.mb.ca>>

Loans and Bookings of Learning Resources

Most of the learning resources listed in the bibliography are available to Manitoba educators from the Instructional Resources Unit (IRU) Library, Manitoba Education.

CIRCULATION SERVICES – to register as a patron, renew resources and inquire about loans, contact:

Circulation Desk: Instructional Resources Unit
Manitoba Education
1181 Portage Avenue
Winnipeg MB R3G 0T3
Telephone: Winnipeg: 204-945-5371
Toll Free outside of Winnipeg – 800-282-8069 ext. 5371
Fax: 204-945-8756
Email: irucirc@gov.mb.ca

REFERENCE AND INFORMATION SERVICES – to request print materials, kits, audio CD's and sound cassettes, and to obtain information on resources, contact:

Reference Services: Instruction Resources Unit – Address Above
Telephone: Winnipeg: 204-945-7830
Toll Free: 800-282-8069 ext. 7830
Fax: 204-945-8756
Email: iruref@gov.mb.ca

MEDIA BOOKING SERVICES – to request VHS, DVDs and CD-ROMs, contact:

Media Booking: Instructional Resources Unit – Address Above
Telephone: Winnipeg: 204-945-7849
Toll Free outside Winnipeg – 800-592-7330
Fax: 204-945-8756
Email: irucirc@gov.mb.ca

FOR FURTHER INFORMATION ON THE IRU'S RESOURCES AND SERVICES:

Visit the online catalogue at: <http://libcat.merlin.mb.ca>
Visit the IRU web site at: <http://libinfo.merlin.mb.ca>



TITLES & DESCRIPTIONS

Critical Challenges Across the Curriculum

Publisher : The Critical Thinking Consortium

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
Social Studies												✓	

Critical Challenges Across the Curriculum: Exemplars in Historical Thinking: 20th Century Canada

Author(s): Garfield, Gini-Newman, Bowman, Mike, Clare, Mike, Dingwall, Tim, Haskings-Winner, Jan, Kyriakou, Anyta, Leskun, Charles, Mowatt, Linda, Olma, Rick, O'Malley, Larry, Pettigrew, Ian, Watt, Jennifer

Audience: Teacher Professional Reference

Category:

Suggested Use(s):

Edition: 1st Edition

Year: 2008

Pagination: 191 p

ISBN: 978-0-86491-302-9

Format: Print

Publisher: The Critical Thinking Consortium

Date Recommended: February 17, 2009

Distributor:

This teacher professional reference resource provides extensive, useful background information for Grade 11 History of Canada. It contains practical ideas of how to critically challenge students' thinking related to the intended general learning outcomes. This resource provides a clear table of contents and each of the activities are presented with clear and concise formatting. Teachers will find each activity well supported with both primary and secondary resources. Along with ample blackline masters, the resource provides an updated electronic source book that allows teachers to manipulate and supplement additional resources. Specifically, the Critical Challenges series provides examples of historical events that allow teachers to promote the Historical Literacy Benchmarks present within the new Grade 11 Canadian History foundation document.

Exemplars in Historical Thinking: 20th Century Canada separates itself to focus on the Historical Literacy Benchmarks including:

Historical Significance

- *The greatest hits* – Students select the five most significant events in Canada during a specified period and design a commemorative coin featuring one of the selected events.
- *How great was she?* – Students assess an assigned person’s credentials as a ‘monumental’ Canadian and determine which finalist is “The Most Monumental”.

Cause and Consequence

- *Acknowledging the contributors* – Students rate the effects of various impeding and contributing factors on the featured landmark event and rank order the most significant contributors to the featured event.

Change and Continuity

- *Benchmarks along the way* – Students rate the events for their assigned period in terms of their implications for Canadian autonomy over its foreign affairs and determine which three events represent the greatest changes in Canada’s evolution as an autonomous nation during the featured time period.
- *How much have things changes?* – Students speculate on the likely differences in the daily life of and conditions for the featured group between now and an earlier time. Students will also rate degree of difference in the daily life of and conditions for the featured group between the two time periods.

Evidence and Interpretation

- *Rewrite the book* – Students critique the adequacy of the textbook account of the featured event and propose recommendations to develop a more complete and credible treatment of the featured event.

Historical Perspective-Taking

- *In their view* – From the documents provided students will infer some of the general attitudes likely held by the featured group and the likely positions of the featured group on specific events in 20th century Canada.
- *Taking their side* – Students rate the effectiveness of the political cartoons on the featured topic, interpret the cartoonist’s views on the beliefs, fears and values of the profiled people and finally create an effective cartoon representing one or more group’s perspectives on the second featured topic.

Moral Judgment

- *In good faith* – Based on the document provided students will prepare a concise statement of the government’s foreign policy priorities at the time of the featured decision and establish whether the policy decision was laudable or shameful.

Critical Challenges Across the Curriculum: Immigration in 20th Century Canada

Author(s):	Lewis, Harry, Phillips, Don, White, David, Ferraro-Hsu, Liana, Phillipson, Jen, Plesko, Alison, Scharf, Owen	Audience:	Teacher Professional Reference
Edition:	1st Edition	Category:	
Year:	2002	Suggested Use(s):	
Pagination:	139 p		
ISBN:	978-0-86491-254-1		
Format:	Print		
Publisher:	The Critical Thinking Consortium	Date Recommended:	February 17, 2009
Distributor:			

This teacher professional reference resource provides extensive, useful background information for Grade 11 History of Canada. It contains practical ideas of how to critically challenge students' thinking related to the intended general learning outcomes. This resource provides a clear table of contents and each of the activities are presented with clear and concise formatting. Teachers will find each activity well supported with both primary and secondary resources. Along with ample blackline masters, the resource provides an updated electronic source book that allows teachers to manipulate and supplement additional resources. Specifically, the Critical Challenges series provides examples of historical events that allow teachers to promote the Historical Literacy Benchmarks present within the new Grade 11 Canadian History foundation document.

Immigration in 20th Century Canada focuses on the following critical challenges divided into two headings, Canada's historical record and current immigration policies:

Canada's Historical Record

- Positive immigrant experiences – Students establish personal connections with immigration by researching the positive experiences of a family member or neighbour who immigrated to Canada.
- Reception of immigrant groups – Assess the reception given to eight immigrant groups and rank order and identify patterns in Canada's reception of immigrant groups.
- *The Komagata Maru* – Students decide whether or not Canada should accept the migrants from the steam ship.
- Paranoia in political cartoons – To help students identify and analyze the cultural stereotypes portrayed in these xenophobic cartoons.

Current Immigration Policies

- Decide who gets in – Decide on the most important criteria and their relative weighting for selecting potential immigrants to Canada.
 - Critique the system – Critique Canada’s immigration assessment system.
 - Set Canada’s immigration quota - Students participate in a mock Parliamentary Committee to learn about the competing factors affecting the number of immigrants accepted into Canada.
 - Write to the minister – Students will write a letter to the Minister of Citizenship and Immigration Canada and present their position on a current Canadian immigration issue.
-

Critical Challenges Across the Curriculum: Snapshots of 19th Century Canada

Author(s):	Sandwell, Ruth, Woloshen, Mark	Audience:	Teacher Professional Reference
Edition:	1st Edition	Category:	
Year:	2002	Suggested Use(s):	
Pagination:	144 p		
ISBN:	978-0-86491-236-7		
Format:	Print		
Publisher:	The Critical Thinking Consortium	Date Recommended:	February 17, 2009
Distributor:			

This teacher professional reference resource provides extensive, useful background information for Grade 11 History of Canada. It contains practical ideas of how to critically challenge students’ thinking related to the intended general learning outcomes. This resource provides a clear table of contents and each of the activities are presented with clear and concise formatting. Teachers will find each activity well supported with both primary and secondary resources. Along with ample blackline masters, the resource provides an updated electronic source book that allows teachers to manipulate and supplement additional resources. Specifically, the Critical Challenges series provides examples of historical events that allow teachers to promote the Historical Literacy Benchmarks present within the new Grade 11 Canadian History foundation document.

Snapshots of 19th Century Canada focuses on the following critical challenges:

- Taking the pulse in 1815 – Assess the economic, social and political well-being of each social group at the beginning of the 19th century in Canada.

- Selecting key facts – Identify the 12-15 most significant facts about the causes, components, and consequences of your assigned event.
- Forging a diary/journal – Write an “authentic” diary/journal entry about your assigned event from the perspective of an individual from one of the focus groups.
- “Reporting” the event – Asses the economic, social, and political impact of your event on each of the focus groups.
- Visualizing a metaphor – Develop a governing metaphor for your assigned event and visually represent your governing metaphor and in a written commentary explain its symbolism and relevance.
- Prepping for the test – Create six thoughtful questions based on your event and provide thoughtful answers to those events.
- Taking the pulse in 1911 – Asses the economic, social, and political well-being at the beginning of the 20th century in Canada.
- Wrapping up the century – Write a brief definitive assessment of 19th century Canada from the perspective of one (or all) of the four focus groups.

The 9 events used as “Snapshots” in this resource are the following:

- The Battle of Seven Oaks (1816)
 - The Cholera Epidemic (1832)
 - Rebellions of Upper and Lower Canada (1837-1838)
 - Escaping the Irish Potato Famine (1845-1848)
 - The Hind and Palliser Expeditions (1857-1860)
 - Compulsory Schooling in Ontario (1871)
 - Toronto Women’s Literary Club (1876)
 - North West Rebellion (1885)
 - Anti-Asian Riots in Vancouver (1907)
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Critical Challenges in Law and Government: Canada's Constitutional Crisis - A Simulation

Author(s):	Schwartz, Phyllis, Hayes, Aric	Audience:	Teacher Professional Reference
Edition:	1st Edition	Category:	
Year:	1998	Suggested Use(s):	
Pagination:	92 p		
ISBN:	978-0-86491-196-4		
Format:	Print		
Publisher:	The Critical Thinking Consortium	Date Recommended:	February 17, 2009
Distributor:			

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
Social Studies												✓	

This teacher professional reference resource provides extensive, useful background information for Grade 11 History of Canada. It contains practical ideas of how to critically challenge students' thinking related to the intended general learning outcomes. This resource provides a clear table of contents and each of the activities are presented with clear and concise formatting. Teachers will find each activity well supported with both primary and secondary resources. Along with ample blackline masters, the resource provides an updated electronic source book that allows teachers to manipulate and supplement additional resources. Specifically, the Critical Challenges series provides examples of historical events that allow teachers to promote the Historical Literacy Benchmarks present within the new Grade 11 Canadian History foundation document.

The objective of Critical Challenges in Law and Government: Canada's Constitutional Crisis - A Simulation provides teachers with the tools to simulate a contemporary constitutional conference where students develop, negotiate, revise, and ultimately decide whether or not to support a proposed package of amendments to Canada's Constitution.

Students are divided into one of five groups, each representing a region of Canada. The resource provides background information for students to consider the constitutional implication of four areas of dispute: cultural diversity; language protection; Aboriginal rights; and federal-provincial power sharing.

Tools for Historical Understanding: Teaching About Historical Thinking

Author(s):	Denos, Mike, Case, Roland	Audience:	Teacher Professional Reference
Edition:	1st Edition	Category:	
Year:	2006	Suggested Use(s):	
Pagination:	107 p		
ISBN:	978-0-86491-286-2		
Format:	Print		
Publisher:	The Critical Thinking Consortium	Date Recommended:	February 17, 2009
Distributor:			

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
Social Studies												✓	

This teacher professional reference, focusing on the six interrelated concepts central to students' ability to think about history, is a leading resource used by curriculum developers and classroom teachers throughout Canada and beyond. It provides extensive background information on the Historical Literacy Benchmarks (concepts of historical thinking) that are embedded throughout the new Grade 11 History of Canada foundation document. Although "historical thinking" appears in many curriculum documents, this resource combines the research of historians and educators with the experience and skills of classroom teachers to create practical ways of engaging students in critical historical thinking in realistic classroom settings.

This resource provides a detailed introduction to historical thinking with discussions about the nature, importance, and dimensions of historical thinking. It then provides descriptions, characteristics and applications of the six historical thinking concepts as follows:

- 1) Historical Significance:** The selection of what and who in history should be taught and learned is guided by questions of historical significance. Thinking about significance help students learn how decisions about what to study in history are made and to recognize that the very nature of historical inquiry is open to ongoing change.
- 2) Evidence:** The concept of evidence is concerned with the validation, interpretation and use of primary and secondary sources of information in the construction of history. Issues of evidence invite students to examine information in various kinds of sources, and to investigate the role of primary and secondary sources in constructing accounts of the past.
- 3) Continuity and change:** The concepts of continuity and change deal with the historical stereotypes that either nothing really changes over time or events

that occurred long ago are completely unlike modern times. Students are encouraged to investigate what has changed or stayed the same over periods in history and between the past and modern times.

- 4) **Cause and consequences:** The concepts of cause and consequence focus on the causal influences in history which make it possible for students to see the structural and individual factors that shape their world and to begin to imagine their own role as individuals in shaping history.
- 5) **Historical perspective:** Developing a perspective of historical individuals and groups requires understanding of the social, cultural, intellectual, and emotional contexts that shaped people's lives and actions. Without this perspective, students may be limited to a simplistic view of the past, seeing events exclusively through present experiences and values.
- 6) **Moral judgment:** Moral judgments arise in the context of drawing ethical conclusions about historical actions and people or in assigning moral responsibility to historical or contemporary individuals and groups for their actions. Students should be mindful of the complexities and dangers associated with passing judgment on historical events and people.

This resource includes a detailed exemplar of activities and sources to support critical thinking tasks for each of the historical thinking concepts and a discussion of the connection between critical and historical thinking. Finally, it includes a variety of blackline masters to support suggested strategies through which students engage in historical thinking.

A U D I E N C E

Teacher Professional Reference

Critical Challenges Across the Curriculum

Critical Challenges Across the Curriculum: Exemplars in Historical Thinking: 20th Century Canada

Critical Challenges Across the Curriculum: Immigration in 20th Century Canada

Critical Challenges Across the Curriculum: Snapshots of 19th Century Canada

Critical Challenges in Law and Government: Canada's Constitutional Crisis - A Simulation

Tools for Historical Understanding: Teaching About Historical Thinking

GRADE

Grade 11

Critical Challenges Across the Curriculum

*Critical Challenges Across the Curriculum: Exemplars in Historical Thinking:
20th Century Canada*

Critical Challenges Across the Curriculum: Immigration in 20th Century Canada

Critical Challenges Across the Curriculum: Snapshots of 19th Century Canada

Critical Challenges in Law and Government: Canada's Constitutional Crisis - A Simulation

Tools for Historical Understanding: Teaching About Historical Thinking

D I S T R I B U T O R D I R E C T O R Y

Resources in this bibliography can be purchased through the Manitoba Text Book Bureau (MTBB).

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