

Canadian History since World War I, Grade 10

Applied

CHC2P

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

Strand A

A: Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

(continued)

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas ⁶	Framing Questions ⁶
B: Canada, 1914–1929		
B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	National and international events and developments during this period affected the lives of people in Canada in different ways.	Why might different individuals and/or communities in Canada view the same event or development in different ways? What were the consequences of World War I for Canada and people in Canada?
B2. Communities, Conflict, and Cooperation: describe some key interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and explain their effects (FOCUS ON: <i>Cause and Consequence</i>)	Canadians faced major conflict at home and abroad during this period.	What people and events contributed to the evolution of identities and citizenship in Canada during this period?
B3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, and domestic and international events contributed to the development of identities, citizenship, and/or heritage in Canada between 1914 and 1929 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Many individuals, groups, communities, and events helped to shape the development of Canada during this period.	
C: Canada, 1929–1945		
C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: <i>Cause and Consequence</i>)	The Great Depression and World War II had a major impact on the lives of people in Canada.	What were the consequences of Canada's involvement in World War II for Canada as a whole and for different individuals, groups, and communities in Canada?
C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	This period was marked by increasing tensions between different groups and communities within Canada and between Canada and other countries.	How did the lives of people in Canada change during this period? Did people in all regions of Canada experience the same degree of change? How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period?
C3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identities, citizenship, and/or heritage in Canada between 1929 and 1945 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Various individuals and events had a major impact on the continuing development of a Canada during this period.	Whose voices dominated in Canada at this time? Why did all voices not carry the same weight?

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas ⁶	Framing Questions ⁶
D: Canada, 1945–1982		
D1. Social, Economic, and Political Context: describe some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: <i>Continuity and Change</i>)	This was a period of major change in the lives of people in Canada.	In what ways did social welfare programs help people in Canada? Did they help all people equally?
D2. Communities, Conflict, and Cooperation: describe some key developments that affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1945 to 1982, and assess their significance (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Although this period was marked by conflict, both nationally and internationally, Canada also participated in cooperative ways in the international community.	Why did some people in Canada view the rise in immigration during this period as a threat? In what ways did colonialist government policies continue to have an on impact First Nations, Métis, and/or Inuit individuals and communities during this time?
D3. Identity, Citizenship, Heritage: describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identities, citizenship, and/or heritage in Canada between 1945 and 1982 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	During this period, Canada evolved into a multicultural country with a developing welfare state.	Which individual or event made the most significant contribution to the development of identities in Canada during this period?
E: Canada, 1982 to the Present		
E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	National and international events and developments since 1982 have affected the lives of all people in Canada, but not in the same ways.	What were the biggest changes in the lives of people in Canada in the recent past? What factors led to those changes?
E2. Communities, Conflict, and Cooperation: describe some significant issues and/or developments that have affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/developments (FOCUS ON: <i>Continuity and Change</i>)	Interrelationships between different groups and communities in Canada have changed over time.	Where do you see yourself in the Canadian narrative? In what ways have different individuals and events contributed to the development of identities in Canada?
E3. Identity, Citizenship, Heritage: describe how some individuals, groups, and events, both national and international, have contributed to the development of identities, citizenship, and/or heritage in Canada from 1982 to the present (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	The story of Canada has been, and continues to be, shaped by the various individuals, groups, and communities in this country.	What actions have some individuals and communities been taking to change the colonial relationship between Indigenous and non-Indigenous people in Canada?

⁶ See page 14 for a discussion of the purpose of big ideas and framing questions.

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B. Canada, 1914–1929

Overall Expectations

By the end of this course, students will:

B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: *Historical Significance; Historical Perspective*)

B2. Communities, Conflict, and Cooperation: describe some key interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and explain their effects (FOCUS ON: *Cause and Consequence*)

B3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, and domestic and international events contributed to the development of identities, citizenship, and/or heritage in Canada between 1914 and 1929 (FOCUS ON: *Continuity and Change; Historical Perspective*)

Specific Expectations

B1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

B1.1 describe some key social developments in Canada during this period (*e.g., changes in immigration, the broadening of citizenship rights for many women, the treatment of “enemy aliens” during World War I, the challenges facing returning veterans, the rise of the flapper in popular culture*), and assess their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “Were First Nations, Métis, and Inuit women represented in the women’s suffrage movement? Did the victories of this movement during and after World War I mean that

all Canadians had the right to vote?” “What impact did the growth of ethnic neighbourhoods in Canadian cities have on the ways of life of people living in those neighbourhoods?”

B1.2 identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and explain their significance for different people in Canada, including First Nations, Métis, and/or Inuit individuals and communities (*e.g., the impact that military technology such as the Ross rifle had on Canadian soldiers in World War I; the significance of developments in transportation such as airplanes and automobiles for rural Canadians or people involved in manufacturing; the impact of the development of insulin on Canadians with diabetes*)

Sample questions: “What impact did the use of chemical weapons have on soldiers in World War I?” “Did the mass production of automobiles affect all Canadian youth in the same way?” “What role did radio play in the everyday lives of people during this time?” “What was the purpose behind government exploration in the Arctic during this period? How did such exploration affect Inuit communities?” “What are some ways in which the Canadian Arctic Expedition of 1913–18 benefited from Inuit scientific and technological knowledge?”

B1.3 describe some key economic trends and developments in Canada during this period (*e.g., with reference to the wartime economy, postwar recession, consumerism, trends in the whaling and fur industries in the Canadian North*), and explain their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities

Sample questions: “What was the significance of the consumerism of the 1920s? Did it affect all Canadians the same way?” “What impact did rising prices have on the lives of different people in Canada?” “Did all Canadians share in the prosperity of the 1920s? Did First Nations, Métis, and Inuit individuals and communities share in it?” “What was the significance of the collapse of the bowhead whale industry for Inuit communities?” “How did the price of furs during this period affect First Nations, Inuit, and Métis living in the North?” “How did political policies affect the price of goods traded by First Nations and Inuit in the North? What impact did these policies have on the lives of Indigenous traders?”

B1.4 describe the impact that World War I had on Canadian society and politics and the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities (*e.g., with reference to the internment of “enemy aliens”; the participation of women in the*

wartime economy; the conscription crisis; the Union government; new legislation such as the Wartime Elections Act, the Income Tax Act, and the War Measures Act)

Sample questions: “What impact did the Halifax Explosion have on people living in Halifax, Dartmouth, and the Mi’kmaq settlement in Tufts Cove?” “What are some of the ways in which the war changed the lives of many women in Canada?” “Why were some Ukrainian Canadians interned during and after World War I?” “Why did First Nations, Métis, and Inuit men choose to fight for a country in which they experienced oppression and mistreatment?” “What impact did military enlistment have on the status of First Nations men and their families?”

B2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence*

By the end of this course, students will:

B2.1 identify some of the causes of World War I (*e.g., European alliances and rivalries, militarism*), and explain some of the consequences of Canada’s military participation in the war (*e.g., the passing of the conscription bill; the development of war industries; the military consequences and human costs of battles such as Ypres and Vimy Ridge; issues facing veterans; Remembrance Day*)

Sample questions: “Why did young men enlist in the armed services at the beginning of World War I? Who tended to enlist? Who did not? Who was actively discouraged from enlisting by Canadian military officials? Why? What inspired First Nations, Métis, and Inuit men to volunteer to fight in World War I? Given the values and circumstances at the time, would you have enlisted to fight in the war? Would you have been allowed to enlist? Why or why not?” “What was the Soldier Settlement Board? What impact did it have on First Nations, Métis, and Inuit communities?”

B2.2 describe some significant ways in which people in Canada cooperated and/or came into conflict with each other at home during this period (*e.g., with reference to the social gospel movement, the women’s suffrage movement, labour unions, the Winnipeg General Strike, the Ku Klux Klan*), and explain key reasons for these interactions as well as some of their consequences

Sample questions: “What were the ideas behind the Coloured Women’s Club of Montreal? Was it successful in meeting its goals?” “Why was the League of Indians of Canada founded?”

What impact did it have?" "Why did some groups not feel welcome in the labour movement? Which groups were excluded? Why? How did they respond?"

NEW - SPLIT SE

B2.3 describe some significant challenges facing First Nations, Métis, and Inuit individuals and communities in Canada during this period (*e.g., mandatory attendance in Residential Schools; provincial day schools, training schools; loss of language and culture; ongoing prohibitions against Indigenous ceremonies and gatherings; amendments to the Indian Act that prohibited First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; systemic racism; economic disparity; continued expropriation of resources and loss of land; forced removals*), and explain some of their consequences

Sample questions: "What were some amendments to the Indian Act during this period? What attitudes are reflected in these amendments?" "Why was it mandatory for status Indians to attend Residential Schools? What were the goals of these schools?" "How did the Residential School experiences of First Nations and Metis children differ?" "Why did many Métis people choose not to publicly identify as Métis during this period? What were some of the consequences of such decisions?"

B2.4 describe some significant challenges facing immigrants and other non-Indigenous ethnocultural minorities in Canada during this period, with a particular emphasis on forms of discrimination (*e.g., racism and antisemitism; segregation and discrimination in jobs and housing; immigration policy, including the 1919 Immigration Act; barriers to enlistment in the Canadian military based on race and ethnicity*), and explain some of their consequences

Sample questions: "What challenges did African-Canadian men face when trying to enlist in the Canadian armed forces during World War I?" "What changes were made to the Chinese Immigration Act in 1923? What attitudes are reflected in these changes? What effects did the changes have?"

B2.5 describe how some specific events, developments, and/or attitudes affected the relationship between French and English Canada during this period (*e.g., conscription during World War I, the Ontario Schools Question and the response to Regulation 17, the beliefs of Quebec nationalists such as Henri Bourassa and Abbé Lionel Groulx, the ideas of groups such as the Orange Order*)

Sample questions: “What was the message of Quebec nationalists such as Henri Bourassa? How did English Canadians tend to view this message?”

B3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

B3.1 describe how some individuals and organizations during this period contributed to the development of identities, citizenship, and/or heritage in Canada (e.g., *Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Peter Henderson Bryce, Lionel Connacher, F. O. Loft, Tom Longboat, Nellie McClung, Francis Pegahmagabow, Mary Pickford, Fred Simpson; the No. 2 Construction Battalion, the One Big Union, the Royal Canadian Mounted Police, the Woman’s Christian Temperance Union*)

Sample questions: “What contribution has the National Hockey League (NHL) made to heritage and identities in Canada?” “How have the actions of labour activists during this period contributed to labour rights then and now?” “What impact did the art of Tom Thomson and members of the Group of Seven have on culture and identities in Canada? Do you think the work of the Group of Seven accurately reflects the Canadian North? Why or why not? Whose perspectives are absent from their works? Why are their images still iconic today?”

B3.2 identify some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period (e.g., *women’s contribution to the war effort, women’s suffrage, access to employment, changing social mores in the 1920s, the participation of women in sports, the role of Inuit women in the whaling and sealskin industry*), and describe the impact of these developments on Canadian citizenship and/or heritage

Sample questions: “What effect did the Wartime Elections Act have on women’s right to vote?” “Why were First Nations, Métis, and Inuit women excluded from the Wartime Elections Act and the Military Voters Act? Why would such exclusion have been considered acceptable in 1917?” “What effect did the final decision in the Persons Case have on the citizenship rights of women in Canada?” “What was significant about the participation of Canadian women in the 1928 Olympics?” “What are some ways in which First Nations, Métis, and Inuit women participated in the war effort?”

B3.3 explain the significance for identities, citizenship, and/or heritage of some key international events and/or developments in which Canada participated in this period (*e.g., the battle of Vimy Ridge; Canada's attending the Paris Peace Conference and signing the Treaty of Versailles; membership in the League of Nations and the Commonwealth of Nations; Canadians' participation in international sporting events such as the Olympics; the success of Canadian actors in Hollywood*)

Sample questions: "Why did the poppy come to be associated with Canadians in World War I and then adopted as an international symbol of remembrance?" "Why is the *Bluenose* on the Canadian dime? Do you think it is an appropriate symbol for Canada? Why or why not?" "Why is the Halibut Treaty seen as a turning point in the development of Canada's political autonomy?"

PRE PUBLICATION

C. Canada, 1929–1945

Overall Expectations

By the end of this course, students will:

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: *Cause and Consequence*)

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change*)

C3. Identity, Citizenship, and Heritage: describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identities, citizenship, and/or heritage in Canada between 1929 and 1945 (FOCUS ON: *Historical Significance; Historical Perspective*)

Specific Expectations

C1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence*

By the end of this course, students will:

C1.1 identify some key social developments in Canada during this period (*e.g., increasing levels of poverty, the dislocation of farm families on the Prairies, the increasing influence of American culture, northern Indigenous people becoming more reliant on European material goods*), and explain their main causes as well as their impact on the lives of people in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “Why did immigration rates and birth rates decline in the 1930s?” “What impact did high unemployment and poverty rates have on people in Canadian cities?” “What were the consequences for Inuit communities of the continued growth of non-Indigenous settlement in the North?”

C1.2 identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and assess their impact on the lives of people in Canada, including First Nations, Métis, and/or Inuit individuals and communities (e.g., the impact of Pablum on children's health, of developments in aeronautics and radar on Canada's armed forces during World War II, of the mining of radium/uranium on Indigenous individuals and communities in the North)

Sample question: "What impact did medical advances such as the development of penicillin and improvements in blood transfusions have on Canadian forces during World War II?"

C1.3 describe some key economic trends and developments in Canada during this period (e.g., individuals and corporations buying on margin, the stock market crash of 1929, job losses and high unemployment, the creation of public work camps and government relief, the boom and bust of the white fox fur trade), and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities

Sample questions: "What do the high unemployment rates of the 1930s tell you about life in Canada during this period?" "What were 'Bennett buggies'? What do they tell you about the impact of the economic crisis of the 1930s on some Canadians?" "What impact did World War II have on the Canadian economy?" "What were some consequences of the growth of the pulp and paper industry in the 1930s for First Nations and Métis communities in Canada? Who benefitted financially from this industry?" "What were some ways in which people in First Nations, Métis, and Inuit communities were affected by the growth of companies extracting natural resources during this period?"

NEW – SPLIT SE

C1.4 describe the main causes of some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., amendments to the Indian Act; the continuing operation of Residential Schools; the Dominion Franchise Act, 1934; provincial Sexual Sterilization Acts; the creation of the Newfoundland Rangers; the Métis Population Betterment Act, 1938; the beginning of the federal government's use of "Eskimo" identification tags), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

Sample questions: "What were the consequence of provincial Sexual Sterilization Acts for First Nations, Métis, and Inuit individuals and communities?" "How did the continued operation of

Residential Schools affect First Nations, Métis, and Inuit individuals and communities in Canada during this period?” “What developments led to the Inuit’s becoming a federal responsibility in 1939? What were some of the consequences of this change for Inuit individuals and communities?” “How did the powers of Indian agents change in the 1930s? What impact did their powers have on the lives of people in First Nations communities?” “Why did governments in Canada develop ‘Indian’ hospitals in the 1920s and 1930s? What were the consequences of these institutions for Indigenous peoples in Canada?”

C1.5 describe the main causes of some key political developments and/or government policies in Canada during this period (*e.g., the development of new political parties; R. B. Bennett’s social welfare policies; the passing of the Padlock Act in Quebec; victory bonds; government policies on wartime rationing, propaganda, and censorship; the decision to intern Japanese Canadians during World War II*), and explain how they affected the lives of non-Indigenous people in Canada

Sample questions: “Why did the government invoke the War Measures Act during World War II? What effect did it have on the lives of people in Canada?” “Why did the Alberta and British Columbia governments force some people with disabilities to undergo sterilization?”

C2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

C2.1 identify some significant ways in which people in Canada, including First Nations, Métis, and Inuit individuals and communities, cooperated and/or came into conflict with each other during this period (*e.g., the founding of the Canadian Brotherhood of Sleeping Car Porters; the On-to-Ottawa Trek; antisemitic and racial conflicts such as the riot in Christie Pits or those related to the ruling by the Supreme Court in the Christie case [1940]; the hostility towards some ethnocultural minorities during World War II; changes to the Métis Population Betterment Act, 1938, that increased government control*), and explain their impact on different people in Canada

Sample questions: “Why did the Great Depression increase race-based tensions in Canada?” “What were the major concerns of people involved in the Antigonish movement? How did they address these concerns? What changes did they bring about? Which changes had the greatest impact on Canadians?”

C2.2 explain how some key issues and/or developments affected Canada's relationships with Great Britain and the United States during this period (*e.g., with reference to prohibition and rum running; the Statute of Westminster, 1931; placing high tariffs on American magazines; trade and other economic ties; military involvement in World War II; Arctic sovereignty*)

Sample questions: "Why did prohibition in the United States strain the relationship between Canada and the United States?" "Why did Canada train Commonwealth pilots during World War II? What does the air training program tell you about the relationship between Canada and Great Britain?" "How did the lives of Inuit change during this period as a result of the struggle for Arctic sovereignty between Canada and the United States?"

NEW – Split SE

C2.3 describe some ways in which World War II affected First Nations, Métis, and Inuit individuals and communities in Canada (*e.g., with reference to enlistment, military, and post-military experiences; experiences on the home front; the War Measures Act; Indigenous communities that supported the war effort and those that did not; appropriation of reserve lands by the Department of National Defence; the Veterans' Land Act, 1942; loss of Indian status for enlisted men and their families*)

Sample questions: "What was the impact of the war on the Kettle and Stoney Point Nation in Ipperwash, Ontario?" "What are some ways in which Cree Code Talkers contributed to the war effort?" "What are some ways in which the treatment of First Nations, Métis, and Inuit veterans after World War II was similar to and/or different from their treatment after World War I?"

C2.4 describe some ways in which World War II changed the lives of various non-Indigenous groups in Canada (*e.g., with reference to economic recovery; rationing; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians*)

Sample questions: "Which groups were interned in Canada during the war? How did this treatment change their lives?" "What opportunities opened to women in Canada as a result of the war?"

C3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

C3.1 describe how some individuals, organizations, and symbols contributed to the development of identities, citizenship, and/or heritage in Canada during this period (*e.g.*, individuals: *R. B. Bennett, Norman Bethune, Emily Carr, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Guy Lombardo, Elsie MacGill, Tommy Prince*; organizations: *the Canadian Broadcasting Corporation [CBC], the Edmonton Grads, the National Film Board*; symbols: *the Bennett buggy, the Bren Gun Girl*)

Sample questions: “How did the CBC contribute to heritage and identities in Canada during this period?” “Why is the Bennett buggy a symbol of the Great Depression? Do you think it is an appropriate symbol? Why or why not?” “What are some ways in which the Hudson’s Bay Company had an impact on First Nations, Métis, and Inuit culture during this period?”

C3.2 describe responses of Canada and people in Canada to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II (*e.g.*, *the Red Scare, the Holodomor, the Nanking Massacre, aggression by Nazi Germany, the Battle of Hong Kong, the Holocaust, D-Day, the Manhattan Project, the liberation of the Netherlands; the contributions of individuals such as Norman Bethune or Paul Triquet*), and explain the significance of these responses for identities and/or heritage in Canada

Sample questions: “How did different groups in Canada respond to the rise of the Nazis? What social attitudes and values are reflected in those responses?” “Why did the Canadian government refuse to allow the SS *St Louis* entry into Canada?” “Why does the Netherlands send thousands of tulip bulbs to Canada every year?” “In what ways was the internment of Japanese Canadians in World War II similar to and/or different from the forced attendance of First Nations, Métis, and Inuit children in Residential Schools?”

C3.3 explain the significance of the Holocaust for Canada and people in Canada (*e.g.*, *with reference to antisemitism in Canada in the 1930s and 1940s, Canada’s reaction to anti-Jewish persecution in Nazi Germany, the role of Canadians in liberating Nazi concentration camps and death camps, postwar refugee policy and attitudes towards survivors, the evolution of human rights and anti-hate crime legislation*)

Sample questions: “Do you think that the Holocaust affected Canadians’ views about Canada’s treatment of First Nations, Métis, and Inuit in this country?” “When you look at paintings by Canadian war artists made during the liberation of Nazi concentration and death camps, what impact do you think they would have had on people in Canada?”

PRE PUBLICATION

D. Canada, 1945–1982

Overall Expectations

By the end of this course, students will:

D1. Social, Economic, and Political Context: describe some key social, economic, and political trends, events, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: *Continuity and Change*)

D2. Communities, Conflict, and Cooperation: describe some key developments that affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1945 to 1982, and assess their significance (FOCUS ON: *Historical Significance; Historical Perspective*)

D3. Identity, Citizenship, Heritage: describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identities, citizenship, and/or heritage in Canada between 1945 and 1982 (FOCUS ON: *Historical Significance; Cause and Consequence*)

Specific Expectations

D1. Social, Economic, and Political Context

FOCUS ON: *Continuity and Change*

By the end of this course, students will:

D1.1 describe some key demographic trends and developments in Canada during this period (*e.g., the origins of immigrants and refugees, the arrival of war brides, the baby boom, the growth of suburbs, increased urbanization, the changing status of established ethnocultural groups, the growth of settlement in the High Arctic*), and compare them to trends/developments earlier in the century

Sample questions: “What was new about the teen subcultures that developed in some communities after World War II? In what ways were the lives of some youth in the 1950s and 1960s different from those who lived in the 1920s?” “What are some Indigenous communities that were relocated during this time? Why were they moved? How were these relocations similar to and/or different from those earlier in the century?”

D1.2 identify some major developments in science and/or technology during this period, and explain how they changed the lives of people in Canada, including First Nations, Métis and/or Inuit individuals and communities (e.g., the popularization of television changed recreational habits; developments in medicine contributed to increased life expectancy; the development and use of satellites expanded communications across the country; innovations in the design of the snowmobile changed the way many people in rural and northern Canada travelled in the winter; the advent of commercial fertilizers and pesticides helped farmers but also had consequences for the environment; the creation of the DEW Line changed the way of life of many Inuit)

Sample questions: “What types of changes arose from developments in computers in this period?” “How did developments in plastics during this time affect people’s lives?” “What was the impact of satellite communication on peoples in northern Canada?”

D1.3 describe some key trends and developments in the Canadian economy during this period (e.g., postwar consumerism, branch plants, the Auto Pact, the energy crisis of the 1970s, labour unrest), and assess how they affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities

Sample questions: “What impact did the energy crisis have on the auto industry in Canada? How did it change the lives of Canadians?” “What was the James Bay Project? What impact did it have on the lives of First Nations, Métis, and Inuit in Quebec?” “Why did the Hudson’s Bay Company become the primary supplier of Inuit art during this time period? On balance, do you think this development benefited or hurt Inuit art? What evidence supports your conclusion?”

NEW – SPLIT SE

D1.4 describe some key political developments and/or government policies that had an impact on Indigenous people in Canada during this period (e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gaining the right to vote; the 1969 White Paper; the inclusion of Métis and Inuit as “Aboriginal people” in section 35 of the Constitution Act, 1982), and explain how they affected the lives of First Nations, Métis, and Inuit individuals and communities

Sample questions: “How did Inuit sled dog killings by the RCMP during this period affect Inuit culture and ways of life? What do the slayings reveal about the Canadian government’s attitude towards Inuit?” “What was the Sixties Scoop? What attitudes underpinned this policy? In what ways were they a continuation of government attitudes towards Indigenous peoples?”

D1.5 describe some key political developments and/or government policies in Canada during this period (e.g., *Canada's response to the Cold War, including joining the North Atlantic Treaty Organization [NATO]; Newfoundland's joining Confederation; the Massey Commission; the creation of the CRTC; the Royal Commission on Bilingualism and Biculturalism; social welfare legislation; the Canadian Charter of Rights and Freedoms*), and assess how they affected the lives of non-Indigenous people in Canada

Sample questions: "What are some ways in which government social programs from this period affected the lives of Canadians? Did these programs have greater impact on people's lives than those created during the Depression? Why, or why not?" "Do you think the Royal Commission on the Status of Women was a turning point for women in Canada? Why, or why not?"

D2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

D2.1 describe some key factors that affected the relationship between French and English Canada during this period (e.g., *with reference to the Quiet Revolution, bilingualism and biculturalism, the flag debate, Expo '67, the formation of the Parti Québécois, the October Crisis, the Montreal Olympics, Bill 101, negotiations to patriate the Constitution*), and assess their significance for people in Canada, including French, English, and Indigenous peoples

Sample questions: "What was the significance of the Asbestos Strike for French-English relations?" "How did language rights affect the relationship between French and English Canada? Why might language rights be more important to French Canadians than to English Canadians?" "How did First Nations people in Quebec tend to view the 1980 referendum on sovereignty association?"

D2.2 identify some major social movements in Canada during this period, including those involving First Nations, Métis, and Inuit organizations (e.g., *civil rights, women's, Indigenous, environmental, peace, Quebec nationalism, labour, or youth movements*), and explain their goals and perspectives

Sample questions: "What were some of the issues that motivated the early environmental movement in Canada?" "What were some of the main goals of the women's movement in this period? Whose perspectives did these goals reflect?" "What impact did the civil rights

movement in the United States have on African Canadians?” “What were some of the issues around which First Nations, Métis, and Inuit individuals and communities organized during this period?” “What were some ways in which First Nations people demonstrated resistance to the 1969 White Paper?” “What was the aim of the Inuit Tapirisat of Canada (now Inuit Tapiriit Kanatami)? How did it provide a voice for the Inuit?”

D2.3 describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War (*e.g., with reference to membership in the United Nations, the North American Air Defense Command [NORAD], and/or NATO; the Gouzenko Affair; the Korean War; the Suez Crisis; the arms race and the Non-proliferation of Nuclear Weapons Treaty; peacekeeping*), and assess their significance

Sample question: “How significant was the Cold War in influencing Canada’s participation in the international community during this period?”

D2.4 describe some key developments in Canada’s relationship with the United States during this period (*e.g., with reference to NORAD, the DEW Line, the St. Lawrence Seaway, the influence of American cultural industries, the Vietnam War, environmental concerns such as acid rain*), and explain their significance

Sample questions: “Which development in Canadian-American relations in this period do you think had the most significance for Canadians? Why?” “Why has the Avro Arrow become a symbol for Canada’s changing relations with the United States?” “What was the DEW Line? What was its significance for Canadian-American relations during this period? What did the establishment of DEW Line stations reveal about attitudes towards Inuit in the Canadian North?”

D3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

D3.1 describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identities, citizenship, and/or heritage in Canada (*e.g., individuals: Doris Anderson, George Armstrong, Kenojuak Ashevak, Rosemary Brown, Frank Arthur Calder, Leonard Cohen, Harry Daniels, Tommy Douglas, Terry Fox, Chief Dan George,*

Daniel G. Hill, Peter Ittinuar, René Lévesque, Norval Morrisseau, Madeleine Parent, Lester B. Pearson, Maurice Richard, Buffy Sainte-Marie, David Suzuki, Pierre Trudeau, Jean Vanier, Gilles Vigneault; events: the convening of the Massey Commission, the demolition of Africville, the 1972 Hockey Summit Series, the first Arctic Winter Games; symbols: the Canadian flag, the Ontario flag)

Sample questions: “What was the significance of Expo ’67 for heritage and identities in Canada?” “In what ways did Viola Desmond contribute to the development of Canadian citizenship?” “Why has Paul Henderson’s goal during the 1972 Hockey Summit Series become an enduring symbol for Canadians?” “Why do you think that certain people or events from this period have become national symbols?” “What values or world views did Buffy Sainte-Marie and Norval Morrisseau express in their art? What were some of the responses to their work?” “What is the significance of the art of the Indigenous Group of Seven?” “When the federal government was deciding which woman should appear on the new \$10 bill in 2016, why was Kenojuak Ashevak one of the nominees?”

D3.2 describe some significant developments and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period (e.g., the forced relocation of a number of First Nations, Métis, and Inuit communities; the continuing operation of Residential Schools; enfranchisement; the Sixties Scoop; challenges related to Aboriginal title and land claims; the White Paper and the “Red Paper”; the founding of the Assembly of First Nations; the Calder case; the James Bay Project; efforts to secure equality for First Nations women; section 35 of the Constitution; the ongoing use of “Eskimo” identification tags), and explain the impact of these developments/issues on identities, citizenship, and/or heritage in Canada

Sample questions: “When did status Indians in Canada gain the right to vote? What was the significance of this development for First Nations people? For citizenship in Canada?” “What impact did First Nations and Inuit art from this period have on Indigenous and Canadian heritage and identity?” “Why did governments across Canada ‘scoop’ Indigenous children from their parents and put them in foster/adoptive Canadian families? What was the impact on the cultural identity and self-image of these children? What was the impact on the biological families and communities of the children?” “How did inclusion of Métis in section 35 of the Constitution Act affect Métis rights and identity?” “What impact did the federal government’s use of numbered ‘Eskimo’ identification tags have on Inuit identity and heritage?”

D3.3 identify some key social welfare programs in Canada that were created or expanded during this period (*e.g., unemployment insurance, family allowance, medicare, old age security*), and explain some of their effects, with reference to the everyday lives of people in Canada and to Canadian identities

Sample questions: “What factors led to the creation of the Canada/Quebec Pension Plan? What was the significance of this program for Canadians?” “How important do you think medicare is for Canadian identities?” “What was the 1965 Indian Welfare Agreement? What impact did it have on First Nations people in Ontario?”

D3.4 describe some key developments in immigration and immigration policy in Canada during this period, and assess their significance for Canadian heritage and identities in Canada (*e.g., with reference to the points system, origins of immigrants and refugees, the development of Canada as a multicultural society, cultural festivals*)

Sample questions: “What impact did the Canadian Citizenship Act of 1946 have on immigrants to Canada?” “What changes in policy were reflected in the Immigration Act of 1978? What impact did they have on Canadian heritage?”

PRE PUBLICATION

E. Canada, 1982 to the Present

Overall Expectations

By the end of this course, students will:

E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: *Historical Significance; Historical Perspective*)

E2. Communities, Conflict, and Cooperation: describe some significant issues and/or developments that have affected interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/developments (FOCUS ON: *Continuity and Change*)

E3. Identity, Citizenship, Heritage: describe how some individuals, groups, and events, both national and international, have contributed to the development of identities, citizenship, and/or heritage in Canada from 1982 to the present (FOCUS ON: *Historical Significance; Cause and Consequence*)

Specific Expectations

E1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

E1.1 describe some key social trends and/or developments in Canada since 1982 (*e.g., changes in families, such as higher divorce rates, lower birth rates, same-sex marriage; changes in immigration; an increasingly multicultural and pluricultural society; continuing movement from rural to urban areas; the rates of suicide within First Nations and Inuit communities; the growth of urban Inuit populations in Canada's South; the cultural appropriation of First Nations, Métis, and Inuit art, clothing, and ceremonies; the growth of social advocacy groups, including environmental and human rights groups*), and assess their significance for the lives of different people in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “What impact has the decline in the birth rate in this period had on Canadian society? What impact is it likely to have on Canadians in the future?” “Why has there been increasing movement of Indigenous people to urban areas? How effectively have governments responded to the needs of urban Indigenous peoples?” “What impact have Hollywood portrayals of Indigenous individuals and communities during this period had on Canadians’ understanding of First Nations, Métis, and Inuit cultures?”

E1.2 identify some major developments in science and/or technology since 1982 (e.g., *personal computers, the Internet, cellphones, electric and hybrid cars, recycling technologies, cloning, genetically modified foods, new fossil fuel extraction technologies, developments in alternative energy, artificial hearts*), and assess their impact of the lives of different people in Canada, including First Nations, Métis, and/or Inuit individuals and communities

Sample questions: “Which scientific or technological development during this period do you think has had the greatest impact on the lives of Canadians? Why?” “How has the development of social media affected the lives of different people in Canada? What are some of the issues related to the use of social media?” “What impact has the evolution of digital music had on First Nations, Métis, and Inuit music?” “How has the evolution of mapping technologies affected First Nations and Inuit communities in northern Canada?”

E1.3 describe some key trends and developments in the Canadian economy since 1982 (e.g., *the decline of the manufacturing sector and fisheries, developments in the information economy, free trade, recessions, the development of the energy sector in western and Atlantic Canada, the European Union ban on sealskin products, food insecurity in the Far North*), and explain their impact on different people in Canada, including First Nations, Métis, and Inuit individuals and communities

Sample questions: “What impact has the decline of the manufacturing sector had on workers in Canada?” “How has the development of online retail and resulting competition affected different groups of Canadians? Which industries and personal practices have changed as a result of this development?” “What are some resource-extraction projects that have had an impact on First Nations, Metis, and Inuit communities in this time period? What are some ways in which these projects have affected Indigenous peoples?” “What role has ecotourism played in various First Nations and Inuit communities?” “How has the fluctuating price in oil affected the lives of people who work in that industry? What impact has it had on the communities that depend on the oil industry?”

NEW – Split SE

E1.4 describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982 (e.g., the creation of Nunavut; Bill C-31 amending the Indian Act; the Royal Commission on Aboriginal Peoples; the Truth and Reconciliation Commission; the 2016 Canadian Human Rights Tribunal decision regarding inequalities in funding for child welfare for First Nations children; the National Inquiry into Missing and Murdered Indigenous Women and Girls; the United Nations Declaration on the Rights of Indigenous Peoples), and assess their impact on the lives of First Nations, Métis, and Inuit individuals and communities

Sample questions: “Do you consider the establishment of National Aboriginal Day in 1996 a historically significant event in First Nations, Métis, and Inuit history? In Canadian history? Why, or why not?” “What are some ways in which the Residential School System continues to affect the lives of First Nations, Metis, and Inuit individuals and communities in Canada?” “What impact have changes to the Indian Act during this period had on the lives of some First Nations women and their children?” “What are some ways in which the 2 per cent federal funding cap for programs and services on First Nations reserves, which was in effect for nineteen years, has had an impact on the housing, water, education, and infrastructure in First Nations communities?”

E1.5 describe some key political developments and/or government policies in Canada since 1982 (e.g., the Canada-U.S. Free Trade Agreement and/or the North American Free Trade Agreement, new political parties such as the Reform Party and the Green Party, the introduction of the Goods and Services Tax and/or the Harmonized Sales Tax, fishing moratoria, the Montreal Protocol, the Kyoto Accord, the Civil Marriage Act, legislation related to developments in communications technology), and assess their impact on the lives of different non-Indigenous people in Canada

Sample questions: “How has the moratorium on cod fishing affected the lives people in Atlantic Canada?” “How have governments in Canada responded to the issue of cyberbullying?” “How have governments in Canada responded to issues around texting when driving and/or other forms of distracted driving?”

E2. Communities, Conflict, and Cooperation

FOCUS ON: *Continuity and Change*

By the end of this course, students will:

E2.1 describe some significant issues and/or developments that have affected the relationship between Quebec and the federal government since 1982 (*e.g., the Meech Lake and/or Charlottetown Accords, the creation of the Bloc Québécois, the 1995 referendum, the Clarity Act, the Calgary Declaration*), and explain some changes which have resulted from them

Sample questions: “What was the purpose of the Meech Lake Accord? Why did Elijah Harper vote against the accord? What did Harper’s vote reveal about the perspectives of Indigenous people on Quebec sovereignty? How did the accord’s defeat change the relationship between Quebec and Ottawa?”

E2.2 describe some significant issues and/or developments that have affected relations between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (*e.g., the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; the Nisga’a Final Agreement, 1998; Ottawa’s apology for the Residential School System; the creation of Nunavut; the New Credit Settlement; the Idle No More movement; the Indian Residential Schools Settlement Agreement; the Qikiqtani Truth Commission; the Daniels decision, 2016; the Métis Nation of Ontario Secretariat Act, 2015; living conditions on First Nations reserves; the Truth and Reconciliation Commission’s Calls to Action*), and explain some changes that have resulted from them

Sample question: “What progress has been made with respect to Aboriginal land claims since 1982?” “What was the significance of the Royal Commission on Aboriginal Peoples?” “What was the *Marshall* decision? How has it affected the way Canadians view Indigenous rights?” “What are some ways in which the relationship between the federal/provincial governments and Indigenous people has begun to change as a result of the Truth and Reconciliation Commission’s Calls to Action?” “Why was the appointment of Justin Trudeau’s cabinet in 2015 historically significant for First Nations, Métis, and Inuit people?”

E2.3 describe some significant issues and/or developments that have affected the relationship between Canada and the United States since 1982 (*e.g., cruise missile testing, the softwood lumber conflict, free trade agreements, Canadian cultural nationalism, American branch plants,*

Arctic sovereignty, 9/11, border security, the Omar Khadr case), and explain some changes that have resulted from them

Sample question: “What changes in the relationship between Canada and the United States resulted from 9/11?”

E3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

E3.1 describe ways in which some individuals and organizations have contributed to society and politics and to the development of identities, citizenship, and/or heritage in Canada since 1982 (e.g., Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Tony Belcourt, Cindy Blackstock, Lucien Bouchard, June Callwood, Jean Chrétien, Matthew Coon Come, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Craig Kielburger, Shannen Koostachin, Brian Mulroney, Jeanne Sauvé, Murray Sinclair, Jean Vanier; the Assembly of First Nations, Inuit Tapiriit Kanatami, the Reform Party, the Romanow Commission)

Sample question: “What are some of the contributions Stephen Lewis has made to Canadian society and politics and to Canadian identity?” “What action has Shannen Koostachin taken to raise public awareness of the realities facing Indigenous youth attending federally funded schools on reserves?”

E3.2 describe ways in which individuals, organizations, and/or events have contributed to the arts and/or popular culture in Canada since 1982 (e.g., Susan Aglukark, Donovan Bailey, Adam Beach, Edward Burtynsky, Austin Clarke, Sidney Crosby, Celine Dion, Drake, Michael J. Fox, Nelly Furtado, Waneek Horn-Miller, Karen Kain, Wab Kinew, K’naan, Avril Lavigne, Rick Mercer, Michael Ondaatje, Jordin Tootoo, Shania Twain, Hayley Wickenheiser; *A Tribe Called Red*, *Arcade Fire*, *Digging Roots*, the NHL, *the Tragically Hip*; the Calgary Stampede, Caribana [Caribbean Carnival], the Calgary and Vancouver Olympics, *Cirque du Soleil*, *Indspire Awards*), and explain their significance for cultural identities, including multiculturalism, in Canada

Sample question: “What did the opening and closing ceremonies at the Vancouver Olympics reveal about Canadian identity? Did the ceremonies put forward accurate portrayals of Canada and people in Canada? Why might some communities have been offended by these ceremonies?” “What can the humour of Howie Miller teach non–First Nations Canadians about First Nations issues?”

E3.3 explain the significance of responses by Canada and Canadians to some key international events and/or developments since 1982 (*e.g., the Gulf War; events in Bosnia, Somalia, Rwanda, Syria; the War on Terror and the mission in Afghanistan; famine in Ethiopia; the AIDS crisis; the refugee crisis in Darfur; natural disasters such as the Indian Ocean tsunami or the earthquake in Haiti; climate change*)

Sample questions: “What was Canada’s involvement in Rwanda during the time of the genocide? What effect did this involvement have in Rwanda, Canada, and internationally?”

E3.4 describe some of the ways in which Canada and people in Canada have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world (*e.g., apologies for the Chinese head tax, the internment of Japanese Canadians, and/or the Residential School System; memorial days such as Remembrance Day, Persons Day; government recognition of the Holocaust and Holodomor and of genocide in Armenia, Rwanda, and/or Srebrenica; the creation of the Canadian Museum for Human Rights and/or the memorial to Africville; Black History or Aboriginal History Month; Jordan’s Principle*), and explain the significance of these acknowledgments/commemorations for identities and/or heritage in Canada

Sample questions: “When you review various types of commemorations, what criteria do you think have determined whether an event is commemorated in Canada? What do these criteria tell you about identities and/or heritage in Canada?” “What was the purpose of the Truth and Reconciliation Commission? Do you think the commission was an effective response to the history of Residential Schools? Why, or why not?”