

Canadian History 11 – Specific Curriculum Outcomes

Introduction

Students will be expected to:

- identify and describe continuing/persistent questions that have deep roots in Canada's history
- identify those individuals, events, and/or symbols that they believe have contributed to the development of Canada and explain their historical significance

Globalization

What has been Canada's place in the community of nations, and what should Canada's role be?

Students will be expected to

- GL1 investigate and assess various traditional and emerging theories regarding the peopling of the Americas
- identify traditional and emerging theories regarding human origins in the Americas [e.g., land bridge, Pacific routes, Solutrian (North Atlantic), Aboriginal perspectives]
 - explain how archaeologists and anthropologists gather and analyse evidence and develop hypothesis (e.g., dating, artifacts, beliefs, linguistics)
 - assess the theories based on evidence provided by archaeologists and anthropologists
- GL2 analyse the effects of contact and subsequent colonization
- analyse the motivations for the initiation of European expansion to North America
 - analyse the responses of First Nations to the European expansion (e.g., trade, alliances)
 - investigate the impact of contact and expansion on European and global societies
 - analyse the changes in aboriginal societies as a result of colonization
 - analyse the role of African labour in the colonization of the "New World"
- GL3 demonstrate an understanding that Canada's development was influenced by evolving relationships with France, Britain, and the USA
- analyse the changing roles of New France and Acadia in France's global empires (1604–1763)
 - demonstrate an understanding of the implications of the incorporation of Quebec into Britain's global empire
 - describe how Anglo-American relations affected Canada's development (1775–1914)

- analyse the impact of the migration and settlement of Africans in Canada (1600–1914)

GL4 analyse the role played by WWI in shaping Canada's identity

- identify and describe Canada's various military roles and contributions in WWI
- analyse the impact of the war on Canada's evolution from colony to nation
- explain how the war was a catalyst for societal change (e.g., changing roles for women, minorities, children, governments, and home front)
- analyse some of the controversial decisions involving Canadians (e.g., internments, 1917 election, racist policies, and conscription)

GL5 analyse the role played by WWII in shaping Canada's identity

- identify and describe Canada's various military roles and contributions in the war
- analyse the impact of the wars on Canada's evolution to nationhood
- explain how the war was a catalyst for societal change (e.g., changing roles for women, minorities, children, governments, and home front)
- analyse some of the controversial decisions involving Canadians (e.g., internments, Hong Kong, Dieppe, bombing of cities, the conscription crisis of 1944)
- analyse Canada's role regarding Jewish immigration and the Holocaust

GL6 analyse the evolution of Canada's roles in the late twentieth century

- analyse Canada's evolving relationship with the US in global issues
- explore and analyse Canada's roles in peacekeeping and peace making efforts around the globe
- investigate and assess Canada's humanitarian roles since 1945 (e.g., CID, NGOs, UN organizations, refugees)
- compare the evolution of Canada's traditional and emerging relationships (e.g. Commonwealth, Francophone, OAS, Pacrim)

Development

How has the Canadian economy evolved in an attempt to meet the needs and wants of all Canada's peoples?

Students will be expected to

D1 investigate the economic systems of Aboriginal societies in North America

- analyse the relationship between population density and geography
- research the efficiencies of technological developments
- explain how trade promoted growth
- investigate the relationship between "world view" and economic decisions

- D2 analyse the role played by the Staple Trade in the development of (Colonial) Canada.
- evaluate and compare the role played by the cod and fur trades in the development of Canada
 - analyse the effect of the timber and wheat trades in the economic expansion of early 19th century British North America
 - compare the role of staple trade (primary industries) in today's economy to that of the colonial era
 - analyse the effects of Britain's adoption of free trade in the 1840s on BNA (e.g., Reciprocity, Treaty of 1854).
- D3 analyse the relationship between the National Policy and the industrialization of Canada
- outline the components and aims of the National Policy
 - explain why Central Canada emerged as the heartland of the new Canadian industrial economy
 - analyse the effects of the National Policy on the Hinterlands (the Maritimes, the North and the West) and their peoples
 - assess the impact of industrialization on Canada's working class and assess society's responses
- D4 analyse the role of the free trade debate/issue in Canada's development
- advance and support a hypothesis as to why free trade was a major issue between Confederation and WWII
 - explain how the Great Depression and WWII changed the role of governments in the economic and social life of the nation
 - advance and support a hypothesis as to why free trade emerged again as a major issue in 1980s
- D5 analyse the economic trends and policies that impact on Canada's current and future development
- describe the current and speculation on the future impact of trade linkages on Canada (e.g., NAFTA, FTAA, WTO)
 - examine current demographic patterns and their effects (e.g., migration, population growth, age distribution)
 - demonstrate an awareness of the effects of disparities in the distribution of wealth in Canada (e.g., age, gender, race, region, social class)
 - explore the implications of industrial and technological development for Canadian society and cultures
 - explore the relationship between economic development and the state of the environment in Canada (e.g., sustainable development)

Governance

Have governments in Canada, past and present, been reflective of Canadian societies?

Students will be expected to

- G1 demonstrate an understanding of how pre-contact and postcontact First Nations governing structures and practices were reflective of their societies
- analyse the values and perspectives of selected First Nations
 - describe the governing structures and practices created by these societies
 - explain how these structures reflect the values and perspectives of these First Nations
 - analyse the impact of treaties on the governing structures of selected societies
- G2 demonstrate an understanding of how and why competing French, British, and American governing philosophies merged in BNA
- explain how the governance of New France reflected the Ancien Régime of France and the realities of colonial life
 - explain how the governance in England's American colonies reflected the political struggles in England at that time
 - analyse the effect of British policy in BNA as a result of the conquest of Quebec and the arrival of the Loyalists
- G3 analyse how emerging political and economic structures led to Confederation
- analyse how colonial governing structures led to a series of struggles for political reform in the BNA
 - identify and analyse the political and economic development of the 1850s and 1860s that created a need for significant political change
 - analyse the process and leadership that created the Canadian Confederation (1864–68)
 - identify and critically examine who was and was not empowered in these political processes (people, groups, provinces)
 - analyse the new governance structure for Canada (BNA Act)
- G4 evaluate the evolution of federalism in Canada from Confederation to Patriation
- explain the origins, goals, and effects of the Indian Act on First Nations and Canada
 - identify selected events and people in the evolution of Canadian federalism and explain their impact
 - identify and explain significant socio-economic changes (e.g., roads, highways, education, health care, social safety net) and analyse their affect on federal-provincial relations

- G5 analyse the shift from a traditional two-party process to a multiparty process in post-Confederation Canada
- analyse the roles played by regionalism, economics, class, alienation, and empowerment in the creation of third parties
 - advance and defend a hypothesis as to whether Canada is better served by a two-party or a multi-party system
 - identify various ways outside the party system Canadians can be and have been politically active
- G6 demonstrate an understanding of the purpose of the Canadian constitution
- compare the 1867 Constitution (BNA Act) with the 1982 constitution in terms of key components and purpose
 - examine and analyse various perspectives regarding selected issues of constitutional reform (e.g., desire for constitutional recognition, amending formula, division of powers)

Sovereignty

How have struggles for sovereignty defined Canada and how do they continue to define Canada?

Students will be expected to

- S1 demonstrate an understanding that struggles for sovereignty affect countries and peoples globally
- demonstrate an understanding of the concept of sovereignty
 - develop hypotheses why peoples struggle for sovereignty
 - demonstrate an understanding of economic, cultural, and political perspectives of sovereignty
 - demonstrate an understanding that struggles for sovereignty are a global phenomenon
- S2 demonstrate an understanding of how desires for sovereignty create conflict and compromise
- analyse the struggle by selected provinces for increased economic sovereignty (e.g., Nova Scotia in 1880s)
 - analyse the struggle of the Acadian people for cultural sovereignty
 - analyse the struggles of the Métis of Red River and Saskatchewan for political sovereignty (Louis Riel)
- S3 analyse the struggles of First Nations to re-establish sovereignty
- apply their understanding of the concept of sovereignty to pre-contact First Nations
 - analyse the impact of treaties and legislation on First Nations sovereignty and peoples
 - assess the strategies used by various First Nations in their current (post 1960) struggle for sovereignty [activism, Constitutional Act of 1982—

Aboriginal Rights, new treaties, (e.g., Ni'sga, Nunavut,) Supreme Court decisions (e.g., Marshall decision of 1999)]

- S4 identify and explain the historical and contemporary facts that promoted the emergence of Quebec nationalism
- analyse the policies developed by Quebec to maintain and expand sovereignty
 - identify and explain the responses of the federal government to the sovereignty movement in Quebec
- S5 analyse the external factors that have impacted on the struggle for Canadian sovereignty
- identify and explain the economic and political factors challenging Canadian sovereignty
 - identify and explain factors challenging Canada's cultural sovereignty
 - assess Canada's responses to the challenges to her national sovereignty

Justice

How has Canada struggled for a just and fair society?

Students will be expected to

- J1 analyse the contributions of First Nations, France, and Britain to Canada's legal system
- explore the concept rule of law, both in theory and reality
 - analyse selected contributions of First Nations legal principles and practices
 - explain the origins of common law and analyse its contributions to Canada's legal system
 - explain the origins of the civil code and analyse its contributions to Canada's legal system
- J2 demonstrate an understanding of the relationship between land and culture and analyse the effects of displacement
- analyse cultural relationships with place
 - analyse the motivating factors behind displacement
 - analyse the effects of displacement on the displaced and on Canada as a whole
 - identify and describe the causes and effects of displacement on the following selected Canadian examples: James Bay Cree, Acadians, Japanese-Canadians, Newfoundland outports, Africville, First Nations centralization in Nova Scotia, Membertou, Red River Métis, Maroons

- J3 demonstrate an understanding of Canada's immigration policies and analyse their origins and effects
- analyse the origin and effects of the current immigration policy
 - analyse how the different implementations of post- Confederation (1867–1960s) policies affected immigration patterns
 - compare the origins and effects of France and Britain's immigration policies in their North American colonies
 - explain how these immigration policies reflected the societal values of the time
- J4 demonstrate an understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities
- identify and describe selected historical and contemporary examples of both political and economic inequities
 - identify and describe selected responses to political and economic inequities
 - examine the concept of the poverty cycle and explain its connection to political and economic inequities
 - identify and analyse barriers to economic and political opportunity in today's society and develop an action plan to address these barriers
- J5 analyse the evolution of the struggle to achieve rights and freedoms
- recognize and explain the opposing views of collective and individual rights
 - demonstrate an understanding of the Charter of Rights and Freedoms (1982)
 - analyse the new role of the Supreme Court since 1982
 - outline the struggles for civil rights
 - demonstrate an understanding of the impact of prejudice and discrimination on different groups of Canadians (e.g., women, visible minorities)

Independent Study

The SCO for this unit is "Students will be expected to engage in specific research using the historical method and communicate the findings of their research effectively." Though this SCO is designed to provide the frame for a specific piece of historical research by the student, it will be reflected in the overall approach to the course.

IS1 Students will be expected to engage in specific research using the historical method and communicate the findings of their research effectively.

The Process

- develop and refine a proposal for an inquiry or a creative work
- develop a work plan that enables time management, monitors progress, and contributes to the criteria for evaluation
- formulate a question for research
- conduct an organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites) that present a diverse range of perspectives on Canadian history
- organize research findings, using a variety of methods and forms (e.g., note taking, graphs and charts, maps, and diagrams)
- demonstrate an ability to identify bias, prejudice, stereotyping, or a lack of substantiation in statement, arguments, and opinions compare key interpretations of Canadian history
- explain relationships and connections in the data studies (e.g., chronological ties, cause and effect, similarities, and differences)
- draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations

The Product

- demonstrate an ability to develop a cogent thesis substantiated by effective research
- communicate effectively, using a variety of styles and forms
- use an accepted form of academic documentation effectively and correctly (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists; appendices), and avoid plagiarism
- express ideas, opinions, and conclusion clearly, articulately, and in a manner that respects the opinions of others

Reflection

- reflect upon and value what they have learned