PRE PUBLICATION DOCUMENTS

- SOCIAL STUDIES, GRADES 4 – 6
- HISTORY, GRADES 7 AND 8
- CANADIAN HISTORY SINCE WWI (CHC2D AND CHC2P)

IMPLEMENTATION TRAINING
FALL 2017 – WINTER 2018
SOCIAL STUDIES, GRADES 4 - 6
Grade 4

OVERVIEW

In Grade 4 social studies, students will develop their understanding of how we study the past, as they use various methods to examine social organization, daily life, and the relationship with the environment in different societies that existed between 3000 BCE and 1500 CE, including at least one First Nation and one Inuit society in what would eventually become Canada. Students will build on what they have learned in earlier grades, using visual evidence, primary and secondary sources, and thematic maps to investigate a number of early societies from different regions and eras and representing different cultures. Students will investigate the interrelationship between daily life and the environment in these societies and will compare aspects of life in these societies with that in present-day Canada. Continuing to build on what they learned in earlier grades, students will also study the interrelationship between human activities and the environment on a national scale. They will build on their knowledge of municipal and landform regions, studying Canada's political regions, including the provinces and territories, and physical regions such as the country's landform, vegetation, and climatic regions. Students will investigate issues related to the challenge of balancing human needs and environmental stewardship in Canada. They will continue to develop their mapping skills, analysing print, digital, and interactive maps and using spatial technologies to investigate human interactions with the environment.

The Grade 4 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including beliefs and values, community, culture, power, relationships, and stewardship.

The following chart presents an overview of the Grade 4 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).
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A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE

Overall Expectations

By the end of Grade 4, students will:

A1. **Application:** compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society (FOCUS ON: Continuity and Change; Perspective)

A2. **Inquiry:** use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies (FOCUS ON: Interrelationships)

A3. **Understanding Context:** demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other (FOCUS ON: Significance)

Specific Expectations

A1. **Application: Past and Present Societies**

FOCUS ON: Continuity and Change; Perspective

By the end of Grade 4, students will:

**A1.1** compare social organization (e.g., social classes, general political structure, inherited privilege, the status of women) in a few early societies, including at least one First Nation and one Inuit society (e.g., a slave-owning and a feudal society; a matrilineal First Nation and a society in medieval Asia)

**Sample questions:** “What is the difference between a slave and a serf? In what ways were social classes in a feudal society different from those in a slave-owning society? In what ways
were they the same?” “What were some differences in the position of women in ancient Greece, medieval France, and early Haudenosaunee society?”

“What were some differences and similarities between the Clan systems of early Haida and Cree societies?” “What were some of the similarities and differences in systems of leadership between an early First Nation society and an ancient Islamic society?” “What were some ways in which early Potawatomi, Chippewa, or Inuit societies demonstrated a communal, cooperative approach towards responsibilities in daily life? How does this organization compare to the ways in which society in medieval Japan or India divided up such responsibilities?”

A1.2 compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society (e.g., the work, family life, education, food, dress, and/or housing of a slave and senator in ancient Rome; women of different castes in medieval India; a serf and lord in feudal England; a man and a woman in medieval China or in early Mohawk society; a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that society (e.g., the caste system in India; the matrilineal organization of Haudenosaunee society; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy).

Sample questions: “In what ways were the lives of a serf, samurai, and shogun in feudal Japan different? What do those differences tell you about the social organization of that society?” “What differences were there in the education of men and women in ancient Greece?” “How did the daily lives of men and women differ in an early Inuit society?” “What were some different groups that contributed to the social organization of early Algonquin society? What were the main responsibilities of these groups? What impact did their roles and responsibilities have on their daily lives? How did these groups work together for the benefit of everyone in that society?”

A1.3 describe some of the ways in which their daily life differs from the lives of young people from different backgrounds (e.g., wealthy, poor, slave, urban, rural) in a few early societies, including at least one First Nation and one Inuit society (e.g., with reference to family life, education, leisure time and recreation, responsibilities, work).

Sample questions: “What kind of education was available to children in Europe during the medieval time period? Who would have been educated? What were they taught? Did most children learn to read and write?” “How did traditional ways of parenting and community interactions with children influence the lives of young people in early Indigenous societies?”
“What were some of the games and sports played by the ancient Mayans and in early Inuit or First Nations societies? In what ways are they similar to or different from the games and sports you play?” “In what ways is the game of lacrosse that is played today different than what was played in early Haudenosaunee societies? In what ways is it the same?” “How did children gain knowledge and learn about customs and cultural practices in early Thule or Coast Salish communities? How does this compare to how you learn about these things?”

A1.4 compare a few early societies, including at least one First Nation and one Inuit society, in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious and spiritual practices/beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and present-day Canada.

Sample questions: “What were some Celtic seasonal celebrations? Are these reflected in any celebrations in present-day Canada?” “What was the role of the moon in early Haudenosaunee, Anishinaabe, and/or Inuit societies? How did it affect their celebration of seasonal cycles? What is the connection between lunar seasons and the resources the environment provided for people in the past? The resources it provides in the present? In what ways are lunar seasons still recognized or celebrated in present-day Canada?” “What were some of the agricultural practices of the ancient Greeks? What are some ways in which they were similar to or different from the agricultural practices of the early Haudenosaunee?” “What are some ways in which Indigenous societies in what would become North America used local plants for medicine? Why is this knowledge still important today?” “What farming techniques used by the Mayans and the people of ancient India are still practised by Canadian farmers?” “How would a city in medieval Britain or ancient Rome have dealt with sewage and garbage? What are some ways that sewage and garbage are dealt with in various areas of present-day Canada? What health issues might arise if sewage and garbage were not treated or properly disposed of?”
A2. Inquiry: Ways of Life and Relationships with the Environment

FOCUS ON: Interrelationships

By the end of Grade 4, students will:

A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies (e.g., connections between the local environment and settlement, art, medicine, religion, spirituality, types of work; the impact on the environment of agriculture or the development of towns, cities, settlements, communities, and/or villages).

Sample questions: “What are some ways in which societies along the Nile or in Mesopotamia had an impact on the environment?” “What role did religion or spiritual beliefs play in the daily life of the early Haida or Norse, or in ancient Egypt? In what ways were beliefs connected to the society’s view of and relationship with the environment?” “Why did people settle in the Indus Valley?” “In what ways did the environment and traditional ecological knowledge shape hunting and gathering practices in the societies you are investigating?”

A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats (e.g., images depicting the daily life of different social classes; religious or spiritual stories that provide evidence of a society’s view of the environment; agricultural artefacts; traditional stories, creation stories, legends, and/or oral history shared by Elders, community members, and/or Knowledge Keepers; virtual field trips to museums and to First Nations cultural centres to view artefacts and images).

Sample questions: “Where might you look for information on how different people lived in rural Europe in medieval times? What do you think paintings from the time could tell you about how different people lived and their relationship with the land?” “Where might you find information on the art work of Indigenous societies in what would become North America? What do you think petroglyphs, birch bark scrolls, hide paintings, beadwork, and/or quillwork from the time could tell you about how Indigenous people lived and their relationships to the land?” “What might a society’s architecture or art tell you about its relationship with the natural environment?” “What
do the creation stories of a local First Nation tell you about their traditional relationship with the land and with all living things?"

**A2.3** analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society (e.g., analyse thematic and/or physical maps showing rivers, vegetation, volcanoes, soil types; create a thematic map showing traditional trade routes of the Cree, Algonquin, or Haudenosaunee; analyse a climate map to determine the climatic challenges facing early settlements; construct soil and vegetation maps to determine the connection between soil type and agricultural activity; analyse maps to determine the proximity of early settlements to water; construct a map showing the location of traditional First Nations and/or Inuit territories; use a decolonial map or atlas to determine the Indigenous names of the places they are investigating)

**Sample questions:** “What does this map tell you about why the Nile was so important to ancient Egypt?” “What type of thematic map might help you make connections between local plant life and the development of medicines?” “What type of information would you need to include on a map that shows seasonal camps of the early Inuit or Ojibwe?” “What kinds of maps might provide clues about the sustainability of a society?”

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine the relationship between soil type, availability of water, and agricultural activity; analyse the content of paintings on the Internet or at a local gallery for information on a society’s religious practices; analyse artefacts found in a museum or on a website for information on a society’s daily life and relationship with the environment; use a Venn diagram or a T-chart to help them compare historic hunting customs, including giving thanks to animals, between an early First Nation and an early Inuit society; analyse petroglyphs and rock formations for information on sacred sites and their location)

**Sample questions:** “What do these works of art reveal about the religious and spiritual beliefs and practices of this society? Do they tell you anything about the connection between these beliefs and the environment?” “What does the Inuksuk tell you about the relationships between Inuit societies, the land, and the environment?” “Given the information you have found, what are some similarities and differences in the clothing of the early Haudenosaunee, Anishinaabe, and Inuit? In what ways do the materials used in the clothes relate to the land and the environment?” “What does the archaeological evidence reveal about the way these people lived? What
materials did they use to build their homes? What do these materials reveal about the local environment?” “What do these hunting tools tell you about the historic hunting practices in Mi’kmaq and Odawa societies? What is similar about these practices? What is different? How do these practices compare to those in early Inuit societies?”

A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies.

Sample questions: “What did you find out about religious beliefs/practices in medieval Japan? In what ways were these beliefs related to the physical features of the land?” “What did you find out about traditional medicines used by early First Nations and Inuit societies? How were traditional medicines reflected in the ways of life and ceremonies of these societies? In what ways were these medicines related to the environment?”

A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., peasant, serf, merchant, noble, Elder, Clan Mother, Faith Keeper, Knowledge Keeper, Inuit Shaman, Medicine Man, healers, healer’s helper, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban, resources/gifts) and formats (e.g., an annotated map showing how a society situated on a flood plain was affected by and responded to its environment; an interactive map that highlights traditional territories of some early Indigenous societies in what would become North America, along with key natural features of the environment; an oral presentation on the impact of medieval cities on the environment; a stop-animation video on the lives of children in a society that followed seasonal migration routes or lived in different locations during different seasons; a chart and presentation comparing farming techniques of different societies).

A3. Understanding Context: Characteristics of Early Societies

FOCUS ON: Significance

By the end of Grade 4, students will:

A3.1 identify the location of some early societies, including at least one First Nation and one Inuit society, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability
to extract information on early societies’ relationship with the environment from thematic maps (e.g., climate, physical, topographical, vegetation maps)

**Sample questions:** “Where were early Incan societies located? What modern countries are part of this region now?” “Where was Mesopotamia?” “What were the main physical features in this society, according to this map? What challenges do you think they might have presented? What benefits might they have provided?”

**A3.2** demonstrate the ability to extract information on daily life in a few early societies, including at least one First Nation and one Inuit society, from visual evidence (e.g., art works such as paintings, sculptures, carvings, masks, mosaics, hide paintings, beadwork, quillwork, soapstone carvings; clothing; ceremonial dress; regalia; petroglyphs; monuments; rock/earth mounds; artefacts such as tools, household utensils, pottery, religious articles, weapons)

**Sample questions:** “What do the murals at Bonampak tell us about the life of the Maya?” “What do the Elgin Marbles show us about ancient Greece?” “What can we learn from the Book of Kells about the importance of religion to the Celts?” “Why did the Wendat make their combs out of bone? What type of bone did they use? Why? Is this material different from the material used by the early Inuit to make their combs? If so, how would you explain the difference?” “Why are the temples at Angkor Wat or mosques at Timbuktu such important archaeological sites? What can they tell us about the societies that built them?” “What do Haudenosaunee longhouses and the totem poles of Indigenous peoples on the west coast of what would eventually become Canada tell you about the social structures of those societies?”

**A3.3** describe significant aspects of daily life in a few early societies, including at least one First Nation and one Inuit society (e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation, ceremonies, ways of giving thanks and acknowledgement)

**Sample questions:** “How did the Cree travel during different seasons?” “What were some of the modes of transportation for early Inuit people? Why were animals important to these modes of transportation? What role did stars play in navigation?” “What types of clothing was worn by the Incas? The medieval Chinese?” “Why were the ‘Three Sisters’ so important to the Haudenosaunee in what would become North America?” “What religions were practised in ancient India?”
A3.4 describe significant physical features and natural processes and events in a few early societies, including at least one First Nation and one Inuit society (e.g., physical features: rivers, flood plains, mountains, volcanoes, barren lands, tundra, ocean shore, fertile soil; natural processes: seasonal changes in climate, animal migration, erosion; natural events: earthquakes, floods, volcanic eruptions) and how they affected these societies, with a focus on the societies' sustainability and food production (e.g., how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and parts of the Roman Empire; how fluctuations in temperature led early Inuit societies to develop techniques like igunaq (meat fermentation) to prevent food spoilage. Cree societies to develop sphagnum moss bags to prolong meat freshness, or Anishinaabe societies to develop techniques to smoke fish)

Sample questions: “How did seasonal migration of buffalo affect the lives of early plains First Nations?” “What impact did the annual flooding of the Indus River have on food production in ancient India?” “Why were Indigenous peoples in the sub-Arctic and Arctic regions of what would become eventually Canada more migratory than coastal and Haudenosaunee peoples?” “What are some ways in which seasonal changes and environmental knowledge shaped early Inuit societies? How did these societies learn to thrive in the harsh climate of the Arctic region?”

A3.5 describe the importance of the environment for a few early societies, including at least one First Nation and one Inuit society, with a particular focus on how the local environment affected the ways in which people met their physical needs (e.g., food, housing, clothing)

Sample questions: “What techniques did the Aztecs develop to allow them to farm on the sides of mountains and hills?” “What techniques did the Anishinaabe and Haudenosaunee use to fish in lakes and rivers?” “What use did early Haida people make of cedar trees?” “How were igloos in an Inuit winter camp constructed and expanded as needed? Who lived in an igloo?” “How did practices of Indigenous peoples from this time in what would become North America, including practices associated with their relationship to the land and water systems, help to ensure a sustainable environment?”

A3.6 identify and describe some of the major scientific and technological developments in the ancient and medieval world, including some from at least one First Nation and one Inuit society
(e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry, navigation)

**Sample questions:** “What is the purpose of an Inuksuk? How did these structures assist people and communities in early Inuit societies?” “Why were moon cycles significant to many early societies? How were these cycles connected to local ecosystems? How did these cycles affect lifestyles, practices, and daily life in these societies?” “Why was the birch bark canoe so important to the Algonquin people?” “How did the Anishinaabe carry fire from place to place?” “What techniques did the Haudenosaunee develop to store their foodstuffs?” “How did Mesopotamia or Egypt use irrigation systems for their agriculture?” “What were some important astronomical developments in early India or Mesoamerica?”

A3.7 describe how a few early societies, including at least one First Nation and one Inuit society, were governed (e.g., early democracy in Greece or Haudenosaunee society; city states on the Swahili Coast; emperors in China; the roles of nobles, priests, and the military in Aztec society, of kings, nobles, and knights in medieval France, or of chiefs in the Haida nation)

**Sample questions:** “What was the role of the emperor or empress in Heian Japan? How did the aristocracy help the emperor rule?” “How was the head of the government in ancient Athens chosen?” “How were Haudenosaunee or Anishinaabe chiefs and leaders chosen?” “What role did knowledge, age, and experience play in leadership in early Inuit societies?” “What are some ways in which systems of governance and social structures of early Indigenous societies in what would eventually become Canada supported daily life?”

A3.8 describe the social organization of a few different types of early societies, including at least one First Nation and one Inuit society (e.g., a slave-owning society, a feudal society, an agrarian society), and the role and status of some significant social and work-related groups in these societies (e.g., women, men, children, slaves, peasants, nobles, monarchs, warriors, knights, priests/priestesses, druids, Shamans, imams, monks, nuns, merchants, artisans, apprentices, scribes, midwives, healers)

**Sample questions:** “How was Mayan society organized? Was there a hierarchy? Was it possible to move into a different social class?” “How were slaves treated in ancient Egypt? Why were slaves used? Who owned slaves?” “What does the foot binding of women in China tell you about the status of women and social organization in that society?” “What was the role of women and children in early Mohawk and Cree societies?”
A3.9 describe some key reasons why different groups in a few early societies, including at least one First Nation and one Inuit society, cooperated or came into conflict at different times (e.g., to explore; to expand territory; to make decisions, govern, and administer; to promote trade; to wage war or make peace; to acquire wealth, power, and control; to rebel; to spread religious beliefs and/or enforce the power of particular religious institutions; to protect spiritual, traditional, and ceremonial beliefs and lands)

Sample questions: “What was the Silk Road?” “What were the Crusades? What was their underlying cause?” “What were some instances of slave or peasant rebellions? What were their causes?” “What were some of the reasons why the Haudenosaunee and Anishinaabe nations came into conflict? When did they cooperate?”

A3.10 describe some attempts within a few early societies, including at least one First Nation and one Inuit society, to deal with conflict and to establish greater cooperation (e.g., democratic developments in ancient Greece; establishment of religious rights in medieval Islam; matrilineal structures among some First Nations; the Magna Carta; guilds; intermarriage between royal houses; treaties and alliances; the Great Law of Peace; the resolution of conflict with drumming, dancing, poetry, and/or humour among Inuit; the role of lacrosse games; the use of marriage and the ceremonial sharing of food and skins to symbolize alliances and the building of relationships in Inuit societies)

Sample questions: “What were the reasons behind some of the treaties between various First Nations prior to European contact?” “What role did the practice of adoption play in Haudenosaunee, Inuit, and/or Celtic societies?” “How did wampum belts formalize and support cooperation between Haudenosaunee and other First Nations peoples?” “What role did guilds play in medieval European and/or Asian societies? Why were they important?” “What are some ways in which religion contributed to cooperation in some early societies?”
GRADE 5
OVERVIEW

In Grade 5 social studies, students will learn about key characteristics of various Indigenous nations and European settler communities prior to 1713, in what would eventually become Canada. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate, from a variety of perspectives, relationships within and interactions between these communities as well as the impact of colonialism. They will develop their understanding of how historical events during this time have had an impact on present-day Canada. Students will also explore the responsibilities of Canadian citizens and levels of government. They will continue to develop their ability to examine current issues from various perspectives by investigating a Canadian social and/or environmental issue from the point of view of a variety of stakeholders, and they will develop plans of action to address significant social and environmental issues. Students will also begin to understand the impact of colonialism on contemporary Canada. They will continue to develop their mapping, globe, and graphing skills to help them extract, interpret, and analyse information, and they will enhance their understanding of multiple perspectives on both historical and contemporary issues.

The Grade 5 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including collaboration and cooperation, decision making, respect, rights and responsibilities, and stewardship.

The following chart presents an overview of the Grade 5 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).
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<td><strong>A1.</strong> analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada</td>
<td>Cause and Consequence; Continuity and Change</td>
<td>Interactions between people have consequences that can be positive for some people and negative for others.</td>
<td>What are some ways in which colonialism has shaped Canada? Why might the same event have a different impact on different people? Why is it important to understand that people have different perspectives?</td>
<td>Maps* and Globes Analysing historical maps to determine settlement patterns (see, e.g., A2.3) Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3)</td>
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<td><strong>A2.</strong> use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved</td>
<td>Interrelationships; Perspective</td>
<td>When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on these interrelationships. How do we form our own perspective? How do other people form theirs?</td>
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<td><strong>A3.</strong> describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada</td>
<td>Significance; Interrelationships</td>
<td>Cooperation and conflict are inherent aspects of human interactions/relationships</td>
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<td>Related Concepts of Social Studies Thinking</td>
<td>Big Ideas</td>
<td>Framing Questions</td>
<td>Sample Spatial Skills/Activities to be introduced/Developed</td>
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<td><strong>Strand B. People and Environments: The Role of Government and Responsible Citizenship</strong></td>
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| **B1. assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues** | **Interrelationships; Cause and Consequence** | **Citizens and governments need to work together in order to be able to address issues effectively and fairly.** | When and how should members of the community come together to make change? | **Graphs**
Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4)

**Maps and Globes**
Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3)

Constructing demographic and thematic maps, including digital representations (see, e.g., B2.3) |
| **B2. use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues** | **Perspective** | **When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.** | Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems? Why do we need government? Why are there different levels of government? What services should governments be responsible for? How does colonialism still affect Canada today? | **Maps and Globes**
Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3) |
| **B3. demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments** | **Significance** | **To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work.** | | **Graphs**
Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4)

**Maps and Globes**
Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3) |

† The term map refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.
A. Heritage and Identity: **Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada**

**Overall Expectations**

By the end of Grade 5, students will:

**A1. Application:** analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: Cause and Consequence; Continuity and Change)

**A2. Inquiry:** use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved (FOCUS ON: Interrelationships; Perspective)

**A3. Understanding Context:** describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: Significance; Interrelationships)

**Specific Expectations**

**A1. Application: The Impact of Interactions**

FOCUS ON: Cause and Consequence; Continuity and Change

By the end of Grade 5, students will:

A1.1 describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada (e.g., with reference to the impact of European diseases on First Nations; the impact of Europeans’ belief that they had the right to claim First Nations territory for themselves; intermarriage between First Nations women and European men and the ethnogenesis of the Métis; competition between different First Nations peoples, the Métis, and settlers for land and
resources; alliances among First Nations and between First Nations and settlers; the introduction of alcohol and European weapons; the contribution of First Nation ideas about democratic community governance systems), and analyse their significance

Sample questions: “What were some of the major short- and long-term consequences for the Haudenosaunee and Anishinaabe people of contact with European explorers and settlers?” “If you look at the consequences of interactions between First Nations and European settlers and explorers, which were of greatest significance to the settlers? To explorers? To First Nations? Which are most significant to Indigenous and non-Indigenous Canadians in the twenty-first century? Why does the assessment of the significance of an event or development depend on the perspective of the group you are considering?” “What impact did European missionaries have on First Nations’ traditional beliefs, spiritual ceremonies, world views, ways of life, and/or attitudes about the importance of the land? What reactions did First Nations people have to the beliefs, teachings, and/or practices of the Jesuits?” “What were some of the short- and long-term consequences of the fur trade for both First Nations and Europeans?” “Why did Leif Erikson, Martin Frobisher, and/or John Cabot come to the northeastern coast of what became Canada? What was the impact of their arrival on Inuit?”

A1.2 analyse aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other (e.g., early settlers, slave owners, coureurs de bois, and European fur trade company employees benefited from First Nations and Métis ways of knowing, including their knowledge of land-based subsistence with respect to hunting, medicines, foods, geography, modes of transportation appropriate for local conditions, and established trade routes; the imperial government in France benefited economically from the fur trade and from alliances with First Nations, who aided them in their conflict with the British; First Nations benefited from some of the new materials and technologies introduced by Europeans; First Nations and European peoples benefited from the cultural knowledge, social ties, and language skills of the Métis)

Sample questions: “What are some First Nations items, beliefs, traditions, customs, and/or world views that were adopted by European explorers and settlers? What are some European settlers’ and explorers’ items, beliefs, and/or world views that were adopted by First Nations and/or Métis peoples?” “How were New France and Britain connected to the fur trade during this period? What was the significance for the Métis of European involvement in the fur trade?”
A1.3 explain some of the ways in which interactions among Indigenous peoples, among European explorers and settlers, and between Indigenous and European people in what would eventually become Canada are connected to issues in present-day Canada (e.g., with reference to land claims; treaty rights and responsibilities; treaty-making processes and people excluded from these processes; environmental stewardship and relationships with the land; resource ownership, extraction, and use)

Sample questions: “How do First Nations today view early treaties entered into with the French? How does the government of Canada view those treaties? How would you account for differences in these points of view?” “Why did early settlers rely on the Indigenous ecological knowledge (IEK) of First Nations people? In what ways might the IEK of today’s First Nations, Métis, and/or Inuit be relevant to an environmental issue such as climate change?” “What were the differences between First Nations and Europeans settlers in what would become Canada with respect to views on land use and ownership? How have some of these differences led to conflict in present-day Canada over Indigenous land rights?” “What role did friendship, respect, and peaceful co-existence play in relations between First Nations, Métis, and Europeans prior to 1713? What lessons can we learn from the spirit and intent of these early relations?” “What impact did contact between First Nations and Europeans at this time have on the traditional roles of First Nations women? What connection might there be between changes in these roles and present-day violence against Indigenous girls and women?”

A2. Inquiry: Perspectives on Interactions

FOCUS ON: Perspective; Interrelationships

By the end of Grade 5, students will:

A2.1 formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, from the perspectives of various groups involved (e.g., questions about interactions from the perspectives of groups such as European settlers; First Nations, Métis, and/or Inuit men and women; different First Nations, Métis, and/or Inuit communities; coureurs de bois; missionaries; Filles du Roi; warriors; Shamans; slaves and slave owners)
Sample questions: “In what ways might the relationships between First Nations, Métis, and voyageurs or coureurs de bois have been different from the relationship between First Nations, Métis, and European settlers? What factors might account for some of the differences?” “How did various Indigenous peoples view the European newcomers? What factors might account for differences in their views?” “How did various Europeans, First Nations, and Métis tend to view each others’ spiritual beliefs and ceremonies? Would the view of a coureur de bois ‘up country’ likely have been the same as that of a nun or priest in Montreal? Why or why not?” “Why did First Nations and Métis peoples help European settlers and explorers? What were some of the teachings, values, and/or beliefs in First Nations and Métis cultures that explain their attitudes towards settlers?” “What were some of the values and beliefs held by various European settlers and explorer about First Nations and Métis peoples? In what ways did these values and beliefs affect the relationships between European settlers, explorers, First Nations, and Métis peoples?” “How did the development of the fur trade industry affect relationships between First Nations, Métis, and European peoples?” “What natural resources did various First Nations use to make their shelters, clothing, sacred items, hunting equipment, and/or agricultural tools? In what ways, if any, did access to and use of these resources change with the arrival of European settlers?”

A2.2 gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives (e.g., treaties; pictographs; petroglyphs; paintings; maps of trade routes; artefacts and their replicas; oral histories; traditional First Nations and European stories relating to similar themes/events; census records; journals written by Jesuits, early explorers, and/or Hudson Bay Company employees; accurate and authentic voices from Internet resources and/or books on Canadian history; interviews with Métis Senators, Elders, and/or Knowledge Keepers)

Sample questions: “Where would you locate information about the alliance between Champlain and the Wendat? Whose perspective or perspectives does this information present?” “When using this painting as a historical source, why is it important to consider when and by whom it was created?” “Why are most documents from this period written from a Eurocentric perspective? Given the source of these documents, what types of biases do you think they might contain?” “What biases existed at the time, and continue to exist, against the preservation and reliability of oral histories? Why might knowledge passed through oral history be valued?”
Why might it not be valued? “When using information from the Internet, why is it important to consider who created it and for what purpose?” “How can you tell if a resource has an authentic voice and presents accurate information?”

A2.3 analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada (e.g., thematic maps that show how physical features influenced settlement patterns, seasonal migration, trade routes and Indigenous social networks, agricultural practices, or the habitat of animals that sustained the fur trade; historical maps that show First Nations territory prior to and after contact; historical maps that show the emergence of Métis communities)

Sample questions: “What type of map could you construct to show alliances between different First Nations and Britain and France?” “What types of maps would help you identify the First Nations or Inuit communities that were most affected by early fur trade routes?” “What information would you need to include on a map showing traditional Indigenous hunting and agricultural grounds before and after contact with European settlers?” “What type of map could you construct to show traditional seasonal territorial routes of some Indigenous peoples and how those changed with the arrival of European settlers?” “What does this series of maps tell you about the impact of ongoing exploration in search of the Northwest Passage to Asia on European claims to territories that would become part of Canada?”

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., assess evidence to ensure that its voice is authentic and the information it provides is accurate; use a graphic organizer to help them compare the views of First Nations, Métis, and European settlers on nature and resource use; examine the content of journals or diaries to determine how European settlers and explorers reacted when meeting and working with First Nations peoples; use oral histories to develop their understanding of how one or more First Nations reacted to meeting and guiding settlers; use a comparison chart to help them analyse different perspectives on the fur trade or the establishment of Christian missions)

Sample questions: “What does this written account suggest about how settlers and/or missionaries viewed First Nations people? What does this oral history suggest about how First Nations viewed European settlers and/or missionaries?” “How could you use a comparison chart to help you identify differences in the ways various First Nations interacted with Jesuit missionaries?” “How could you use a fishbone organizer to help you analyse information on
economic, military, and cultural interactions between the British and the Haudenosaunee?"

“What does this document tell you about how Indigenous ecological knowledge (IEK) helped European settlers survive? What type of organizer or matrix could you use as a tool to help you compare information on how IEK helped European settlers survive in different parts of what would eventually become Canada?”

**A2.5** evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis and Inuit in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved.

**Sample questions:** “From your evaluation of this evidence, what can you conclude about the relationship between European settlers, Métis, the Anishinaabe, and the Haudenosaunee? How did each of these groups view this relationship?” “From your research, what can you conclude about the goals of Jesuit missionaries? How did these missionaries view First Nations’ cultural practices, spiritual ceremonies, beliefs, and/or world views? How might a Shaman have viewed the Jesuits? Why?”

**A2.6** communicate the results of their inquiries, using appropriate vocabulary (e.g., Elder, Faith Keeper, Knowledge Keeper, Métis Senator, Shaman, oral history, wampum belt, pictograph, petroglyph, missionary, colonization, colonialism, settler, xenophobia, racism, prejudice, charter, treaty, coureur de bois, seigneur, Filles du Roy) and formats (e.g., a poem, song, or story that describes the founding of Quebec from two distinct perspectives; an annotated map that shows different perspectives on the growth of the fur trade and resulting settlements; a collection of images they have created themselves, downloaded from websites, and/or taken from printed sources, showing different perspectives on the work of missionaries)
A3. Understanding Context: Significant Characteristics and Interactions

FOCUS ON: Significance; Interrelationships

By the end of Grade 5, students will:

A3.1 identify major Indigenous nations that came into contact with European settlers and/or explorers prior to 1713 in what would become Canada (e.g., Great Lakes–St. Lawrence region: some of the many nations were Abenaki, Algonkin, Haudenosaunee, Ojibwe, Ottawa, Potawatomie, Wendat, Weskarini; northern Ontario: some of the nations were Cree, Ojibwe; Atlantic Canada: some of the many nations were Beothuk, Innu, Mi'kmaq, Passamaquoddy, Wolastoqiyik; Arctic: some of the nations were Inuit, Dene), and describe key characteristics of selected nations (e.g., with respect to language; religious/spiritual beliefs and ceremonies; governance structures; food and clothing; roles of men, women, and children; the role and significance of arts and crafts)

Sample questions: “What was the Haudenosaunee form of government? What role did women play in decision making?” “What types of crops were grown by the Wendat?” “What were some foods originally grown by First Nations that were introduced into European diets?” “What materials did the Mi’kmaq use to make their garments and moccasins?” “What were some of the spiritual practices of Algonquin people?” “What natural resources did Inuit rely on?” “How did the Potawatomie educate their children?” “What was the Anishinaabe Clan system of governance and how did it support voice and identity?” “What is the Tree of Peace? What does it tell you about the values in Haudenosaunee society?”

A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans (e.g., trade, alliances and treaties, and other instances of cooperation; competition between First Nations for control of waterways)

Sample questions: “What types of items did First Nations trade among themselves? What types of items did Inuit trade only among themselves? What types of items did First Nations and Inuit trade with each other? How would you describe these trading processes?” “What was the Haudenosaunee Confederacy? Why was it formed?” “What was the Three Fires Confederacy? Why was it formed?” “What type of interactions existed between the Haudenosaunee and Anishinaabe of the Great Lakes–St. Lawrence region or between the Mi’kmaq and Wolastoqiyik in Atlantic Canada?”
A3.3 describe the main motives for Europeans’ exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent settlements (e.g., with reference to Norse in Newfoundland and Labrador; the voyages of Cabot, Cartier, and/or Hudson; settlements by De Mons and/or Champlain in Quebec; exploration by Étienne Brûlé; motives such as colonization, the desire to gain control over Indigenous lands by imposing sovereignty and land ownership, missionary work to spread Christianity, the desire of European settlers to escape from oppressive European government structures, and/or the exploitation of natural resources, including the establishment and expansion of the fur trade and the fishing industry).

**Sample questions:** “What was the goal of Henry Hudson’s voyages?” “For whom did Champlain work? What were the reasons for his establishing a settlement in Quebec?” “Which European countries were interested in the territory that would become Canada? Why?” “What were some beliefs and attitudes of European settlers towards land ownership and Indigenous people? What was the significance of these beliefs/attitudes for colonization and European settlement?” “What is the Doctrine of Discovery? How was it supported by the 1493 Papal Bull? How did the attitudes reflected in this doctrine provide a motive for European exploration and settlement of Indigenous lands?” “What is racism? What is xenophobia? How did these attitudes affect the ways Europeans approached exploration and settlement of Indigenous territories?”

A3.4 identify significant offices and institutions in New France (e.g., the seigneurial system; the Roman Catholic Church; the king, governor, bishop, and intendant; nuns, priests, missionaries), and describe their importance to settlers in New France.

**Sample questions:** “What services did the Roman Catholic Church provide to settlers in New France?” “What was the role of the seigneur?” “What effect did the seigneurial system have on the way land was divided and developed?” “Who were the Filles du Roi? Who sent them to New France? Why?”

A3.5 describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada (e.g., with reference to trade; sharing of beliefs, knowledge, skills, technology; disruption of Indigenous gender norms and roles; intermarriage; military alliances and conflict; the theft of Indigenous lands; spread of diseases; introduction of alcohol; the roles of First Nations, Métis, and Europeans in the fur trade; the impact of the fur trade on Indigenous peoples; loss of First Nations’ access to lands for sustenance and to support ways of life).
Sample questions: “What were some of the ways in which European settlers and explorers depended on First Nations and Métis people for survival?” “What role did First Nations women play in the fur trade?” “What relationship did French missionaries have with the Wendat? What impact did the missionaries have on the Wendat?” “What is the Two-Row Wampum? What was its significance with respect to the relationship between the Haudenosaunee and European settlers?” “How did First Nations establish alliances in response to the encroachment of the European settlers?” “What were some treaties that were negotiated between First Nations and Europeans during this period? Why might First Nations and Europeans have had different interpretations of these treaties? How did such differences affect the relationship between these groups?”

NEW A3.6 on Métis ethnogenesis

A3.6 describe key factors that led to the ethnogenesis of the Métis peoples in what would eventually become Canada, with specific attention to the Great Lakes and Mattawa regions (e.g., contact between First Nations and European fur traders and explorers; the need among European traders/explorers in unfamiliar territories for help and guidance from First Nations; intermarriage between traders and First Nations women; gender imbalances in new settlements)

Sample questions: “Why did some European fur trade employees marry First Nations women? What was the impact of such intermarriage?” “What roles did Métis women play as a result of the early fur trade?” “How did the relationship between European settlers and First Nations and Métis change over time? Why?” “What effect did the fur trade have on the development of the Métis way of life and the characteristics, skills, practices, and/or attitudes of the Métis people?”

A3.7 describe some significant differences among Indigenous peoples and between selected Indigenous and Europeans communities in what would eventually become Canada (e.g., with reference to governance and economic organization; spiritual and/or cultural practices; land use/ownership; attitudes towards the environment; the roles of men, women, and children), and identify some of the reasons for these differences (e.g., climate; availability of resources and arable land; the culture, customs, and economic and political system in the mother country; individualistic versus communal world views; familiarity with the land and its resources)

Sample questions: “What were the differences between Haudenosaunee and Ojibwe housing?” “How did the social organization on a seigneurie differ from that in the town of
Montreal?” “What were some of the differences between the life of a child in a Wendat family and one in a settler family in New France?” “How did climate and the availability of resources affect the way the Innu lived?” “What were some key differences in the beliefs and attitudes of Indigenous peoples and Europeans towards the environment and the land? What were some practices that arose from these beliefs/attitudes? What impact did these practices have on the environment?” “How did differences in the ways in which First Nations viewed their relationship with the land and European settlers views concerning land ownership lead to conflict?” “What were some differences in the governance structures of the Anishinaabe Three Fires Confederacy, the Haudenosaunee Confederacy, and the government in New France?”

A3.8 describe some significant effects of European conflicts on Indigenous peoples and on what would eventually become Canada (e.g., conflict between First Nations who were allied to different imperial powers; changes in control of Acadia between the French and British; fur trade rivalries)

Sample questions: “In what ways was the Haudenosaunee Confederacy affected by the rival colonial interests of France and Britain?” “What areas of what eventually became Canada were claimed by rival European powers? What are some ways in which their rivalries shaped present-day Canada?”
B. People and Environments: The Role of Government and Responsible Citizenship

Overall Expectations
By the end of Grade 5, students will:

B1. Application: assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: Interrelationships; Cause and Consequence)

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (FOCUS ON: Perspective)

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments (FOCUS ON: Significance)

Specific Expectations

B1. Application: Governments and Citizens Working Together
FOCUS ON: Interrelationships; Cause and Consequence

By the end of Grade 5, students will:

B1.1 assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance (e.g., with reference to the Far North Act in addressing concerns of Inuit and First Nations about development in northern Ontario; municipal, provincial, and/or federal programs/policies aimed at reducing child poverty; policies related to the management of the Great Lakes; actions to support nation-to-nation relationships between federal/provincial governments and First Nations, Métis, and Inuit governments; youth advisory councils within the federal and provincial governments; policies/actions intended to address issues related to
drinking water in First Nations communities; policies/actions on housing in Inuit communities; the actions taken as a result of the Métis Nation of Ontario Secretariat Act [2015] from the perspective of the Métis and the federal and provincial governments)

**Sample questions:** “What criteria could you use to judge the effectiveness of government actions?” “How would you rate the effectiveness of different governments’ involvement in the protection of the Rouge Valley?” “Which levels of government are involved in managing the Alberta oil sands? Are their actions effective? Why or why not?” “What are some of the actions that are being taken to reduce child poverty in Canada? In Ontario? In Indigenous communities? In local municipalities? Which level or levels of government are responsible for policy on this issue? Are their actions effective? Why or why not?” “What are some of the actions that local, provincial, federal, and/or Indigenous governments have taken to address missing and murdered Indigenous women and girls? What criteria could you use to judge the effectiveness of these approaches?” “How would you assess the effectiveness of the Métis Nation of Ontario’s green energy plan?”

**B1.2** create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities, lack of employment opportunities within some regions, overcrowded and poorly constructed housing and/or lack of mental health and social services in First Nations and/or Inuit communities, funding for education in First Nations communities, preservation of Indigenous languages, missing and murdered Indigenous women and girls), specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens

**Sample questions:** “What types of services are needed to help homeless people? Who could best provide those services? Who should be consulted around the provision of such services?” “What are the most important issues facing people with disabilities? What levels of government need to be involved in addressing these issues? What does each level of government need to do?” “What can private citizens do to help children living in poverty? How could these actions supplement government programs in this area?” “What type of services do elderly people need? Which services should be provided by government and which by community groups or family members? What particular barriers do elderly First Nations, Métis, and/or Inuit individuals experience in accessing services? How could those barriers be addressed?” “What services are needed to support the physical and mental health of Indigenous youth? Who needs to be
consulted when developing a strategy to address this issue? What criteria would you use to decide which community groups are best suited to provide these services?"

**B1.3** create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance (e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions, addressing land and water contamination on First Nations territory), specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens.

**Sample questions:** "Which level or levels of government should address the issue of the sale and export of spring water from Ontario? What action do you think citizens of the province should take on this issue? How can you ensure that your plan takes into account the perspectives of local Indigenous communities?" "What types of policy and action are needed to address the problems facing communities affected by erosion and the melting permafrost in Nunavut? How can you ensure that your plan of action on this issue takes Inuit perspectives into account?" "When addressing an environmental issue, why is it important to investigate strategies developed by various Indigenous peoples and governments?"

**B2. Inquiry: Differing Perspectives on Social and Environmental Issues**

**FOCUS ON: Perspective**

By the end of Grade 5, students will:

**B2.1** formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues (e.g., the perspectives of different levels of government, non-governmental organizations [NGOs], professionals in the field, and people directly affected by an issue such as child poverty on and off reserves, preservation of traditional languages, homelessness, bullying in schools, access to health care, climate change in the Arctic, waste disposal, or deforestation)

**Sample questions:** "What costs and benefits should be considered when discussing the development of a new mine or energy project? Whose knowledge and understanding of the land..."
needs to be included throughout the consultation process? Why might different groups have different opinions on such development? Why might there be a variety of Indigenous viewpoints on resource extraction on traditional territory? Why does the federal and/or provincial government tend to support resource extraction industries?" "What costs and benefits should be considered when deciding whether to develop a public transit system? Why might different groups have different views on the costs and benefits? What level or levels of government would have a say on this issue?" "Whose voices should be heard in discussions about the building of a new housing subdivision?" "What groups should be consulted when policy to address climate change is being developed?" "What are various governments and community groups doing to preserve Indigenous languages in Canada?" "What are some questions that need to be considered around the issue of funding for First Nations schools? Who should be consulted in such discussions?"

**B2.2** gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues (e.g., with respect to the issue of climate change, gather data on sources of carbon dioxide emissions affecting Canada, photographic evidence of melting polar ice and its impact on Inuit and on Arctic wildlife, information on the positions and/or actions of various NGOs working on climate change, projections from corporations on the costs of addressing greenhouse gas emissions, information on the impact of climate change on the natural world from oral history and interviews with Elders, Knowledge Keepers, and Métis Senators, editorials and articles from Indigenous media outlets on the impact of climate, and/or information on the positions of the federal, provincial, and/or territorial governments)

**Sample questions:** Where might you look for information about child poverty in a large Canadian city? Who might have different perspectives on this issue? How would you ensure that the information you gather reflects more than one perspective?" "What key words might you use to search a government website for information on the issue of climate change? How would you find material that reflects the perspectives of NGOs working in this area? How would you find material that reflects the perspectives of First Nations, Métis, or Inuit peoples on this issue?" "Where might you look for information about the cost of food in Northern Canada?" "Why would it be important to consult Indigenous media sources when gathering information about the impact of resource development on Indigenous territories?" "Where might you look for
information on the Mother Earth Water Walkers and the actions they are taking in response to Great Lakes water contamination?"

**B2.3** analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues *(e.g., a thematic map showing the extent of the areas affected by climate change or how air pollution generated in one jurisdiction affects another; a demographic map showing levels of poverty or homelessness in different provinces; a thematic map showing the location of potential resource-extractions sites in relation to treaty territories, historic Métis settlements, and sacred sites)*

**Sample questions:** “What information would you need to include on your map to show how and why the issue of pollution in the Great Lakes involves several different governments?” “What have you learned from reading this map on income in Canada?” “What information could you include on a map on the potential impact of climate change to show that the issue involves all levels of government as well as people in different regions?” “What information would you need in order to create a map that demonstrates the impact of the pulp and paper industry on First Nations communities along a waterway?” “What information would you include on an annotated map that shows regional flooding before and after the construction of the St. Lawrence Seaway and the impact of any changes on the traditional territories of the Haudenosaunee and the Anishinaabe?”

**B2.4** interpret and analyse information and data relevant to their investigations, using a variety of tools *(e.g., use an idea web to help them determine connections between the way in which a group is affected by climate change and its perspective on the issue; extract information from a line or bar graph to determine variations in homelessness in several municipalities; use a double bar graph to help them determine the effectiveness of recycling and waste-diversion programs)*

**Sample questions:** “How are these different groups affected by this issue? How might they be affected by possible solutions?” “What type of chart could you use to help you determine similarities and differences in the position of various groups on this issue?” “When you analyse information on this issue, what differences and similarities do you find between coverage in the mainstream and Indigenous media?” “What type of graphic organizer could you use to help you analyse the perspectives of advocacy groups, industry, and different levels of governments, including Indigenous governments, on the sustainable use of a resource in Canada?”
B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues.

**Sample questions:** “Whose position on this issue do you think is strongest? Why?” “Is there agreement among different levels of government with a stake in this issue? Why or why not?” “What are the most difficult challenges associated with this issue?” “In coming up with a way to address this issue, why is it important to consider the perspectives of all stakeholders?”

B2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., government, local, municipal, provincial/territorial, federal, chief, band council, municipal council, Parliament, member of Parliament [MP], member of provincial parliament [MPP], non-governmental organization [NGO], stakeholder) and formats (e.g., a report to present to their local MP, MPP, or city/town councillor; a photo essay on the impact of the issue; a brochure or informational poster that presents the strongest points in the position of various stakeholders; a song, rap, or poem promoting the most convincing arguments on the issue; a map to accompany an oral presentation; a role play that other students can participate in to present differing perspectives).

B3. Understanding Context: Roles and Responsibilities of Government and Citizens

**FOCUS ON:** Significance

By the end of Grade 5, students will:

B3.1 describe the major rights and responsibilities associated with citizenship in Canada (e.g., rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote; responsibilities: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities)

**Sample questions:** “What are the major rights of a citizen in Canada? Why might some Canadians have the same rights on paper but not in practice? Why did some people in Canada not have full citizenship rights in the past? What role did race and gender play in this denial of rights?” “What does it mean to be a good citizen?” “What are your responsibilities as a member of our class at our school? As a citizen of Canada?” “What impact have past laws had on the
right of First Nations to participate in the electoral process?" “What are some ways in which laws have limited the rights of Indigenous women?”

B3.2 describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies (i.e., federal, provincial, territorial, and municipal governments; band councils; school boards), and some of the services provided by each (e.g., health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries)

Sample questions: “Which level or levels of government provide funding for public libraries?” “Which level of government has the responsibility for public education? Why?” “What is the jurisdiction of a band council?”

NEW SE

B3.3 describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada (e.g., with reference to the Métis Nation of Ontario, the Inuit Tapiriit Kanatmi, the Chiefs of Ontario, the Nishnawbe Aski Nation, the Union of Ontario Indians, the Haudenosaunee Confederacy)

Sample questions: “In what ways is the governance model of the Métis Nation of Ontario based on the Provisional Government of Louis Riel?” “How did Inuit efforts to reclaim their lands lead to the development of governments in Nunavut?” “What are some of the political structures of First Nations in Canada that were established because of the Indian Act? Within these structures, how are leaders chosen? How has the Indian Act system of First Nations governance undermined traditional governance systems?” “How strong is the voice of youth on the Provisional Council of the Métis Nation of Ontario? How strong is the voice of youth in the government of Ontario or Canada? Why would having such a voice be important in addressing issues that are important to Métis youth?” “What is the significance of the medicine wheel or Clan system to some First Nations governance models?” “How are decisions made in different Indigenous governance models? How have some past federal and/or provincial laws affected these governance models?”

B3.4 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (e.g., services/issues related to transportation, health care, the environment, and/or crime and policing)
Sample questions: “What is the relationship between provincial and federal governments in the area of health care?” “Why are there both provincial and federal ministries of the environment or natural resources?” “Why must different levels of government cooperate in addressing Indigenous land claims?” “How does the Nishnawbe Aski Nation [NAN] Education Unit work to provide education for the First Nations communities it represents? How does NAN work on educational issues with the provincial and federal governments?” “How are services provided for First Nations, Métis, and Inuit communities and individuals in different regions across Canada? How have treaties and the Indian Act affected access to services?”

B3.5 describe different processes that governments can use to solicit input from the public (e.g., elections, town hall meetings, public hearings, band council meetings, Métis general assemblies or community council meetings, commissions of inquiry, supreme court challenges, processes for granting easements, referendums, nation-to-nation discussions with First Nations, and/or Inuit governments), and explain why it is important for all levels of government to provide opportunities for public consultation

Sample questions: “How might a city government solicit the opinions of residents?” “What is a royal commission? How does it provide an opportunity for members of the public to provide input on an issue?”

NEW SE

B3.6 demonstrate a basic understanding of what is meant by the federal and provincial governments’ having a duty to consult and accommodate First Nation, Métis, and Inuit peoples and communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply (e.g., when considering proposals to run pipelines through traditional territory or mining development projects that would affect First Nations communities; when developing agreements about the extraction of natural resources on treaty land)

Sample questions: “What is the ‘duty to consult’? Who is bound by this duty?” “How might the duty to consult and accommodate help transform the relationship of the federal and provincial governments with First Nations, Métis, and Inuit communities?” “What does the ‘honour of the Crown’ mean in the context of the federal governments’ duty to consult with First Nations, Métis, and Inuit individuals and communities?”

B3.7 describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues (e.g., federal policies relating
to the effects of climate change in the Arctic or the issue of sovereignty in Canadian waters; provincial policies around child mental health issues; municipal recycling and waste diversion programs; government action to relocate elk from the town of Banff, Alberta; existing laws that affect traditional Indigenous harvesting, hunting, and fishing rights; First Nations, Métis, and Inuit community projects and strategies to preserve Indigenous languages)

Sample questions: “What programs are in place in our community to reduce the amount of garbage going to landfill?” “What are some national and provincial parks and regional conservation authorities in Canada? What is their purpose?” “What actions have First Nations taken to protect salmon spawning grounds or old growth forests?”

B3.8 explain why different groups may have different perspectives on specific social and environmental issues (e.g., why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves)

Sample questions: “Why might farmers, land developers, residents, and environmentalists all have different perspectives about development on the Oak Ridges Moraine or Niagara Escarpment?” “Which groups might have different perspectives on the idea of changing the school year? Why?” “What are some ways in which people’s values can affect their perspectives on an issue?” How might specific cultural values and teachings influence the perspectives of Indigenous peoples on an environmental issue?” “Why might a forestry company, a local community, and a First Nations, Métis, or Inuit harvester of animals and plants have different perspectives on a plan to open logging in a specific area?”

B3.9 describe some different ways in which citizens can take action to address social and environmental issues (e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to the media; by creating or participating in art projects that bring attention to an issue)

Sample questions: “How can a person determine the position of local candidates or party leaders on issues of importance?” “How could you become more active in your community?”
Grade 6
OVERVIEW

In Grade 6 social studies, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of Canadian identities. In addition to developing their understanding of different communities in Canada, students will explore the global community and Canada’s role in it. They will investigate current social, political, economic, and environmental issues, and develop their understanding of the importance of international action and cooperation. In conducting their investigations, students will enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources, and using various technologies.

The Grade 6 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including beliefs and values, collaboration, cooperation, culture, equity, freedom, identity, relationships, and respect.

The following chart presents an overview of the Grade 6 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).
<table>
<thead>
<tr>
<th>Overall Expectations</th>
<th>Related Concepts of Social Studies Thinking</th>
<th>Big Ideas</th>
<th>Framing Questions</th>
<th>Sample Spatial Skills/Activities to be introduced/Developed</th>
</tr>
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<tbody>
<tr>
<td><strong>Strand A. Heritage and Identity: Communities in Canada, Past and Present</strong></td>
<td></td>
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<tr>
<td>A1. assess contributions to Canadian identities made by various groups, including First Nations, Métis, and Inuit, and by various features of Canadian communities and regions</td>
<td>Cause and Consequence; Patterns and Trends</td>
<td>Many different communities have made significant contributions to Canada’s development.</td>
<td>How have different communities contributed to the evolution of Canadian identities?</td>
<td>Graphs Constructing line graphs, using computer programs, to show change over time (see, e.g., A2.4)</td>
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<td></td>
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<td>What experiences have shaped the stories of different communities in Canada?</td>
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<td>What experiences have shaped the story of your own community?</td>
<td>Maps* and Globes Analysing flow and thematic maps (see, e.g., A2.3)</td>
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<td>How do we determine the importance of certain developments or events?</td>
<td>Constructing thematic maps on paper and digitally (see, e.g., A2.3)</td>
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<tr>
<td>A2. use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience in a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</td>
<td>Perspective</td>
<td>Different groups may experience the same development or event in different ways.</td>
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<tr>
<td>A3. demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada</td>
<td>Significance; Continuity and Change</td>
<td>Significant events in different communities have contributed to the development of the identities of that community and of Canada.</td>
<td>Significant events in different communities have contributed to the development of the identities of that community and of Canada.</td>
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<td>Why might an event or development be important to one group but not to others?</td>
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<td>In what ways is your story part of the story of Canada?</td>
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<TYPESETTER: Second part of table (on Strand B) is unchanged>
A. Heritage and Identity: Communities in Canada, Past and Present

Overall Expectations
By the end of Grade 6, students will:

A1. Application: assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)

A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience in a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada (FOCUS ON: Perspective)

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada (FOCUS ON: Significance; Continuity and Change)

Specific Expectations

A1. Application: Diversity, Inclusiveness, and Canadian Identities
FOCUS ON: Cause and Consequence; Patterns and Trends

By the end of Grade 6, students will:

A1.1 explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country (e.g., built features such as memorials, different types of buildings, parks, canals, dams, railroads; physical features such as climate, landscape, vegetation, wildlife; social aspects such as cultural traditions, religious celebrations, economic bases; geographic, political, and/or socio-economic boundaries between communities), and assess the contribution of some of these features to Canada’s images and identities (e.g., with reference to resource-based communities such as mining or logging towns or fishing outports; the Canadian winter; landscapes such as mountains, prairies, sea coasts, tundra; wildlife such as moose, elk, beaver, bison, cod; the variety of populations with heritages from around the world in neighbourhoods in some of Canada’s largest cities)

Sample questions: “In what ways do war memorials, including the National Aboriginal Veterans Monument, contribute to an understanding of identities in Canada?” “Why are the old grain elevators on the prairies a key image of Canada?” “In what ways does the Canadian climate contribute to the identities in and stereotypes of the country? To its global image?” “Why are the maple leaf and the beaver symbols of Canada? What do these symbols imply about this
country? How are these symbols connected to First Nations and Métis communities?” “Why are certain features/symbols more significant to some groups than others?” “What are some ways in which physical geography influenced the location of First Nations, Métis, and Inuit communities and traditional territories? How did geographic features affect the ways of life of some of these communities? What impact have the ways of life of some of these communities had on the images of or identities in Canada?”

**New SE**

**A1.2** analyse some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada (e.g., with reference to artists such as wood, bone, and soapstone carvers, painters and printmakers, bead workers, and/or the Indigenous Group of Seven; Inuit understanding of life and travel in the Arctic; the democratic ideas/practices of the Haudenosaunee; guidance/aid provided by First Nations, Métis, and Inuit people to fur traders and explorers; modes of transportation such as canoes and kayaks; Indigenous knowledge of plants and medicines; technologies used for fishing, aquaculture, and agriculture)

**Sample questions:** “What impact did the Métis List of Rights of 1860 have on the Manitoba Act and on Canada?” “What are some ways in which First Nations and Inuit methods of transportation have contributed to Canada?”

**A1.3** analyse some of the contributions that various settler/newcomer groups have made to Canadian identities (e.g., the contributions of French and English communities to the development of Canada as a bilingual country, of the British to the Canadian parliamentary system, of Chinese labourers to the construction of the transcontinental railway, of Irish and Italian workers to the development of canal systems on the Great Lakes, of various communities to Canada’s multicultural identity)

**Sample questions:** “Who are the founding nations of Canada? For whom is the concept of ‘founding nations’ troubling? Why?” “In what ways is the Canadian system of government similar to that of Great Britain? What accounts for the similarities? Do you think Canada’s status as a constitutional monarchy is important to our identity as Canadians? Why or why not?” “What are some ways in which people from Africa, the Caribbean, or South or East Asia have contributed to Canada and to identities in Canada?”

**A1.4** explain how various groups and communities, including First Nations, Métis, and Inuit communities, have contributed to the goal of inclusiveness in Canada (e.g., the efforts of women’s rights, civil rights, Indigenous, or labour organizations, or of advocacy organizations for immigrants, disabled people, or various religious or ethnic groups; the Métis idea of and belief in respectful blending), and assess the extent to which Canada has achieved the goal of being an inclusive society (e.g., with reference to the policy of multiculturalism, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontarians with Disabilities Act, freedom of religion, the recognition of gay marriage, the ratification of the United Nations Declaration on the Rights of Indigenous People)
Sample questions: “What are some of the actions that have been taken by First Nations, Métis, or Inuit individuals or organizations to improve the status of Indigenous people in Canadian society?” “What was the role of women’s groups in ensuring that gender was included in the Charter of Rights?” “What actions have been taken by individuals or by organizations such as L’Arche to improve the status and the quality of life of people with disabilities in Canadian society?” “Do you think that Canadian society allows for your community to make a meaningful contribution to identities in Canada? Why or why not?”

A2. Inquiry: The Perspectives of Diverse Communities
FOCUS ON: Perspective

By the end of Grade 6, students will:

A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada (e.g., the development of the reserve system from the perspective of First Nations, European settlers, and the federal government; the negotiation and interpretation of Indigenous treaties, from the perspective of Indigenous peoples and the federal government; the forced relocation of Japanese Canadians during World War II from the perspective of Japanese Canadians, the government at the time, and the government that issued an apology to Japanese Canadians; the formation of neighbourhoods of people who have different heritages, from the perspective of the newcomers, their children, the people already in the neighbourhood, the local school, and/or the agencies and governments that provide services to the neighbourhood).

Sample questions: “What were the federal government’s reasons for enacting and enforcing a policy of relocating Inuit to the High Arctic in the 1950s? What impact did this relocation have on Inuit ways of life? What does this policy tell you about the beliefs and values of the people who formulated it?” “What was Métis scrip? How was it used? How did the government and land speculators capitalize on scrip policy? How did it affect Métis people?” “Why was the Chinese head tax created? What was the thinking of the government that imposed it? How did the policy affect Chinese immigrants to Canada and their families in China?” “Why did some people think Louis Riel was a hero while others thought he was a traitor?” “Why do newcomers to Canada tend to settle in neighbourhoods with people from the same country/region or who speak the same language?” “Why was the Indian Act created? What did the act reveal about how the federal government viewed Indigenous people? What are some ways in which the act affected, and continues to affect, First Nations, individuals and communities?”

A2.2 gather and organize information from a variety of primary and secondary sources (e.g., photographs; letters and diaries; oral stories; maps; songs; paintings; newspaper reports; interviews with Elders, Knowledge Keepers, and/or community members at friendship centres or cultural centres; books written on the experiences of new settlers in a community; books written about a specific community; online databases and archival collections; treaties and wampum belts) that present different perspectives on the historical and/or contemporary
experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada.

**Sample questions:** “What type of information can you gather from petitions and letters of First Nations, Métis, and Inuit people about their experience of and perspectives on being relocated to reserves and/or new settlements? What other types of sources should you consult for information on the perspectives of these people? For other people’s perspectives?” “Why might photographs be a good source if you are investigating the internment of Japanese Canadians? What kinds of information do you think you can get from these photographs?” “What type of information can you gather from a treaty between the Crown and Indigenous nations? Why is it important to find accurate information on the intent of the original treaty as understood by the Indigenous community signing it? Why might there be differing interpretations of a treaty?”

**A2.3** Analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities, including First Nations, Métis, and/or Inuit communities, in Canada (e.g., analyse a flow map showing the relocation of First Nations, Métis, and/or Inuit communities; plot census data on a map to show the locations of different communities; construct a thematic map to show changes over time in the ethnic origin of the people in a community; construct a map that identifies places of significance within selected Indigenous communities; construct a map that shows the historic Métis communities in Ontario; construct an annotated map that explains the use of an Inuksuk [or several Inuksuits] as a navigational tool and the significance of its [or their] placement within Inuit territories)

**Sample questions:** “What does this flow map tell you about who has lived in this region in the past?” “What does this thematic map tell you about the land granted to Black Loyalists?” “What type of map might you construct to help you understand the perspectives of Métis and Scots in the Red River district?” “What items might you include on a map to illustrate the impact of provincial and national boundaries on the Akwesasne Mohawk Nation?”

**A2.4** Interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine differences in perspectives of participants in the Red River Resistance or North-West Resistance; plot census data on a line graph using a computer-based graphing program in order to help them determine changes over time in a specific community; analyse a collection of photographs for evidence about newcomers’ feelings towards their new community and about the feelings of people already living in that community towards the newcomers; examine the content of diaries to determine how people in the past felt about living in their community)

**Sample questions:** “How could you use a cause-and-effect organizer to help you determine the impact of this event on different communities, including, where applicable, a First Nation, Métis, and/or Inuit community?” “What does this monument tell you about the way the community viewed the person or event it commemorates? Is this person/event viewed the same way today?” “What do the paintings at Grand Pré tell you about the expulsion of the Acadians?”
Whose perspective do you think is conveyed in these paintings? Why?" "What does this timeline tell you about the reasons why this place name has changed over time?"

**A2.5** evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada

**Sample questions:** “What did you learn about the experiences of people living in Toronto at the beginning of the twentieth century? Were there conflicts between any ethnic or religious groups? In what ways were the experiences of poor people different from those of wealthier residents? How and why did the perspectives of a factory owner and a factory worker in the city differ? Are similar differences still evident today?" “What have you learned about why Inuit moved or were relocated to more southerly communities in the past? In what ways are these reasons similar to and/or different from why Inuit are relocating today? What impact have such relocations had on the lives of Inuit?” “What have you discovered about the lives of children in remote Cree communities? What challenges do these children face with respect to education, health care, and/or social services?"

**A2.6** communicate the results of their inquiries, using appropriate vocabulary (e.g., perspective, ethnic group, emigrant, immigrant, entrepreneur, labourer, class, colonization, decolonization, colonialism, racism, classism, xenophobia, displacement, relocation, settler, newcomer) and formats (e.g., a dramatic piece in which different characters voice the perspectives of different groups; a presentation that expresses different perspectives with cultural sensitivity and uses authentic voices; a slideshow that includes photographs and/or paintings that illustrate different perspectives on the same event)

**A3. Understanding Context: The Development of Communities in Canada**

**FOCUS ON:** Significance; Continuity and Change

By the end of Grade 6, students will:

**New SE**

**A3.1** identify the traditional Indigenous and treaty territory or territories on which their community is located (e.g., Orillia is located on the traditional territory of the Ojibwe/Chippewa and Anishinaabe and is within the boundaries set by the Williams Treaties; Sault Ste Marie is located on the traditional territory of the Métis, Cree, Ojibwe/Chippewa, and Anishinaabe and is within the boundaries set by the Robinson-Huron Treaty; Red Lake is located on the traditional territory of the Métis and the Ojibwe/Chippewa and is within the boundaries set by Treaty 3)
Sample questions: “Where might you look for information on the traditional territory or the treaty territory on which your community stands? Why might this information not be in an atlas in the classroom? Why is it important to be aware of this information?”

A3.2 identify the main reasons why different peoples migrated to Canada (e.g., political or religious freedom; political allegiances; perceptions about the availability of land; economic opportunity; family ties; poverty, famine, colonization of or political unrest in their country of origin; forced migration of slaves and “Home Children”)

Sample questions: “What reasons did various people have for immigrating to New France?” “Why did so many people from Ireland come to Quebec and Ontario in the middle of the nineteenth century?” “Who were the ‘Home Children’? Why did they come to Canada?” “Why do people from many other countries continue to come to Canada?”

A3.3 describe some key economic, political, cultural, and social aspects of life in settler/newcomer communities in Canada (e.g., with reference to land ownership; agricultural practices; work; cultural practices; religious and/or spiritual beliefs/practices; dress and diet; family life and the roles of men, women, and children; social and service clubs), and identify significant ways in which the culture of settlers’ places of origin influenced their ways of life in Canada and, where applicable, had an impact on Indigenous communities

Sample questions: “How did the system of land ownership in France influence land-owning practices in New France/Quebec?” “What are the sources of traditional folk music in Atlantic Canada?” “What is the origin of bannock/fry bread?” “What religious beliefs/practices have different newcomers brought with them to Canada? What impact did the religion of some settler groups have on First Nations communities?” “How is Métis music and dance related to French and Scottish fiddle music and dance?”

A3.4 identify various types of communities in Canada and some ways in which they have contributed to the development of the country (e.g., First Nations, Inuit, Métis, French, and/or British; later immigrant groups such as Chinese, Germans, Scandinavians, South Asians, or Caribbean people; religious communities; economic communities such as resource towns; workers and labour organizations; rural and urban communities)

Sample question: “What are some of the economic communities in different regions of Canada that have contributed to the development of the country?” “What contributions have labour unions made to the development of Canada?” “How did the ancestral connections of the Métis allow them to bridge divides between federal/provincial governments and First Nations, Métis, and Inuit?” “What values did many Indigenous people have with respect to sharing the land? How were these values evident in the responses of many Indigenous people to newcomers? What impact have those responses had on the way Canada developed? What impact have they had on your life?”

New SE (original 3.4 has been divided)

A3.5 describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada (e.g., the arrival of European explorers and settlers;
the fur trade; the colonial/federal government’s banning of Indigenous ceremonies and gatherings; Indigenous treaties; the reserve system; the Indian Act; Residential Schools; the Gradual Civilization Act; court challenges for recognition of hunting and fishing rights; the creation of Nunavut, Nunavik, and Nunatsiavut; the struggle by Métis and Inuit for recognition in the constitution of their rights and status; loss of language and culture) and how these events affected the communities’ development and/or identity

Sample questions: “What are some ways in which the residential school experience affected First Nations, Métis, and Inuit families and communities?” “What are some ways in which the Numbered Treaties affected First Nations communities?” “How does the government of Canada interpret the treaty relationship? Has Ottawa lived up to its treaty agreements?” “Why might Métis or Inuit not see themselves as treaty people?” “How has the construction of railroads, dams, and/or canals affected the location and development of First Nations and Métis communities?” “What does the term ‘enfranchisement’ mean in the context of the history of the Indian Act? How were some Indigenous women and their families affected by enfranchisement?”

A3.6 describe significant events or developments in the history of two or more settler/newcomer communities in Canada (e.g., French Canadians: expulsion of the Acadians, loss of the Battle of the Plains of Abraham; Japanese: forced relocation during World War II, the apology for this action from the federal government in 1988; Black Canadians: the Act against Slavery, 1793; the Underground Railroad; Germans: religious freedom for Mennonite immigrants, the renaming of Berlin, Ontario, to Kitchener during World War I) and how these events affected the communities’ development and/or identity

Sample questions: “Why was Canada a main terminus of the Underground Railroad? Where did the former slaves settle?” “What is meant by the term ‘enemy alien’? Why did the Canadian government place some Ukrainian Canadians in internment camps during World War I?” “What were some challenges facing Jewish people in Canada in the first half of the twentieth century?” “What was Africville? What impact did its demolition have on its residents?”

A3.7 describe interactions between communities in Canada, including between newcomers and groups that were already in the country (e.g., trade among precontact First Nations; cooperation between First Nations and the French and British in the fur trade; Indigenous treaties; conflict between Catholic and Protestants in Ontario or white and Asian residents in British Columbia; racism directed at Black settlers in Nova Scotia and southern Ontario; responses of local businesses, ranging from the refusal to serve certain groups to providing new products and services to help meet the needs of new communities; interactions between newcomers and settlement agencies or advocacy organizations)

Sample questions: “How did white residents of Canada tend to view the arrival of immigrants from Asia in the nineteenth and early twentieth centuries?” “What types of organizations existed in the past, or exist now, to help new immigrants in Canada?” “What do existing treaties tell you about interactions between Indigenous peoples and newcomers/settlers in Canada? What do experts on Indigenous treaties mean when they speak of the spirit and intent of treaties? What
was the spirit/intent among Indigenous peoples with respect to their treaty negotiations with newcomers? How is it possible to have different interpretations of these treaties?"

A3.8 identify key differences, including social, cultural, and/or economic differences, between a few historical and/or contemporary communities including at least one First Nations, Métis, or Inuit community, in Canada (e.g., differences in gender roles between First Nations and French settlers in early Canada; social and economic differences between upper-class and working-class people in industrializing cities; differences in lifestyle between people in rural areas and those in established towns and cities; differences in the religious background of residents in different communities or at different times; differences between Indigenous peoples and newcomers/settlers with respect to spiritual/cultural beliefs about the relationship with the land)

Sample questions: “What are the differences between the life of a child living in poverty in nineteenth-century Canada and in the present day?” “When you look at the religious buildings and spiritual sites in our community, which are the oldest? Which are the newest? Is there any pattern with respect to the location of these buildings? If so, what does this pattern tell you?” “In what ways have different communities benefited from economic development in Canada? Have all communities benefited equally? Why or why not?”

A3.9 describe significant changes within their own community in Canada (e.g., within their ethnic or religious community, their local community, or their region)

Sample questions: “When did members of your community first come to Canada? Where did they settle? What was their life like? How is your life different from theirs?” “In what ways, if any, has your community experienced discrimination in Canada?”

A3.10 identify and describe fundamental elements of Canadian identities (e.g., inclusiveness; respect for human rights; respect for diversity; multiculturalism; parliamentary democracy; constitutional monarchy; bilingualism; the recognition of three founding nations; universal health care; recognition of First Nations, Métis, and Inuit as Indigenous peoples and original inhabitants of what is now Canada; the importance of treaties and treaty rights)

Sample questions: “Why is the relationship between Indigenous peoples and settler/newcomer people important for Canada?” “In what ways are the monarch and the monarchy connected to Canada and identities in Canada?” “What are some of the rights guaranteed by the Charter of Rights?” “When you consider the various elements of Canadian identity, how would you rank them in order of importance to a selected community in Canada? What criteria would you use? Do you think the ranking would be the same for all communities in Canada? Why, or why not?” “What are some instances of the Canadian government not respecting the human rights of a group of people?”
HISTORY, GRADES 7 - 8
HISTORY, GRADE 7
OVERVIEW

In Grade 7 history, students will examine social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups, including First Nations, Métis, and Inuit communities, in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in European imperial powers and the impact on Indigenous individuals and communities. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events.

The Grade 7 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including beliefs and values, equity, freedom, identity, power and authority, and relationships.

The following chart presents an overview of Grade 7 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).
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<tr>
<td><strong>A1.</strong> Analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada</td>
<td>Continuity and Change; Historical Perspective</td>
<td>Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.</td>
<td>Do we experience any of the same challenges people in Canada experienced in earlier times? What types of developments permit us to respond to them in different ways than people did in the past? Why might different people view the same event in different ways? How do we determine what is historically significant?</td>
<td>Maps* and Globes Analysing and constructing political maps to show alliances (see, e.g., A2.4) Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., A2.4) Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., A2.4)</td>
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<td><strong>A2.</strong> Use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain</td>
<td>Historical Significance; Historical Perspective</td>
<td>Different groups responded in different ways to the shift in power in Canada from France to Britain.</td>
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<td><strong>A3.</strong> Describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact</td>
<td>Historical Significance; Cause and Consequence</td>
<td>The significance of historical events is determined partly by their short- and long-term impact.</td>
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<tr>
<td>Overall Expectations</td>
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<td><strong>Strand B. CANADA, 1800–1850: CONFLICT AND CHALLENGES</strong></td>
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</table>
| **B1.** analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 | Continuity and Change; Historical Perspective | Throughout Canadian history, people have struggled to meet challenges and to improve their lives. | In what ways did colonial policy continue to have an impact on Indigenous nations in this period? | Graphs  
Analysing and/or constructing graphs related to immigration to Canada (see, e.g., B2.5) |
| **B2.** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 | Historical Significance; Historical Perspective | The first half of the nineteenth century was a time of major conflict and change in Canada. | What can we learn from the ways in which people met challenges in the past? | Maps* and Globes  
Analysing and constructing political maps to show alliances (see, e.g., B2.4) |
| **B3.** describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact | Historical Significance; Cause and Consequence | Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada. | Why is it important to consider various perspectives when analysing events or issues? | Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., B2.4)  
Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., B2.4) |

*The term map refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.
A. NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800

Overall Expectations
By the end of Grade 7, students will:

A1. Application: analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada (FOCUS ON: Continuity and Change; Historical Perspective)

A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: Historical Significance; Historical Perspective)

A3. Understanding Historical Context: describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations
A1. Application: Colonial and Present-day Canada
FOCUS ON: Continuity and Change; Historical Perspective

By the end of Grade 7, students will:

A1.1 analyse key similarities and differences in social values and aspects of life between people in present-day Canada and some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800 (e.g., with reference to gender roles; religious practices; spirituality, ceremonies, and rituals; living conditions; diet; recreation; and/or political rights; attitudes towards slavery, social class, the role of women, and/or crime and punishment; attitudes of newcomers/settlers and First Nations, Métis, and Inuit towards each other and towards the land)

Sample questions: “What are the main differences between your life and the life of a child in Haudenosaunee society or on a seigneurie in New France?” “What social attitudes permitted slavery to exist in colonial Canada?” “What did the presence of missionaries among First Nations during this period imply about the social values of the colonizing peoples? In what ways have attitudes towards First Nations peoples held by some non-Indigenous people in Canada
changed or stayed the same?” “What were some central values and world views of Inuit in the eighteenth century? What are some ways in which these values and world views are reflected in present-day Inuit communities?”

A1.2 analyse some of the main challenges facing various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1713 and 1800 and ways in which people responded to those challenges (e.g., with reference to conflict arising from imperial rivalries; climatic and environmental challenges; competition for land and resources between European imperial powers and the consequences for Indigenous communities; the hard physical labour and isolation associated with life in new settlements; disease; discrimination facing Black Loyalists; restrictions on rights and freedoms of slaves, seigneurial tenants, or indentured workers), and assess similarities and differences between some of these challenges and responses and those of people in present-day Canada.

Sample questions: “What were some of the environmental challenges facing people in early Canada? What similarities do you see between these challenges and current environmental challenges facing people in Canada today?” “In what ways are the lives of elderly people different now than they were in the past? What are the main reasons for the differences?” “What challenges did the Mississaugas of the New Credit encounter as a result of encroachment on and European occupation of their traditional territory? How did they respond to these challenges? How would you compare this response to actions taken today in response to threats to First Nations lands?” “What sort of care was available for sick people in eighteenth-century Canada? Why were medicines of Indigenous origin so important at this time? Why are they still important today?”

A1.3 analyse the displacement experienced by various groups and communities, including First Nations, Métis, and Inuit communities, who were living in or who came to Canada between 1713 and 1800 (e.g., the expulsion of the Acadians; the forced relocation experienced by many First Nations and/or Métis to reserves or different territories; the migration of Loyalists to various regions of Canada; the forced migration of African slaves to New France and British North America; the immigration of people to Canada seeking land, religious freedom, and/or work), and compare it with present-day examples of displacement (e.g., the relocation of a First Nation reserve community in Canada as a result of changing environmental or economic conditions; the experience of and services available to immigrants or refugees to Canada).

Sample questions: “What was the experience of different Loyalist groups? What challenges did these groups face? Why did some Black Loyalists choose to return to Africa? Why did some Black Loyalists choose to stay in Canada?” “In what ways would the experience of immigrants to colonial Canada have been different from that of present-day immigrants to this country? What accounts for some of these differences?” “What was the experience of the Inuit who were displaced by the commercial seal hunt that began in Newfoundland in 1723? When analysing this displacement, whose perspectives should you consider?”
A2. Inquiry: From New France to British North America

FOCUS ON: Historical Significance; Historical Perspective

By the end of Grade 7, students will:

A2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (e.g., the expulsion of the Acadians; treaties and alliances among First Nations and between First Nations and European nations, including the Treaty of Niagara, 1764; key battles in the North American colonies; legal and territorial changes as a result of the Seven Years’ War; increased settlement by British immigrants; challenges associated with Britain administering a colony with a French majority; the Constitutional Act, 1791; the creation of the North West Company and other fur trade companies; the Jay Treaty).

Sample questions: “What groups were involved in the Battle of the Plains of Abraham? Why would each group have viewed the conflict differently?” “Why was the Quebec Act passed? Who supported it? Who opposed it? Why?” “What questions arise when you examine the image of the Covenant Chain Wampum of 1764? Which questions could you use to guide your investigation into different perspectives on this treaty agreement?” “What questions arise when you examine the Métis sash?” “Why would French and English colonists and First Nations have had different views about the arrival of the Loyalists?” “How did the shift in power from France to Britain affect First Nations and Métis people involved in the fur trade? How did this shift in power affect First Nations and Métis people not involved in the fur trade?”

A2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources (e.g., diaries, gravestone inscriptions, Indigenous oral histories, archaeological evidence, wampum belts, material from online archives, paintings, petitions, speeches) and secondary sources (e.g., poetry or songs written after this historical period, museum exhibits, documentaries, online videos, historical fiction, monuments, web resources and/or books on Canadian history).

Sample questions: “Why would the diaries and letters of expelled Acadians be a good source on their experiences and perspectives? What sources could you consult to investigate the perspectives of other groups on the expulsion?” “What are petitions? Whose perspectives would they reveal? How might you find out if there are any petitions on the issue you are investigating?” “Where might you find information about the position of First Nations on the Peace and Friendship Treaties?” “Are you finding the perspectives of First Nations, Métis, and/or Inuit in the primary and secondary sources you are consulting? How can you ensure that your sources represent all relevant perspectives, including those of First Nations, Métis, and/or Inuit? Do these sources reflect the perspectives of women, including Indigenous women?”
**A2.3** assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, authenticity, purpose and/or context of the source and the values and/or expertise of its author)

*Sample questions:* “If you were consulting websites for information on the Haldimand Proclamation of 1784, how would you determine which sites are the most reliable and credible? Which perspectives do the websites reflect?” “Why is it important to consult multiple sources when examining a historical event, issue, or development?”

**A2.4** analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries (e.g., construct maps to show the location of various battles in North America during the Seven Years’ War; analyse flow maps to show where groups, including Indigenous communities, were displaced from and where they went; analyse population maps to determine changes in settlement patterns and the groups, including Indigenous communities, that were affected)

*Sample questions:* “What type of map could you use to show the routes taken by the Acadians after they were expelled from the Maritime colonies?” “When you study maps of Canada before and after the Treaty of Paris, what do you notice about changes in settlement trends? What do you notice about European settlement trends in First Nations territories?” “What information would you need to include on a map to show the various alliances and conflicts in North America during the Seven Years’ War?” “What do you notice when you analyse maps showing Métis migration patterns before and after the establishment of the North West Company or the Hudson’s Bay Company?”

**A2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., analyse paintings of key events in the Seven Years’ War to extract information and to determine the perspective that is presented and the perspectives that are missing; analyse documents to determine the response of people in New France, including First Nations and Métis people, to the colony’s being ceded to Great Britain; use a graphic organizer to help them compare the perspectives of French and English colonists and First Nations and Métis people on the division of the colony into Upper and Lower Canada)

*Sample questions:* “What tools might you use to help you analyse the evidence you have compiled?” “What do these paintings reveal about the subject? About the perspective of the artist? Given the information you have found in your other sources, do you think the depiction in this painting is accurate?” “What does your evidence suggest about the significance of the Battle of the Plains of Abraham for colonists in New France? For First Nations allied to the French? For British colonists and the colonial administration? Is there any group (or groups) whose perspective is missing from this evidence? If so, why might that be?”
A2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nation, Métis, and/or Inuit communities, on some significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain.

Sample questions: “What did you find out about how different individuals and groups in Quebec viewed the shift in power to Britain?” “What have you learned from looking at this event from different perspectives? Do you think all the perspectives are equally valid? Why or why not?”

A2.7 communicate the results of their inquiries using appropriate vocabulary (e.g., perspective, colony, treaty, expulsion, displacement, values, roles, power, conflict, Acadian, medicines, oral histories, ethnogenesis) and formats appropriate for specific audiences (e.g., a historical narrative in storybook or graphic form about the responses of different people to the expulsion of the Acadians; a debate presenting differing perspectives on the battle of the Plains of Abraham; an information poster on the Constitutional Act, 1791, including the response of different groups to the act; an audiovisual presentation about the ways different groups viewed the Peace and Friendship Treaties).

Sample questions: “Which format is best suited to communicating the results of your inquiry in an engaging and meaningful manner? Why?”

A3. Understanding Historical Context: Events and Their Consequences

FOCUS ON: Historical Significance; Cause and Consequence

By the end of Grade 7, students will:

A3.1 identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 (e.g., the expulsion of the Acadians, the Seven Years’ War, the Battle of the Plains of Abraham, the American Revolution, Pontiac’s Resistance, Loyalist migrations), and describe the historical significance of some of these events for different individuals, groups, and/or communities, including Indigenous individuals and/or communities.

Sample questions: “Why did the British government expel the Acadians? Where did they go? Who took over their lands? Who are the Cajuns? What is their connection to the Acadians?” “What were the underlying causes of the Seven Years’ War? Why is that war seen as a turning point in North American history?” “What factors led to Pontiac’s Resistance? How successful was this resistance? Why is it significant for First Nations?”

New SE

A3.2 identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada (e.g., with reference to the Covenant Chain, 1677–1755; the Treaty of Portsmouth, 1713; the Peace and Friendship Treaties, 1713–60; the Treaty...
of Niagara and the Covenant Chain Wampum, 1764; the British-Inuit Peace Treaty, 1765; the Treaty of Fort Stanwix, 1784; the Haldimand Proclamation, 1784; the Jay Treaty, 1794; the Treaty of Greenville, 1795)

**Sample questions:** "Who were the parties to the Treaty of Niagara or the 1760 Treaty of Peace and Friendship? What were the key short-term and long-term consequences of the selected treaty for the different parties?" "Who were treaty people in eighteenth-century Canada? What did it mean to be a treaty person at that time?" "What treaty brought the Seven Years' War to an end? What were the main stipulations in this treaty? How did the treaty affect Indigenous individuals and communities?"

A3.3 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., the Royal Proclamation, 1763; the Treaty of Utrecht, 1713; the Quebec Act, 1774; the Constitutional Act, 1791), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities.

**Sample questions:** "In what ways was the Quebec Act a departure from earlier policy? What impact did it have?" "Why was the Constitutional Act of 1791 implemented? What impact did this act have on French and English Canada? What impact did it have on Indigenous people?" "What key provisions from the Royal Proclamation of 1763 addressed the issue of title to Indigenous land?"

A3.4 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., fur trade competition between the North West Company and the Hudson’s Bay Company, Loyalist settlement, growth in agriculture and in the timber industry, the ethnogenesis of the Métis), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and/or Inuit individuals and communities.

**Sample questions:** "What were some factors during this time that had an impact on the ethnogenesis of the Métis?" "What was the North West Company? How did its establishment change the fur trade? What impact did these changes have on First Nations and Métis people and on French and British traders?" "To whom does the term ‘country wives’ refer? What impact did the policies of different fur trade companies have on the role of ‘country wives’?" "What were some of the challenges facing Loyalists on their arrival in Canada? Did all Loyalists face the same challenges?"

NEW SE

A3.5 describe some significant aspects of the daily lives of various First Nations, Métis, and Inuit communities in Canada during this period (e.g., with reference to housing, clothing, transportation, size of families, gender roles, kinship ties, beliefs and values, celebrations, ceremonies and rituals, spiritual life).

**Sample questions:** "How did Indigenous peoples’ traditional knowledge of and their relationship with the land and water affect aspects of daily life in their communities?" "What
were some differences in the ways of life in two Indigenous communities in your local area?”
“How did Métis marriage customs acknowledge both First Nations and European ancestors?”

A3.6 describe some significant aspects of daily life of different newcomer/settler groups living in Canada during this period (e.g., with reference to seigneurs and habitants in New France; migrant fishers in Newfoundland; European traders in less populated regions; Black Loyalists in Nova Scotia; militia, priests, nuns, artisans, and/or labourers in Louisbourg or Quebec City; Acadian or Planter farm families in the Annapolis Valley)

Sample questions: “What would life have been like for young people your age living in an artisan’s family in New France? Would they be in school? Would they be working? What might they have done in their spare time?” “What were the day-to-day responsibilities of men, women, and children in a rural family in early Upper Canada?”

A3.7 describe significant interactions between various individuals, groups, and institutions in Canada during this period (e.g., with reference to interactions affecting First Nations, Métis, Inuit, French and English colonists, Acadians, Planters, Loyalists, slaves; the functions of, and interactions of people with, the Catholic Church, Protestant churches, and/or the French and British colonial administrations)

Sample questions: “What role did the Catholic Church play in the lives of colonists in New France? What roles did the Catholic and Protestant churches play in the lives of First Nations and Métis people?” “What impact did rivalries among European powers have on the relations between French and English colonists in Canada?” “What rivalries and alliances existed among Indigenous nations? Why were they significant?” “How would you describe relations between First Nations, Métis, and Loyalists in Upper Canada? Between French settlers and Loyalists in Lower Canada? What role did pressures for land and resources play in these relationships?” “What types of interactions did Inuit and First Nations in Newfoundland and Labrador have with Europeans who worked in the commercial fishery and/or seal hunt?”

A3.8 identify some significant individuals and groups in Canada during this period (e.g., Marie-Josèphe Angélique, Michel Bégon, Esther Brandeau, Joseph Brant, Molly Brant, Cadotte, Alexander Mackenzie, Pontiac, Elizabeth Simcoe, John Graves Simcoe, Thanadelthur; trappers and fur traders, Métis “country wives”, missionaries, explorers, Loyalists, habitants), and explain their contribution to Canadian heritage and/or identities

Sample questions: “What role did Métis people play in the fur trade?” “Who was Marie-Josèphe Angélique? What does her story tell us about Canada in this period?” “Why do we have a holiday named after John Graves Simcoe?” “Who was Thanadelthur? What were her contributions to Canada?”
B. CANADA, 1800–1850: CONFLICT AND CHALLENGES

Overall Expectations
By the end of Grade 7, students will:

B1. Application: analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 (FOCUS ON: Continuity and Change; Historical Perspective)

B2. Inquiry: use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 (FOCUS ON: Historical Significance; Historical Perspective)

B3. Understanding Historical Context: describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations

B1. Application: Changes and Challenges
FOCUS ON: Continuity and Change; Historical Perspective

By the end of Grade 7, students will:

B1.1 analyse social and political values and significant aspects of life for some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850 (e.g., ways of life in British and French forts, in new settlements in the bush, on First Nations reserves; living conditions for different classes in industrializing cities; attitudes towards Irish immigrants, African Canadians, Métis, Inuit; attitudes of political elites and groups seeking political reform; gender roles in First Nations, Métis, and Inuit communities), and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada (e.g., with reference to improvements in access to education; changes in attitudes towards slavery or political elites; changes resulting from political reform; changes in ways of life of First Nations on reserves)

Sample questions: “What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants?” “In what ways were the political values of Upper Canadian reformers different from those of Canadian colonists in the eighteenth century? In what ways were they the same?” “What do William Parry’s writings
reveal about British attitudes towards the Inuit?” “How did the increasing presence of European women in fur trade communities affect ‘country wives’? What does this development tell you about the social values of many newcomers towards First Nations and Métis people?” “What did European settlers mean when they used the word ‘frontier’ to describe the West? What attitudes or values did this term reflect? How did these attitudes, and the practices they supported, affect First Nations and Métis people living in the West?”

B1.2 analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850 (e.g., war with the United States, industrialization, poor wages and working conditions, rigid class structure, limited political rights, discrimination and segregation, religious conflict, limited access to education, influx of new immigrants, epidemics, transportation challenges, harshness of life in new settlements in the West, continuing appropriation of First Nations, Métis, and Inuit land and resources by settler communities) and ways in which people responded to those challenges (e.g., strikes, rebellion, resistance, legislation to expand access to education, treaties, construction of canals, mutual aid societies, work bees, quarantining immigrants)

Sample questions: “What were some of the challenges new immigrants faced on arriving in Canada? What were some responses to those challenges?” “What were some of the methods used by Reformers and Patriotes in their quest for political change?” “How did discrimination and segregation affect the ways in which African Canadians met their everyday needs?” “What significance did a father’s fur trade company rank have for Métis children?” “How did Inuit respond to the challenge of living in the Arctic? Why did they succeed in this environment while members of the Franklin expedition did not?”

B1.3 analyse the displacement experienced by various groups and communities, including Indigenous communities who were living in or who came to Canada between 1800 and 1850 (e.g., displacements resulting from damage to property during the War of 1812 or the Rebellions of 1837–38; from the loss of First Nations and Métis territory due to increasing encroachment and settlement by colonists; from immigration of Europeans seeking land, religious freedom, and/or work) and how some of these groups dealt with their displacement

Sample questions: “Why did so many Irish immigrants come to Canada in the 1840s? What was their experience onboard ship and upon arrival in Canada? How did people already living in Canada react to them?” “What were the responses of First Nations and Métis people to their displacement owing to increasing encroachment on their traditional territories?” “How did the Métis people of Mackinac Island and Drummond Island respond to the displacement that resulted from the redrawing of the Canada/U.S. border after the War of 1812?”
B2. Inquiry: Perspectives in British North Americans
FOCUS ON: Historical Significance; Historical Perspective

By the end of Grade 7, students will:

B2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800 and 1850 (e.g., the War of 1812, cholera epidemics, increased immigration from Europe, heightened class divisions in Upper and Lower Canada, the rise of the Patriotes in Lower Canada, the Battle of Saint-Eustache, the Battle of Seven Oaks, the Mica Bay incident, education reform)

Sample questions: “Which questions might guide your investigation into the reaction of different groups, including Indigenous groups, to the call to arms in 1812?” “What questions might guide your investigation into the roles of Inuit in Arctic exploration during this period?” “What view did members of the Family Compact have of William Lyon Mackenzie? Was their view different from that of moderate Reformers?” “What view did different groups have of the increasing number of Irish immigrants in Upper and Lower Canada?”

B2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources (e.g., diaries, Indigenous oral histories, traditional songs, excerpts from books that were popular at the time, newspaper editorials, paintings or drawings from that period, petitions, speeches) and secondary sources (e.g., poetry, songs, paintings, or drawings from after this historical period; museum exhibits; documentaries; online videos; historical fiction; web resources and/or books on Canadian history)

Sample questions: “Would the letters of Richard Pierpoint be a reliable source on the living conditions and concerns of African Canadians during this period? What sources could you consult to investigate other perspectives?” “Where might you find information about the viewpoints of different individuals or groups on political issues leading up to the Rebellion in Lower Canada?” “How and where could you search for primary sources on Indigenous perspectives on the War of 1812 and its aftermath?” “When you analyse this painting depicting life in the Arctic, what can you determine about the perspective of the artist? What might this painting look like if it had been painted from an Inuit perspective?”

NEW SE

B2.3 assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, authenticity, purpose and/or context of the source and the values and/or expertise of its author)

Sample questions: “If you were consulting websites for information on the Pemmican Proclamation, how would you determine which sites were the most reliable and credible?” “Who
wrote this diary? What social, economic, or political position did this person hold? How might this person’s position have affected his or her values or perspective? How might those values affect the usefulness of this source?"

**B2.4** Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries (e.g., locate major battles of the War of 1812 or of the Rebellions of 1837–38; construct flow maps to show where famine Irish were displaced from and where they settled in Canada; analyse demographic maps to determine settlement patterns in Upper Canada and how they affected First Nations and Métis people in the colony)

**Sample questions:** “What types of maps might you use to gather information on immigrants entering Canada?” “When you examine this map, what do you notice about the location of the main battles of the War of 1812?” “What types of information would you need to put on a map to illustrate encroachment by newcomers/settlers on the lands of the Six Nations in the Haldimand area?”

**B2.5** Interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to compare the perspectives of English and French Canadians on the Durham Report; analyse the content of selected paintings to determine the perspectives that are presented and the perspectives that are missing; use a graphic organizer to help them determine similarities and differences in the perspective of various groups, communities, and/or individuals, including Indigenous communities and individuals, on life outside colonial towns/cities; use graphs to help them determine the increase in immigrants to the various colonies in British North America)

**Sample questions:** “Which type of organizer might be best suited to help you analyse various perspectives on the Act of Union?” “What information would you need to plot on a Venn diagram to help you analyse similarities and differences in the perspectives of the supporters of Mackenzie and Papineau?” “What does this newspaper editorial reveal about attitudes towards Irish Catholics in Upper Canada?” “What type of graphic organizer might you use to help you determine whose perspectives are present in and absent from these documents describing the impact of the War of 1812 on First Nations and Métis families?”

**B2.6** Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, or issues that affected Canada and/or people in Canada during this period

**Sample questions:** "What did you find out about the ways Métis and First Nations viewed the growth in settlement in Upper Canada?” “What did you learn about differences in the ways various groups in Lower Canada viewed the Rebellion of 1837? What accounts for the differences in perspective?” “What have you concluded about why some religious institutions in Canada felt the need to establish Residential Schools? What evidence supports your conclusions?”
B2.7 communicate the results of their inquiries using appropriate vocabulary (e.g., immigrant, rebels, famine, Loyalist, Reformer, Patriote, British North America, Upper Canada, Lower Canada, Family Compact, Château Clique, responsible government) and formats appropriate for specific audiences (e.g., a dual perspective poem or story on western settlement written from the points of view of settlers and First Nations and/or Métis people; a dramatic presentation on the lives of immigrants from different regions or classes; an annotated map explaining the impact of the Rebellions of 1837 on various groups; a work of art depicting the various groups involved in an event along with a write-up explaining their viewpoints)

Sample question: “What might be the most effective way to explain the different perspectives on this issue to your audience?”

B3. Understanding Historical Context: Events and Their Consequence
FOCUS ON: Historical Significance; Cause and Consequence

By the end of Grade 7, students will:

B3.1 identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 (e.g., the War of 1812, the Upper Canada Rebellion, the Battle of Saint-Eustache, Irish immigration, establishment of the Underground Railroad, exploration by John Franklin or David Thompson), and describe the historical significance of some of these events/ trends for different individuals, groups, and/or communities, including Indigenous individuals and/or communities

Sample questions: “What were the major causes of the War of 1812? What impact did the war have on Canadian identities and communities?” “What were some of the factors that led to First Nations and Métis involvement in the War of 1812? What were the major consequences of their involvement?” “Why did Tecumseh support the British in the War of 1812?” “What were some of the key social, economic, and political issues that led to the Rebellions of 1837–38? What is the significance of the rebellions for Canadian political history?” “Why was the Battle of Saint-Eustache significant to French Canadians?” “What was the motivation for the Franklin expedition? What was the significance of this expedition for Inuit communities? For the British?” “Who or what was most responsible for the genocide of the Beothuk?”

NEW SE

B3.2 identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada (e.g., with reference to the Selkirk Treaty, 1817; the Huron Tract Treaty, 1827; the Saugeen Treaty, 1836; the Mississaugas of New Credit Land Cession Agreements; the Manitoulin Island Treaties, 1836 and 1862; the Robinson-Superior and Robinson-Huron Treaties, 1850)
**Sample questions:** “What were the short-term and long-term consequences of being included or not being included in the treaty process for First Nations? For the Métis? For the Inuit?”

B3.3 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., alliances between First Nations and British forces during the War of 1812; the Treaty of Ghent, 1814; the Abolition of Slavery Act, 1833; the Durham Report; the Act of Union; responsible government; the Common School Act, 1846; the Rebellion Losses Bill, 1849; the Sayer Trial, 1849), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities.

**Sample questions:** “In what ways did the Treaty of Ghent affect members of the militia in colonial Canada?” “Who did the Act of Union benefit?” “What impact did the expansion of the Hudson’s Bay Company monopoly to the Pacific coast have on First Nations and Métis people? On European traders? On prospective western settlers?” “What were the intended and unintended consequences of the Pemmican Proclamation?”

B3.4 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., increasing immigration, the global recession of the 1830s, growing markets for lumber and wheat, political reform movements in Upper and Lower Canada, the construction of canals and railway lines, education reform, mining in Canada West, cholera and smallpox epidemics, the genocide of the Beothuk in Newfoundland), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities.

**Sample questions:** “What impact did the economic downturn of the 1830s have on farmers in both Upper and Lower Canada? What impact did it have on ports in the Maritimes?” “How did the merger of the Hudson’s Bay Company and the North West Company in 1821 affect the way of life of Métis and First Nations communities?” “In what ways did the construction of canals benefit various people in the colonies?” “In what ways might the condition of roads have hurt the colonial economy?”

B3.5 describe significant interactions between different groups and communities in Canada during this period (e.g., French, English, First Nations, Métis, Inuit, Loyalists, African Canadians, Irish and Scottish immigrants, different religious denominations, the Family Compact, the Château Clique, landowners, servants).

**Sample questions:** “Why was there so little interaction between Inuit and settlers/newcomers at this time?” “How did alliances during and after the War of 1812 affect land distribution between the Algonquin and Haudenosaunee in the Ottawa region?” “How would you characterize French-English relations at the time of the Durham Report?” “Why was there conflict between Irish Catholics and Protestants in Upper Canada?” “How did alliances between First Nations and Métis groups shape the outcome of the Mica Bay incident?”

B3.6 identify some significant individuals and groups in Canada during this period (e.g., Robert Baldwin, General Isaac Brock, Cuthbert Grant, Charles Ermatinger, Peter Jones, William Lyon...
Mackenzie, Grace Marks, John Norton, Louis-Joseph Papineau, Richard Pierpoint, Peggy Pompadour, Louis Riel Sr., Laura Secord, Shawnadithit, Tecumseh, Catharine Parr Traill; groups advocating responsible government or public education; immigrant aid and other charitable organizations; the Family Compact and Château Clique; groups such as Mennonites in Waterloo County or the Six Nations in the Grand River region of Upper Canada), and explain their contribution to Canadian heritage and/or identities.

Sample questions: “What was Chief Shingwauk’s vision, and why was it significant?” “What role did immigrants play in the settlement of Canada? What impact has that role had on Canadian heritage/identities?” “Why is there a memorial at Grosse Île in Quebec? What does this memorial tell us about the challenges immigrants faced at the time?”
HISTORY, GRADE 8

OVERVIEW

In Grade 8 history, students will build on their understanding of earlier Canadian history, examining how social, political, economic, and legal changes in Canada between 1850 and 1914 affected different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in an increasingly diverse and regionally distinct nation. They will explore experiences of and challenges facing people who lived in Canada around the beginning of the twentieth century and will compare them to those of who live in present-day Canada. Students will consider the impact of the Indian Act, the Residential School System, the Numbered Treaties, and systemic racism on Indigenous individuals and communities in Canada. Students will examine the internal and external forces that led to Confederation and territorial expansion and of the impact of these developments on the people living in Canada, including First Nations, Métis, and Inuit as well as new immigrants. Through an examination of inequalities in the new nation, students will learn that many of the rights and freedoms we have in Canada today are the result of actions taken by people in this era to change their lives. Students will develop their ability to apply the concepts of historical thinking as well as the historical inquiry process, using both primary and secondary sources to explore the perspectives of groups on issues of concern to Canadians from the mid-nineteenth century to the eve of World War I.

The Grade 8 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including democracy, equity, inclusiveness, law and justice, power and authority, relationships, respect, and rights and responsibilities.

The following chart presents an overview of Grade 8 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).
<table>
<thead>
<tr>
<th>Overall Expectations</th>
<th>Related Concepts of Social Studies Thinking</th>
<th>Big Ideas</th>
<th>Framing Questions</th>
<th>Sample Spatial Skills/Activities to Be Introduced/Developed</th>
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<tbody>
<tr>
<td><strong>Strand A. CREATING CANADA, 1850–1890</strong></td>
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<tr>
<td><strong>A1. assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890</strong></td>
<td><strong>Cause and Consequence; Historical Perspective</strong></td>
<td>Not all Canadians enjoyed the same rights and privileges in the new nation.</td>
<td>Did all Canadians have the same reaction to the creation of the Dominion of Canada and its expansion from coast to coast? Is historical change always positive? How do we determine the nature of its impact? How did the colonial policies of the new Canadian government continue to have an impact on First Nations, Métis and Inuit individuals and communities?</td>
<td>Maps* and Globes Constructing maps to show the political development of Canada (see, e.g., A2.4) Analysis and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., A2.4) Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., A2.4) Analysing and/or constructing annotated or issue-based maps related to significant events (see, e.g., A2.4)</td>
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<tr>
<td><strong>A2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890</strong></td>
<td><strong>Historical Significance; Historical Perspective</strong></td>
<td>People in Canada had different reactions to the creation and expansion of the country.</td>
<td>How did the colonial policies of the new Canadian government continue to have an impact on First Nations, Métis and Inuit individuals and communities?</td>
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<tr>
<td><strong>A3. describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the Residential School System, and explain their impact</strong></td>
<td><strong>Historical Significance; Cause and Consequence</strong></td>
<td>This was an era of major political and economic change, which affected various groups in Canada in different ways.</td>
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<tr>
<td>Overall Expectations</td>
<td>Related Concepts of Social Studies Thinking</td>
<td>Big Ideas</td>
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<tr>
<td>Strand B. CANADA, 1890–1914: A CHANGING SOCIETY</td>
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</table>
| **B1. analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities** | Continuity and Change; Historical Perspective | The struggles of individuals and groups in Canada at this time laid the groundwork for some of the rights we have today. | In what ways are Canadian rights and freedoms a result of the struggles of people in the past? | Graphs
Analysing graphs related to quality of life (see, e.g., B2.5) |
| | | | What are some ways in which different people respond to challenges and create change? | Maps and Globes
Extracting information from landform and climate maps of Canada (see, e.g., B1.3) |
| | | | What role has diversity played in the development of Canada? | Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., B2.4) |
| | | | What has been the lasting impact of the Indian Act and the Residential School System? | Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., B2.4) |
| **B2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914** | Historical Significance; Historical Perspective | During this period, a surge in immigration from new countries increased the diversity of Canadian society. | Analysing and explaining the changes in immigration patterns during this period. | |
| **B3. describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the Residential School System, and explain their impact** | Historical Significance; Cause and Consequence | Social changes that occurred at this time have had a lasting impact on Canada. | | |

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5 The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.
A. CREATING CANADA, 1850–1890

Overall Expectations
By the end of Grade 8, students will:

A1. Application: assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 (FOCUS ON: Cause and Consequence; Historical Perspective)

A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 (FOCUS ON: Historical Significance; Historical Perspective)

A3. Understanding Historical Context: describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the Residential School System, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations

A1. Application: Peoples in the New Nation
FOCUS ON: Cause and Consequence; Historical Perspective

By the end of Grade 8, students will:

A1.1 evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory (e.g., the doctrine of Manifest Destiny, the American Civil War, changes in British attitudes towards British North America, Fenian raids, the construction of the transcontinental railway, the Manitoba Act of 1870, the search for the Northwest Passage, the Red River Resistance, the North-West Resistance, the federal government’s purchase of Rupert’s Land, the creation of the North-West Mounted Police [NWMP], the Numbered Treaties, the Indian Act)

Sample questions: “What order of importance would you assign to the various factors that led to Confederation? What criteria would you use to determine the ranking of these factors?” “To what extent did policies and events in the United States play a role in the creation of the Dominion of Canada and the expansion of its territory?” “What motivated the federal government to create the Indian Act? How important a role did the act play in the expansion of Canada?” “Why did the government of Canada claim authority over Arctic islands and waters in 1880? What role did the Inuit presence in this region play in that decision? What was the importance of this claim with respect to Canadian territorial expansion?”
A1.2 assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Métis, and Inuit individuals and/or communities in Canada between 1850 and 1890 (e.g., with reference to land ownership; the Act for the Better Protection of the Lands and Property of Indians in Lower Canada, 1850; the Gradual Civilization Act, 1857; the Gradual Enfranchisement Act, 1869; the Indian Act, 1876; the rights and legal status of “status Indians” on reserves; policies of assimilation; the exclusion of Métis as a collective from most treaties)

Sample questions: “In the Indian Act of 1876, a ‘person’ is defined as: ‘an individual other than an Indian.’ What impact did this definition have on First Nations peoples?” “What was the impact on Métis and Inuit of their not being included in treaties during this period?” “What was the ‘Half-Breed Adhesion’ to Treaty 3? What were the intended and unintended consequences of the agreement?” “What are some instances of systemic oppression that have either been strategically directed at Indigenous peoples or have been allowed to happen? What impact has such oppression had on Indigenous peoples and on Canada as a country?”

A1.3 assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890 (e.g., with reference to land ownership in Prince Edward Island; married women’s property rights, women’s political rights, property qualifications for the franchise, restrictions on Chinese immigration, the privileged lifestyle of industrialists in contrast to the lives of workers in their factories, discrimination facing African Canadians)

Sample questions: “Why did Emily Stowe attend medical school in the United States and not in Canada? What do her actions tell you about limitations on women’s rights in Canada during this period? What impact did these limitations have on women?”

A1.4 analyse some of the actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1850 and 1890 to improve their lives (e.g., the creation of Provisional Governments by the Métis in 1869 and 1884; attempted alliances among First Nations during negotiations with the federal government; the creation of mutual aid societies by ethnic groups to help new immigrants from their homelands; campaigns against Confederation in the Maritimes; the creation of labour unions to press for higher pay, shorter hours, and better working conditions; the creation of the newspaper The Provincial Freeman by Mary Ann Shadd to lobby against slavery and for the rights of African Canadians)

Sample questions: “What were some strategies immigrants developed to cope with the environment of the Canadian Prairies?” “Who established the Chinese Consolidated Benevolent Association? What challenges was it created to address?” “What was the Toronto Women’s Literary Club? What was its goal? What were its strategies?” “When you assess the actions taken by different groups, including Indigenous groups, to improve their lives, which groups do you find were the most successful? How might you account for some groups being more successful than others?”
A2. Inquiry: Perspectives in the New Nation
FOCUS ON: Historical Significance; Historical Perspective

By the end of Grade 8, students will:

A2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 (e.g., Confederation, the National Policy, the rights of First Nations, the establishment of Residential Schools for First Nations and Métis children, industrialization, temperance, immigration, the presence of refugee slaves and free African-American migrants in Canada, the building of the Canadian Pacific Railway [CPR], the Red River Resistance and/or the North-West Resistance, the trial and execution of Thomas Scott and/or Louis Riel).

Sample questions: “What were the views of federal politicians, business people, First Nations, settlers, and Chinese labourers on the building of the CPR? Why did these differences exist?” “If you want to investigate how the development of commercial whaling in the Arctic changed the lives of Inuit, what questions could you ask to ensure that your investigation reflects the perspectives of Inuit?” “What was the reaction of different groups to the prospect of Confederation?” “How did various groups, including First Nations and Métis peoples, react to the opening up of the West to settlement by immigrants?” “Why might workers’ views of mechanization in industry have differed from those of industrialists?” “Who do you think was a good leader during this period? Why? What did it mean to be a good leader at this time?”

A2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources (e.g., advertisements; diaries; letters; oral histories; hospital records; editorial cartoons; excerpts from fiction or non-fiction books written during this period; petitions; photographs; paintings, songs, or poetry from the time; testimony to commissions of inquiry) and secondary sources (e.g., poetry, songs, paintings, or drawings from a later period; museum exhibits; documentaries; online videos; graphic novels; reference books).

Sample questions: “What type of information might you find in songs, poetry, or stories written about the construction of the CPR? Whose perspectives do these sources reveal?” “If you are exploring views on the North-West Resistance, why should you look at newspaper accounts from different regions of the country?” “Why might it be useful to sort the primary sources on the Thomas Scott trial and the Red River Resistance by perspective or point of view as you are gathering them? How might you do so?” “What can you learn about attitudes towards Jewish people from their depictions in popular books of the time? Where might you find information about the experience and perspectives of Jewish immigrants to Canada?”
NEW SE

A2.3 assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, authenticity, purpose, and/or context of the source and the values and/or expertise of its author)

Sample questions: “If you were consulting sources for information on the life and legacy of Louis Riel, how would you determine which sources are most reliable and credible?” “Whose voices are present in these pieces of legislation? Whose are missing?”

A2.4 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries (e.g., analyse issue-based maps as part of their investigation into the North-West Resistance; construct a map showing the political and territorial expansion of Canada; analyse flow maps to determine the routes of the Underground Railroad; construct a demographic map showing the location of the major immigrant groups and Indigenous communities in Canada during this period; analyse a flow map that shows the Métis dispersion during this period)

Sample questions: “What does this annotated map tell you about events during the Red River Resistance and the reactions to these events in Ontario and Québec?” “What patterns do you see in this map showing western settlement in this period?” “What do the wooden coastal maps made by Inuit reveal about the perspectives of Inuit at this time? How do these maps differ from European maps and maps created by Inuit at the request of European explorers?”

A2.5 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use graphic organizers to help them to compare perspectives in the information they have gathered on the impact of the Indian Act or to analyse different perspectives on components of the National Policy; analyse political speeches and newspaper articles for views on Chinese immigrants; analyse pamphlets from the time to determine the arguments used by temperance advocates and their opponents)

Sample questions: “What type of graphic organizer might help you sort the different perspectives represented in the information you have gathered on the anti-Confederation movement?” “Whose perspective is reflected in this editorial about the North-West Resistance? Do you think it is an accurate interpretation of events? Why or why not?” “What event is represented in this cartoon? Whose perspective does the cartoonist present? How do you know?” “In 1883, Prime Minister John A. Macdonald stated that ‘When the school is on the reserve the child lives with its parents, who are savages, he is surrounded by savages. Indian children should be withdrawn as much as possible from the parental influence.’ What does this statement contribute to your understanding of the establishment of the Residential School System? What does it imply about the policies the government would pursue with respect to First Nations?” “Why might a living graph be a useful tool for helping you analyse information on the impact on First Nations, Métis, and/or Inuit of various discriminatory practices and legislation?”
A2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues in Canada during this period.

Sample questions: “What views did people in French and English Canada have on the Red River Resistance? Were there any pivotal events that shifted people’s perspectives?” “What did you learn about the attitudes of workers and factory owners from examining submissions to the Royal Commission on the Relations of Labour and Capital? What do they tell you about the attitudes towards child labour?” “Given the information you have analysed, do you consider the Indian Act to be a turning point for First Nations and other Indigenous peoples in Canada? Why or why not?”

A2.7 communicate the results of their inquiries using appropriate vocabulary (e.g., Confederation, National Policy, Underground Railroad, industrialization, expansion, resistance, rebellion, migration, refugee, settlement, treaty, reserves, Residential School System, racism, cultural genocide, assimilation, pass system, reconciliation) and formats appropriate for specific audiences (e.g., a story or graphic novel on the Underground Railroad from the perspective of a fugitive slave, abolitionists along the route, and free Blacks in Canada; a dramatic presentation on differing perspectives on the North-West Resistance and its aftermath; an information poster explaining attitudes of pro- and anti-Confederation forces; an audiovisual presentation on the perspectives of the federal government and status and non-status Indians on the Indian Act; a photographic essay on the various groups of people involved in the construction of the CPR).

Sample questions: “Which format will best enable you to communicate your ideas to your intended audience? Are there visual elements you might use to stimulate your audience’s interest or to bolster your arguments?”

A3. Understanding Historical Context: Events and Their Consequences
FOCUS ON: Historical Significance; Cause and Consequence

By the end of Grade 8, students will:

A3.1 identify factors contributing to some key events or developments that occurred in and/or affected Canada between 1850 and 1890 (e.g., Confederation, the Red River Resistance, the creation of the NWMP, the settlement of the Northwest, the North-West Resistance, the construction of the CPR, the Royal Commission on the Relations of Labour and Capital), and explain the historical significance of some of these events for different individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities.

Sample questions: “What was the significance of the Red River Resistance and the North-West Resistance for First Nations and Métis people? In what ways did the actions of John A. Macdonald help instigate a situation that led to these acts of Métis resistance?” “Why was the NWMP created? What was its significance for settlers and First Nations, Métis, and/or Inuit in
the North and West? What was its significance for Canadian identity?“ “How did the construction of the transcontinental railway interfere with First Nations and Métis trade and economies?”

NEW SE

A3.2 describe key political and legal developments that affected First Nations, Métis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation (e.g., the Robinson Treaties, 1850; the Manitoba Act, 1870; the Numbered Treaties 1–7; the Provisional Government’s List of Rights of December 1, 1869; the Métis scrip system; the 1880 order in council proclaiming Canada’s sovereignty over Arctic lands and waters; the St. Catharines Milling case, 1888), and explain some of their short- and long-term consequences

Sample questions: “What were some key provisions of the 1876 Indian Act? What was their immediate impact? What were some of the long-term consequences of the act for First Nations, Métis, and Inuit?” “What was Treaty 6? Why did Mistahimaskwa (Big Bear) refuse to sign the treaty? What were some of the consequences of that refusal?” “What was the scrip system? What impact did this system have on Métis individuals and communities during this period?” “Why were the Inuit not consulted before the order in council on sovereignty over Arctic lands and waters was implemented? What were the implications of this order in council for the Inuit?” “Why did the federal government outlaw traditional First Nations practices such as the potlatch? What impact did such laws have on First Nations peoples?” “What impact did Confederation have on Indigenous people?” “What are some unresolved issues that arose from treaties, policy, or legislation dating from this period that continue to affect First Nations, Métis, and Inuit today?” “What were the consequences of the eradication of Great Lakes Anishinaabe clan system governance with implementation in 1876 of the Indian Act band council governance system?”

NEW SE

A3.3 identify some key factors that contributed to the establishment of the Residential School System (e.g., government and/or settler appropriation of Indigenous land; desire to impose Christianity on Indigenous peoples; government policies and church actions that repressed Indigenous cultures and resistance and/or sought to assimilate Indigenous people; beliefs within settler society about European cultural and race superiority; the drive to expand the British Empire), and explain the impact of this system on Indigenous individuals and communities (e.g., loss of Indigenous language, culture, and identity; disconnection of Indigenous children from family and community; intergenerational trauma and grief; changes in Indigenous children’s relationship to the land; internalization among Indigenous people of the world view of the colonizers; assimilation; exposure to disease; physical, sexual, and emotional abuse)

Sample questions: “Which factors were the most influential in the establishment and administration of Residential Schools?” “How is our identity shaped by our language of origin? What would be the impact on an individual’s identity if his or her language were taken away? Why were family connections and language among the first things targeted by Residential Schools?” “Why is education about the Residential School System a key focus of the Calls to Action of the Truth and Reconciliation Commission?” “What do the photographs by Thomas Moore that supposedly show a First Nations child before and while attending a Residential
School reveal about the racist attitudes in the dominant society that contributed to the establishment of these schools? What do they tell you about the experience of children in the schools?"

**A3.4** identify key political and legal changes that occurred in and/or affected Canada during this period (*e.g.*, the U.S. Fugitive Slave Act of 1850, the British North America Act, the B.C. Qualification of Voters Act, the National Policy), and explain the impact of some of these changes on various non-Indigenous individuals, groups, and/or communities

**Sample questions:** “What are some of the key aspects of the British North America Act?” “What impact did the Chinese Immigration Act of 1885 have on Chinese people already in Canada and their families in China?” “What were the main elements of the National Policy? What impact did the this policy have on different groups?"

**A3.5** identify key social and economic changes that occurred in and/or affected Canada during this period (*e.g.*, the Industrial Revolution, the development of urban centres, the gold rush in British Columbia, economic changes resulting from the Reciprocity Treaty of 1854 and the repeal of the Corn Laws, lack of foreign markets for locally produced products resulting from changes in British policies, changes among Plains First Nations and Métis communities as a result of declining buffalo populations, the role of the Inuit in the whale oil industry in the Arctic, increased settlement of the West, increasing rates of immigration), and explain the impact of some of those changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

**Sample questions:** “What impact did the collapse of the whaling industry and a switch to a fur-trade economy have on the Inuit? What impact did the opening of trading posts in the Arctic have on Inuit settlement patterns?” “What impact did the Industrial Revolution have on workers? On industrializing cities?” “Why were some regions of Canada opposed to free trade within the newly created dominion?” “Who do you think gained from the Reciprocity Treaty of 1854? Who lost? Why? What impact did the treaty have on First Nations, Métis, and/or Inuit?”

**A3.6** describe significant instances of cooperation and conflict in Canada during this period (*e.g.*, conflict between Protestants and Catholics; the Red River Resistance; the North-West Resistance; the Toronto printers’ strike of 1872; cooperation between various individuals and groups to coordinate the Underground Railroad; Confederation negotiations; the 1880 petition of First Nations and Métis in the Lake Nipigon region; cooperation between First Nations, Métis, and the Hudson’s Bay Company in the fur trade or between Inuit and Europeans in the development of trade and resources in the Arctic)

**Sample questions:** “Why was D’Arcy McGee assassinated?” “In what ways did the Métis and the Cree work together during the North-West Resistance?” “What role did Jerry Potts play in helping to establish cooperation and trust between the NWMP and First Nations?” “How would you describe trade relations between the Inuit and Europeans at this time?” “How did the attitudes of the Orange Order of Canada affect Irish Catholics and Indigenous peoples during this period?”
A3.7 identify a variety of significant individuals and groups in Canada during this period (e.g., George Etienne Cartier, James Douglas, Gabriel Dumont, Joseph Howe, Kwong Lee, John A. Macdonald, Thomas D'Arcy McGee, Mistahimaskwa [Big Bear], Nahnebahwequay [Catharine Sutton], Louis Riel, Mary Ann Shadd, Emily Stowe; the Orange Order, the Knights of Labor, the Underground Railroad, anti-slavery and abolitionist groups, Chinese railway workers, the Métis Nation, the Woman’s Christian Temperance Union), and explain their contributions to heritage and/or identities in Canada

**Sample questions:** “What is the legacy of Louis Riel?” “What do you think would have been the consequences had Big Bear been successful in realizing his vision of uniting western First Nations? Why?” “If you were to name a new national holiday after someone from this time period, who would it be? Why did you choose this person? Do you think your choice would be different if you lived in a province other than Ontario?” “How did Chinese railway workers contribute to the development of Canadian identities?” “Who are some First Nations and Métis leaders who were executed by the government of Canada during this period? What did the government accuse them of? What was the government’s motivation? What impact did the resulting loss of their leaders have on First Nation and Métis people?” “How do you think we should judge historical figures who made significant contributions to Canada but who also made mistakes and/or had beliefs, values, or attitudes that would be considered offensive today?”
B. CANADA, 1890–1914: A CHANGING SOCIETY

Overall Expectations
By the end of Grade 8, students will:

B1. Application: analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities (FOCUS ON: Continuity and Change; Historical Perspective)

B2. Inquiry: use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914 (FOCUS ON: Historical Significance; Historical Perspective)

B3. Understanding Historical Context: describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the Residential School System, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations

B1. Application: Canada – Past and Present
FOCUS ON: Continuity and Change; Historical Perspective

By the end of Grade 8, students will:

B1.1 analyse key similarities and differences in the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in present-day Canada and the same groups/communities in Canada between 1890 and 1914 (e.g., the urban poor, the unemployed, workers, farmers, recent immigrants, different Indigenous communities, Québécois, African Canadians, Chinese Canadians, South Asian Canadians, Jewish Canadians, women, children, the elderly)

Sample questions: “In what ways is the life of a new immigrant to Canada today different from that of an immigrant around 1900? In what ways is it the same? What accounts for some of the differences?” “What programs or services are available for the urban poor today that were not available at the turn of the century?” “In what ways are the experiences of present-day farmers on the Prairies different from those of farmers at the beginning of the twentieth century? In what ways are they similar?” “How were Inuit settlement patterns during this period different from those of the present day?” “Who could vote in Canada in 1900? Who could not? Who can vote now? Who cannot?”
B1.2 analyse some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the Residential School System (e.g., disruption of families, including loss of parental control and responsibility, as rights of Indigenous parents were disregarded when their children were removed and placed in Residential Schools; loss of knowledge of language and traditional culture; loss of traditional lands with increasing settlement by non-Indigenous Canadians; loss of decision-making power to federal Indian agents, including the denial of personal rights and freedom under the pass system) and how some of these challenges continue to affect Indigenous peoples today (e.g., with reference to ongoing issues around cultural assimilation and loss of identity; isolation from mainstream society and/or home communities; mental and physical health issues; the ongoing impact of the Residential School System on the development of parenting skills and family/community bonding; the continuing need to address the legacy of abuse from the Residential School System; struggles for recognition of treaty rights; efforts to address sexism in the Indian Act).

Sample questions: “Why was it challenging for Indigenous students to return to their communities and/or live in non-Indigenous communities after attending Residential Schools?” “What are some ways in which the educational experiences of First Nations people during this period were similar to and different from experiences of First Nations people today?” “What is meant by the term ‘intergenerational trauma’? In what ways is this term relevant to a discussion of the impact of Residential Schools?” “How did rivalries between Christian churches affect Indigenous people and/or communities? How did these rivalries contribute to the development of the Residential School System?” “When you investigate the short- and long-term impact that Residential Schools had on First Nations children and their families, what actions do you think have to be taken to make amends? In this context, how is an apology different from reconciliation?” “What impact did the Indian Act have on Indigenous governance structures during this period?” “What impact does the gradual disappearance of a language have on a community? What impact has loss of Indigenous language had on First Nations communities in Canada?”

B1.3 analyse some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914 (e.g., increasing industrialization; restrictions on immigration of some ethnic groups; lack of political rights for women; working conditions in sweatshops; racism and other forms of prejudice), and compare some of these challenges with those facing present-day Canadians.

Sample questions: “What challenges did a child in an urban working-class family face at the turn of the twentieth century? How do those challenges compare to those facing children today?” “What challenges would Ukrainian immigrants have faced on the Prairies at the end of the nineteenth century?” “What are some differences in how immigrants were viewed then and how they are viewed now? Are there some similarities? What impact do economic circumstances have on people’s views of new immigrants?” “What do these climate and landform maps tell you about the environmental challenges Prairie settlers faced at the
beginning of the twentieth century? Do similar challenges still exist today? “Why did the Immigration Act of 1910 prohibit the immigration of peoples ‘belonging to any race deemed unsuitable to the climate’? Who was the target of such restrictions? Who did this policy privilege?”

**B1.4** analyse actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1890 and 1914 to improve their lives (e.g., different Indigenous and ethnic/racial communities, religious groups, immigrants from different parts of the world, people in different regions of Canada, francophones, women, workers), and compare these actions to those taken by similar groups today

**Sample questions:** “Why did some workers in this period join unions? What did the unions advocate? What are some similarities and differences in the concerns of unions in the past and in present-day Canada?” “What were the major concerns of women’s rights groups at the turn of the century? Which women did women’s rights groups at this time represent? Who was included and who was excluded? How did the groups address their concerns? Are any of these concerns still relevant to women’s groups today?” “What actions did Onondeyoh (Frederick Ogilvie Loft) take to improve the lives of First Nations people in Ontario? What comparisons can you draw between Loft’s actions and those of Indigenous activists today?” “What was the All People’s Mission in Winnipeg? What similarities or differences are there between its services and those provided to immigrants today?” “What actions did some Métis at Moose Factory take in 1905 to protest their exclusion from Treaty 9? In what ways was this action similar to and/or different from actions taken by present-day Métis activists?” “What actions are being taken today, including by First Nations, Métis, and Inuit, to recognise, preserve, and restore Indigenous languages both in Ontario and across Canada? How are these actions different from actions taken by Indigenous activists during the period 1890–1914?”

**B2. Inquiry: Perspectives on a Changing Society**

**FOCUS ON:** Historical Significance; Historical Perspective

By the end of Grade 8, students will:

**B2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914 (e.g., the Boer War, the Manitoba Schools Question, efforts to protect and educate children, the expansion of the Residential School System, Canadian immigration policy, the “continuous journey” regulation, increases in the Chinese head tax, amendments to the Indian Act, movements for women’s suffrage, reciprocity, heightened rivalries in Europe)

**Sample questions:** “Why do Indigenous peoples and the federal government have different perspectives on some treaties from this period? What questions might you ask to guide an investigation into these differences?” “What view did different groups have of the women’s suffrage movement? What arguments did people who opposed women’s suffrage use to support their position?” “What were the differences in the views of English and French
“Canadians on participation in the Boer War?” “Why did different groups choose to immigrate to Canada? What did people who were already in Canada think of recent immigrants from different countries?” “Why did the Naval Service Bill create conflict within the Conservative Party of Canada?” “Why did many Métis people choose not to publicly identify as Métis during this period? What questions are important to consider when investigating this topic?”

B2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources (e.g., government documents and records; treaties; advertisements; letters; newspaper reports and editorials; archaeological evidence; Indigenous oral histories; paintings, photographs, or posters from the time; petitions) and secondary sources (e.g., historical fiction, textbooks, reference books, museum exhibits, documentaries, online videos)

Sample questions: “Why might studying photographs showing the living conditions of the urban poor help you understand the perspectives of poor people and of social reformers? Where might you find historical photos? What other types of sources might you use to supplement the information conveyed by these photos?” “Who provided newspaper coverage of the Komagata Maru incident? Whose perspectives do these stories provide? What other sources might you consult when investigating the perspectives of South Asians trying to immigrate to Canada in this period?” “Whose perspectives on the temperance movement might newspaper editors or editorial cartoons provide?” “Where would you look for information on student deaths in Residential Schools? Why are school/government records of such deaths incomplete? How do these incomplete records affect our ability to determine the truth about this issue? What other sources could you consult to gain a fuller understanding?” “When you are conducting research, what challenges do you face in gathering, organizing, and storing Indigenous primary sources?” “Where would you find documents that reveal the perspective of the federal and provincial governments on the North during this period? Where would you find information on the perspectives of people who lived in this region?”

NEW SE

B2.3 assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, authenticity, purpose, and/or context of the source and the values and/or expertise of its author)

Sample questions: “If you were consulting sources for information on the establishment of Algonquin Park in 1893, how would you determine which sources were the most reliable and credible? Why is it important to consult Indigenous sources on this event?” “Why is it important to examine many types of sources with different viewpoints when examining the impact of Residential Schools?”

B2.4 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries (e.g., determine the location of key events in
the Klondike gold rush; analyse a series of historical maps to determine the growth of cities in this period; analyse an interactive map that shows the growth of Residential Schools in Canada; create a flow map to show the origins of immigrants to Canada and the regions in which they settled)

Sample questions: “What does this historical map of the Klondike gold rush tell you about the impact of the gold rush on Indigenous peoples?” “When you examine these maps, what do you notice about differences in population distribution in Canada between 1890 and 1914?” “Where did Ukrainian immigrants or Doukhobors tend to settle?” “When you study a map showing European alliances in 1914, where do you see potential for conflict?” “What information should you include on a map to show changing patterns of economic development in northern Ontario during this period? What type of map would best suit the purpose of showing the perspectives of both the Cree and the federal or provincial government on such development?”

B2.5 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use organizers to help them compare perspectives in the information they have gathered on reciprocity with the United States; analyse political cartoons for views on women and women’s roles; interpret graphs on quality of life indicators such as infant mortality to help them understand perspectives of social reformers and the urban poor)

Sample questions: “What does the popularity of Pauline Johnson’s poetry at the time suggest about the attitudes of English Canadians towards First Nations?” “What do these photographs tell you about the living conditions of the urban poor in Toronto and Montreal at the turn of the century? Does other evidence you have gathered support what you see in the photographs?” “What do these sources tell you about similarities and differences in the Residential School experiences of First Nations and Métis children? What do accounts of First Nations and Métis survivors of Residential Schools tell you about their differing experiences?” “What information have you found about how oral records of Treaty 9 differ from the written language of the treaty?”

B2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period

Sample questions: “Why did Laurier compromise on the issue of sending Canadian soldiers to fight in the Boer War? What does this compromise reveal about different perspectives on the war in English and French Canada? Do you think Laurier’s decision was a good way of reconciling these two perspectives? Why or why not?” “What conclusions have you drawn about educational policies and practices in Residential Schools compared to educational policies/practices in non-Indigenous communities? What evidence supports your conclusions?”

B2.7 communicate the results of their inquiries using appropriate vocabulary (e.g., Klondike, immigrant, industrialization, unions, strikes, sweatshops, reciprocity, suffragist, compromise, alliance) and formats appropriate for specific audiences (e.g., a photo essay on the lives of children from different regions and/or representing different groups in Canada; a speech written
in the voice of a labour activist or suffragist and a response from an opponent; a poem written from the perspective of a passenger on the Komagata Maru; a dramatic monologue from the perspective of a Haida chief or child giving reasons why the potlatch ban should be repealed; a dance representing aspects of the impact of colonization on Indigenous peoples)

**Sample questions:** “What format best enables you to present multiple perspectives on the issue you have been investigating? Are there visual elements that might be included in your final product? What is the best way to present them?” “How might you represent your understanding of historical change through music, song, art, or dance?”

**B3. Understanding Historical Context: Events and Their Consequences**

**FOCUS ON:** Historical Significance; Cause and Consequence

By the end of Grade 8, students will:

**New SE**

**B3.1** identify factors contributing to some key issues, events, and/or developments that specifically affected First Nations, Métis, and Inuit in Canada between 1890 and 1914 (e.g., with reference to the status of “Indians” as wards of the state; the role of Indian agents in regulating the lives of people on reserves; laws forbidding Indigenous ceremonies, including the potlatch and powwows; expropriation of land from reserves for public works, roads, and railways; an increase in the number of Residential Schools for First Nations and Métis children; issuance of Métis scrip in conjunction with Treaties 8 and 10), and explain the historical significance of some of these issues, events, and/or developments for different individuals and/or communities

**Sample questions:** “Why did the number of Residential Schools increase during this period? What was the significance of this expansion for First Nations and Métis children and their families?” “What was the Bryce Report? How did Ottawa respond to it? What does this response tell you about the government’s attitudes towards First Nations children? How did these attitudes contribute to the continuing development of the Residential School System?” “What were the consequences of colonial attitudes towards Indigenous people during this period?” “Why didn’t the federal government enter into treaty negotiations with the Inuit? What was the eventual alternative?” “What were the consequences for a First Nations man if he took steps to enlist in the military or to vote? What happened to a status Indian woman when her husband became enfranchised?” “What are some factors that contributed to Arctic exploration at this time? How did the Netsilik Inuit community contribute to the ability of non-Inuit to navigate the Northwest Passage and engage in Arctic exploration?” “What were some key events that led to the growth of trading posts in northern Canada?” “How did the attitudes of churches and the federal government influence the design and conditions of Residential Schools during this period?”
B3.2 identify factors contributing to some key events and/or developments that occurred in and/or affected Canada between 1890 and 1914 (e.g., the Boer War, promoting Canada as a destination for immigrants, the growth of the women’s suffrage movement, the founding of the Children’s Aid Society, the immigration of British Home Children to Canada, the expansion of homesteading in the West, the growth of labour unions, anti-Asian riots in Vancouver), and explain the historical significance of some of these events and/or developments for various non-Indigenous individuals, groups, and/or communities

Sample questions: “What was the impact of Clifford Sifton’s approach to promoting Canada abroad? How did his policy change the face of the West?” “What factors contributed to the emigration of the ‘Home Children’? Do you think they were better off in Canada than they were in Britain? Why or why not?”

B3.3 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., Alberta and Saskatchewan becoming provinces; the response to the Manitoba Schools Question; European alliances and the conflict in South Africa and/or the threat of conflict in Europe; the Truancy Act, 1891; Ottawa’s establishment of per student funding of Residential Schools in 1891; the abolishment of French as an official language in the Northwest Territories in 1892; the Alaska boundary dispute; the Naval Service Bill, increases in the Chinese head tax), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

Sample questions: “What was the Manitoba Schools Questions? How was it resolved? What impact did its resolution have on different groups?” “Why was the federal Department of Labour created? What impact did it have?” “What impact did the Truancy Act of 1891 have on the treatment of students in Residential Schools?” “What territories were covered by Treaties 8 and 10? What were the provisions of these treaties? What impact did they have on Métis individuals and communities? On First Nations?”

B3.4 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., the Klondike gold rush; changes in the home countries of immigrants to Canada; the Immigration Act of 1910; technological changes; increasing urbanization; the development of mining in Ontario, Nova Scotia, and British Columbia; reciprocity), and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

Sample questions: “What were some of the similarities and differences in the impact of the Klondike gold rush on First Nations in the Yukon and the impact of western settlement on Métis and First Nations peoples of the Prairies?” “What impact did the Royal Commission on the Relations of Labour and Capital have on workers and unions?” “What was the impact of American and British traders and missionaries in the Far North during this period?” “What impact did the decline of the fur trade have on Métis individuals and communities?”

B3.5 describe significant examples of cooperation and conflict in Canada during this period (e.g., increasing resistance among Indigenous families to Residential Schools; conflicts between
English and French Canadians over issues such as the Boer War and the Naval Service Act; conflict between European and non-European immigrants; strikes by coal miners in Nova Scotia and British Columbia; cooperation of different groups under the social gospel umbrella; cooperation between immigrants in new ethnic enclaves)

Sample questions: “Why did the Manitoba Schools Question increase conflict between English and French Canadians?” “What are some of the ways in which immigrants to the Canadian Prairies helped each other? What types of knowledge and information did they share?” “Why did the Residential School System meet with growing resistance from Indigenous families during this period? What happened when parents resisted the removal of their children? Why did some parents not resist?”

B3.6 identify a variety of significant individuals and groups in Canada during this period (e.g., Maude Abbott, Henri Bourassa, Alexander Graham Bell, Pauline Johnson, J. J. Kelso, Wilfrid Laurier, Tom Longboat, Nellie McClung, L. M. Montgomery, Onondeyoh [Frederick Ogilvie Loft], Oronhyatekha [Peter Martin], Duncan Campbell Scott, Clifford Sifton, John Ware; the National Council of Women of Canada, the Trades and Labour Congress, various immigrant groups), and explain their contributions to heritage and/or identities in Canada

Sample questions: “How did the actions of women during this time period contribute to women’s rights then and now?” “What impact did Clifford Sifton’s immigration policies and strategies have on Canadian heritage and identity?” “What actions did Tom Longboat and other Indigenous people take to further awareness of Indigenous rights/issues?”
CANADIAN HISTORY SINCE WORLD WAR I

- CHC2D
- CHC2P

Canadian History since World War I, Grade 10
Academic

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting 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 key issues and events in Canadian history since 1914.

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

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

<table>
<thead>
<tr>
<th>Overall Expectations and Related Concepts of Historical Thinking</th>
<th>Big Ideas&lt;sup&gt;®&lt;/sup&gt;</th>
<th>Framing Questions&lt;sup&gt;®&lt;/sup&gt;</th>
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<tr>
<td><strong>B: Canada, 1914–1929</strong>&lt;br&gt;&lt;br&gt;<strong>B1. Social, Economic, and Political Context:</strong> describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: <em>Historical Significance; Historical Perspective</em>)</td>
<td>National and international events, trends, and developments during this period affected various groups and communities in Canada in different ways.</td>
<td>Why might different individuals and communities in Canada view the same event, trend, or development in different ways? Why might we view it differently now?</td>
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<td><strong>B2. Communities, Conflict, and Cooperation:</strong> analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: <em>Historical Significance; Cause and Consequence</em>)</td>
<td>This was a period of major conflict and change in Canada and abroad.</td>
<td>In what ways did government policy during this period create or contribute to divisions in Canadian society? Was this period a turning point for women in Canada?</td>
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<td><strong>B3. Identity, Citizenship, and Heritage:</strong> explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: <em>Continuity and Change; Historical Perspective</em>)</td>
<td>During this period, predominant attitudes towards women, immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada.</td>
<td>In what ways did the lives and struggles of different individuals, groups, and communities help shape Canada during this period? What lasting impact did they have on Canada?</td>
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<td><strong>C: Canada, 1929–1945</strong>&lt;br&gt;&lt;br&gt;<strong>C1. Social, Economic, and Political Context:</strong> describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations Métis, and Inuit communities (FOCUS ON: <em>Cause and Consequence; Historical Perspective</em>)</td>
<td>Major events during this period, including the Great Depression and World War II, resulted from a variety of social, economic, and political factors, and affected various groups and communities in Canada in different ways.</td>
<td>Why is it important to consider a variety of perspectives when analysing events, trends, or developments from this period? How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period?</td>
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<tr>
<td><strong>C2. Communities, Conflict, and Cooperation:</strong> analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: <em>Cause and Consequence; Continuity and Change</em>)</td>
<td>This was a period of strained and shifting relationships between different communities in Canada as well as between Canada and other countries.</td>
<td>In what ways did events during this period reflect Canadians’ views on human rights? Did the Canadian government respect the human rights of all people during this period? What impact did events during this period have on Canada’s response to later human rights issues?</td>
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<td><strong>C3. Identity, Citizenship, and Heritage:</strong> explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: <em>Historical Significance; Historical Perspective</em>)</td>
<td>The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.</td>
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<td>Overall Expectations and Related Concepts of Historical Thinking</td>
<td>Big Ideas(^b)</td>
<td>Framing Questions(^b)</td>
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<td><strong>D: Canada, 1945–1982</strong></td>
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<td><strong>D1. Social, Economic, and Political Context:</strong> describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change)</td>
<td>Canadian society experienced major changes during this period as a result of a variety of national and international social, cultural, and political factors.</td>
<td>What impact did international politics and movements during this period have on the quality of life of people in Canada? What factors contributed to the development of social movements in Canada during this period? In what ways did colonialist government policies continue to have an impact on First Nations, Métis, and Inuit individuals and communities during this time? Which event or development during this period made the most significant contribution to the development of identities in Canada? What criteria can we use to make that judgement?</td>
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<td><strong>D2. Communities, Conflict, and Cooperation:</strong> analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982, and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)</td>
<td>Although this period was marked by conflict and tensions, both nationally and internationally, Canada also participated in cooperative ways in the international community.</td>
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<td><strong>D3. Identity, Citizenship, and Heritage:</strong> analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)</td>
<td>This was a time of major transformation in identities in Canada.</td>
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<td><strong>E: Canada, 1982 to the Present</strong></td>
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<td><strong>E1. Social, Economic, and Political Context:</strong> describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)</td>
<td>National and international cultural, social, economic, political, and technological changes since 1982 have had a major impact on people in Canada.</td>
<td>What impact have changing demographics had on different groups in Canada since 1982? What impact has regionalism had on Canada and on identities in Canada?</td>
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<td><strong>E2. Communities, Conflict, and Cooperation:</strong> analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)</td>
<td>Historical factors continue to influence interactions and relationships between different groups, communities, and governments in Canada.</td>
<td>Why have people in Canada become more aware of the impact of hundreds of years of colonialist policy on Indigenous individuals and communities? What actions have individuals and communities been taking to change this colonial relationship?</td>
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<tr>
<td><strong>E3. Identity, Citizenship, and Heritage:</strong> analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)</td>
<td>Various social and political developments and events, as well as cultural icons, have had an impact on the development of heritage in Canada in these years.</td>
<td>Which individuals or groups made the greatest contribution to heritage in Canada during this period? How can we measure that contribution?</td>
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\(^b\) See page 14 for a discussion of the purpose of big ideas and framing questions.
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 between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Historical Perspective)

B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

Specific Expectations

FOCUS ON: Historical Significance; Historical Perspective

By the end of this course, students will:

B1.1 analyse historical statistics and other primary sources, including oral traditional knowledge, to identify major demographic trends in Canada between 1914 and 1929 (e.g., trends related to immigration to Canada; First Nations, Métis, and Inuit populations; migration between provinces and to urban centres; the number of women in the labour force and the type of work they performed; birth rates or life expectancy), and assess the significance of these trends for different groups and communities in Canada, including First Nations, Métis, and Inuit communities
**Sample questions:** “When you analyse census data, what do you think is the most significant trend in the Canadian population between 1914 and 1929? Why? Did this trend affect all people in Canada?” “What trends do you see with respect to birth rates among different groups in Canada?” “Is statistical information on Indigenous communities and individuals during this period reliable and valid? Why or why not?” “From the perspective of First Nations, Métis, and Inuit, why is the 1921 census flawed?” “Why did many Métis people choose not to publicly identify as Métis during this period? What was the significance of this decision?”

**B1.2** identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities (e.g., the impact of: new military technologies on Canadian soldiers; developments in mechanization on Canadian farmers; developments in transportation and communication, such as those related to cars, radios, or motion pictures, on the recreational activities of some Canadians; insulin and/or other medical developments on the health of people in Canada)

**Sample questions:** “What criteria might you use to determine the significance of a scientific or technological development? Using these criteria, which development during this period do you think was the most significant? Why?” “How did the application of advances in film and photography during this period influence the ways in which Indigenous people were perceived, both within Canada and elsewhere in the world? How did the film Nanook of the North affect the way Inuit were perceived? Whose perspective did the film reflect?” “How did the Canadian Arctic Expedition of 1913–18 benefit from the scientific and technological knowledge of the Inuit?”

**B1.3** describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices, trends in the whaling and fur industry in the Canadian North), and assess their impact on various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities

**Sample questions:** “Which regions or groups in Canada benefited the most from the prosperity of the 1920s? Why? Which communities did not benefit from this prosperity? Why?” “When you look at economic conditions in the Maritimes during the 1920s, which development do you think is the most significant in terms of its impact on people’s lives? Why? Who was affected by this
development?" “How significant was the collapse of the bowhead whale and/or fur industry for Inuit individuals and communities?” “How did political policies affect the price of goods traded by Inuit and First Nations people in the North? What impact did these policies have on the income and lives of Indigenous traders and on Indigenous economic and social structures?”

B1.4 explain the impact on Canadian society and politics of some key events and/or developments during World War I (e.g., with reference to shortages on the home front; the internment of “enemy aliens”; an increase in the number of women in the workforce; the Union government; new laws such as the Military Voters Act, the Wartime Elections Act, the Income Tax Act, and/or the War Measures Act; the enlistment, military, and post-military experiences of First Nations, Métis, and Inuit men; the Halifax Explosion; the role of veterans in postwar labour unrest)

Sample questions: “What does the term ‘enemy alien’ mean? Which groups did the Canadian government consider to be enemy aliens during World War I? What was the significance of Canada’s treatment of these groups?” “What was the impact of the conscription crisis on politics in Canada?” “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?” “What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation?” “Who gained the franchise under the Military Voters Act and the Wartime Elections Act? Who did not? Why were Indigenous women excluded from these acts?”

B2. Communities, Conflict, and Cooperation

FOCUS ON: Historical Significance; Cause and Consequence

By the end of this course, students will:

B2:1 explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada’s military participation in the war (e.g., with reference to enlistment; the conscription bill; enfranchisement; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; the Soldier Settlement Board; Remembrance Day)

Sample questions: “When recruitment drives were held, were all young people welcome to join the armed forces? If not, who was excluded? Why?” “What were some of the short- and long-
term consequences of Canadians’ participation in battles such as the Somme, Ypres, Passchendaele, and Vimy Ridge?” “In what ways were the issues facing First Nations, Métis, and Inuit veterans similar to and/or different from those facing other veterans?”

**B2.2** analyse, with reference to specific events or issues, the significance of and perspectives on Canada’s participation in international relations between 1914 and 1929 (e.g., with reference to Canada’s position within the British Empire, Canada’s military participation in World War I, Canada’s separate signing of the Treaty of Versailles, the Halibut Treaty, the Chanak Crisis, the Imperial Conferences)

**Sample questions:** “How did First Nations, Métis, and Inuit tend to view Canada’s participation in World War I? How did they view Canada’s status as part of the British Empire?” “What criteria would you use to determine the significance for Canada of the country’s contributions to World War I?” “What was the significance of the Halibut Treaty in the history of Canada’s relationship with Great Britain?”

**B2.3** describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada (e.g., differing views on the need for conscription; the Ontario Schools Question and the response to Regulation 17; Henri Bourassa’s French-Canadian nationalism versus the imperialist perspectives of some English Canadians; labour unrest, including the Winnipeg General Strike; the King-Byng affair; the activities of the Ku Klux Klan and/or the Orange Order of Canada), and analyse some of their causes and consequences

**Sample questions:** “What were the intended and unintended consequences of Regulation 17?” “What were the most significant causes of the Winnipeg General Strike? What were its short- and long-term consequences?” “What prompted the federal government to amend the Criminal Code to prevent ‘unlawful associations’? For what purposes was this law used?”

**B2.4** explain the goals and accomplishments of some groups, organizations, and/or movements in Canada, including First Nations, Métis, and Inuit organizations and/or movements, that contributed to social and/or political cooperation during this period (e.g., the Union government, the One Big Union or other labour unions, the Maritime Rights movement, the League of Indians, the Métis Nation of Alberta, temperance organizations, the United Farmers of Ontario, women’s suffrage organizations, the Famous Five, the Black Cross nurses)

**Sample questions:** “How did the federal government react to F. O. Loft and the creation of the League of Indians of Canada? What does this reaction tell you about the relationship between
the federal government and First Nations people at this time? What impact did the League of Indians have on the lives of Indigenous peoples in Canada?" “What social and economic conditions motivated the social gospel movement? What impact did the movement have on people’s lives? How much political influence did it have?” “What Inuit political organizations existed during this period? What were their goals? What impact did they have?”

**NEW SE (Split original B2.5)**

**B2.5** describe how the Residential School System and other government policies and legislation, as well as the attitudes that underpinned them, affected First Nations, Métis, and Inuit individuals and communities during this period (e.g., with reference to mandatory attendance at Residential Schools; provincial day schools, training schools; amendments to the Indian Act to prohibit First Nations from hiring legal counsel to pursue land claims; limitations on voting rights; the pass system; racist attitudes underlying government policies), and explain some of their long-term consequences

**Sample questions:** “What were the educational experiences of First Nations and Métis children during this period? How did the experiences of children in Residential Schools differ from the experiences of children in training schools and in public schools?” “Why was the Indian Act amended in 1924 to transfer federal government responsibility for Inuit to the Department of Indian Affairs? Why was this amendment short lived? What do these changes reveal about the government’s attitudes towards Inuit?” “In what ways were the Indian Act amendments during this time a reflection of attitudes towards First Nations, Métis, and Inuit individuals and communities?”

**B2.6** describe attitudes towards as well as discrimination against and other significant actions affecting non-indigenous ethnocultural groups in Canada during this period (e.g., with reference to racism and antisemitism, segregation, discrimination in jobs and housing, restrictions imposed by the Chinese Immigration Act of 1923, groups helping new immigrants), and explain their impact

**Sample questions:** “What attitudes are reflected in the treatment of British Home Children in Canada during this period? Why did former Home Children later seek an apology from the Canadian government?” “In what ways was the No. 2 Construction Battalion a reflection of attitudes towards African Canadians?”
B3. Identity, Citizenship, and Heritage

FOCUS ON: Continuity and Change; Historical Perspective

By the end of this course, students will:

B3.1 explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identities, citizenship, and/or heritage in Canada (e.g., with reference to Frederick Banting, Napoléon Belcourt, Billy Bishop, Robert Borden, Samuel Bronfman, Arthur Currie, Marie Lacoste Gérin-Lajoie, F. O. Loft, Agnes Macphail, Masumi Mitsui, J. S. Woodsworth; the League of Indians, rum runners, the Trades and Labour Congress of Canada, the Vandoos, the Woman’s Christian Temperance Union)


B3.2 describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes (e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association)

Sample questions: “What were some of the cultural changes that characterized the ‘roaring twenties’ in Canada?” “What impact did the work of Tom Thomson have on Canadian art?” “What impact did the work of the Group of Seven, particularly Lawren Harris’s paintings of the Arctic, have on notions of the Canadian North? Whose perspective is represented in the work of the Group of Seven? Whose perspectives are absent?” “How did the fact that many Métis people at this time were hiding their heritage affect Métis arts, culture, and language?”

B3.3 describe 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, their expanding role in the workplace, and the impact of these on their role in the family and in society; the role of Inuit women in the whaling and sealskin industry; women’s role in suffrage, temperance, and other social movements; repercussions of the loss of status for First Nations women whose husbands were enfranchised because of wartime service; new political rights for some women; changing social mores in the 1920s and their impact on women; the participation of women in organized sports), and explain the impact of these developments on Canadian citizenship and/or heritage

**Sample questions:** “What role did World War I play in changing the lives of some Canadian women? How did the war affect the lives of First Nations, Metis, and/or Inuit women?” “Do you think the Persons Case was a turning point for women in Canada? Why or why not? What impact did the final decision in that case have on Canadian citizenship?”

B3.4 describe Canadian immigration policy during this period (e.g., with reference to the 1919 Immigration Act, the Chinese Immigration Act of 1923), and analyse immigration to Canada, with a focus on the different groups that came here and how they contributed to identities and heritage in Canada (e.g., the origin of immigrants, why they came, where they settled, the degree to which they integrated into the dominant culture of the time in Canadian society and/or remained distinct; their cultural contributions).

**Sample questions:** “What were some of the push/pull factors that influenced different groups of immigrants coming to Canada during this period? Did emigrating change the lives of all these people for the better? Do you think that these people’s lives in Canada were what they had expected them to be?” “What are some ways in which groups that came to Canada during this period contributed to Canadian heritage?”
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 between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations Métis, and Inuit communities (FOCUS ON: Cause and Consequence; Historical Perspective)

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: Cause and Consequence; Continuity and Change)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and 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; Historical Perspective

By the end of this course, students will:

C1.1 describe some key social changes in Canada during this period (e.g., social changes brought about by unemployment or the dustbowl during the Depression; new left- and right-wing social movements; 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 different groups and communities in Canada, including First Nations, Métis, and Inuit communities

Sample questions: “What were the main social changes that occurred during the Great Depression? How did they affect Canadians in different parts of the country? In urban and rural
areas?" “How did the growth of Canadian settlement in the North during this period affect the lives of the Inuit?” “What changes do you notice in the birth and mortality rates in First Nations, Métis, and Inuit communities during this period? How might you account for these changes?”

C1.2 identify some major developments in science and/or technology and applications of scientific/technological knowledge during this period (e.g., inventions such as Pablum, penicillin, Massey-Harris’s self-propelled combine harvester; military technologies such as sonar, radar, walkie-talkies, or the atomic bomb; mining of resources such as radium/uranium crucial to new technologies), and assess their significance for different individuals, groups, and communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities.

Sample question: “What criteria would you use to determine the significance for Canadians of the development of penicillin?" “What impact did technological developments have on the lives of farm families during this period?”

C1.3 describe some key economic trends and developments in Canada during this period (e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike), and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities.

Sample questions: “Did the Great Depression affect all communities in Canada to the same extent? Who faced the greatest challenges?” “What was the economic impact of the dustbowl? How did it contribute to the creation of the Canadian Wheat Board?” “What were the consequences of the growth of the pulp and paper industry in the 1930s for First Nations and Métis communities in Canada? Who benefited financially from this industry? Who did not?” “What were the consequences of the boom and bust of the white fox fur trade for Inuit individuals and communities?” “What was the significance of the name ‘Royal Twenty Centers’? How were these public work camps viewed at the time? In what ways, if any, do you think they have influenced attitudes towards the unemployed today?” “How were people in First Nations, Métis, and Inuit communities affected by the growth of companies extracting natural resources during this period? In what ways was the treaty relationship between First Nations and the Crown not honoured as these companies grew?” “What were some ways in which economic progress for some Canadians during this period came at the expense of First Nations, Métis, and Inuit individuals and communities?”
SPLIT SE – one specific to Indigenous communities

C1.4 describe the main causes of some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., amendments to the Indian Act; the continuing operation of Residential Schools; the Dominion Franchise Act, 1934; the Ewing Commission, 1934–36; 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 assess their impact on First Nations, Métis, and Inuit communities.

Sample questions: "What amendments were made to the Indian Act in the 1930s? What was their impact?" "What impact did the 1939 Supreme Court decision regarding the constitutional status of ‘Eskimos’ have on policy developments affecting Inuit?" "What were the consequences of the Sexual Sterilization Act in Alberta and/or British Columbia for First Nations, Inuit, and Métis in those provinces?" "Why were the powers of Indian agents expanded in the 1930s? What was the impact of these changes? What do these powers reveal about government attitudes and beliefs about First Nations, Métis, and Inuit during this time?" "Why did governments in Canada develop ‘Indian’ hospitals in the 1920s and 1930s? What were the short- and long-term consequences of these institutions for Indigenous peoples in Canada?" "What impact did the struggle for Arctic sovereignty between Canada and the United States during this period have on the Inuit?" "What were the consequences of voting restrictions for First Nations men and women from the vote? How did this impact the political influence of First Nations communities?"

C1.5 describe the main causes of some key political developments and/or government policies in Canada during this period (e.g., Mackenzie King’s Five Cent speech; the formation of the Cooperative Commonwealth Federation or Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC] or the National Film Board [NFB]; provincial Sexual Sterilization Acts; social welfare policies; the Dominion Elections Act, 1938; Quebec women receiving the vote; wartime propaganda; the decision to intern Japanese Canadians; the 1944 Racial Discrimination Act), and assess their impact on non-Indigenous groups in Canada.

Sample questions: "What are some factors that contributed to the development of new political parties during the Great Depression? What social and political values were reflected in these new parties?" "What was the historical context for Maurice Duplessis’s Padlock Act? What impact did the act have on the civil liberties of various groups in Quebec during this period?"
C2. Communities, Conflict, and Cooperation

FOCUS ON: Cause and Consequence; Continuity and Change

By the end of this course, students will:

C2.1 analyse 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 Antigonish movement; the League for Social Reconstruction; the riot at Christie Pits; internment camps for “enemy aliens”; Christie v. York, 1940; participation of First Nations, Métis, and Inuit soldiers in World War II; the founding of the Canadian Brotherhood of Sleeping Car Porters), with a focus on explaining key issues that led to those interactions and/or changes that resulted from them.

Sample questions: “What were the goals of the eugenics movement? How effective was the movement in pursuing these goals?” “What were some of the intended and unintended consequences of the On-to-Ottawa Trek?” “Was the Métis Population Betterment Act (1938) an example of continuity or change in the relationship between the Métis and the Canadian government? What evidence supports your position?” “Why was there an increase in race-based tensions and violence during this time period? What were some of the consequences of these conflicts?”

C2.2 analyse 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 trade, tariffs, and investments; the founding of the Commonwealth; the Imperial Conferences; the Lend-Lease Agreement; military involvement in World War II; Arctic sovereignty).

Sample questions: “What changes to Canada’s relationship with Great Britain resulted from the Statute of Westminster?” “What impact did American prohibition have on relations between Canada and the United States?”

C2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the
liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women and of Indigenous soldiers)

Sample questions: “What was the merchant navy? What contribution did it make to the Allied war effort?” “What was Camp X? Why was it given that name?” “In what ways was Canada’s contribution to World War II different from its contribution to World War I? In what ways was it similar?” “What are some ways in which Cree Code Talkers contributed to the war effort?”

SPLIT OF SE – one specific to Indigenous communities

C2.4 explain 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), including how the war changed their lives (e.g., with reference to Indigenous communities that supported the war effort and those that did not; women on the home front; 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?” “How was the treatment of First Nations, Métis, and Inuit veterans after World War II similar to and/or different from their treatment after World War I?” “What were some of the consequences for First Nations, Métis, and Inuit of their participation in World War II?”

C2.5 explain some ways in which World War II affected non-Indigenous Canadians (e.g., with reference to economic recovery, enlistment, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

Sample questions: “Who is the ‘Bren Gun Girl’? What does her image tell you about the role of some Canadian women during the war? In what ways was their role similar to or different from the role of women in World War I?” “How did the lives of some Japanese Canadians change 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 contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period (e.g., R. B. Bennett, Norman Bethune, Thérèse Casgrain, Moses Coady, Lionel Conacher, the Dionne quintuplets, Maurice Duplessis, Foster Hewitt, Mackenzie King, Dorothy Livesay, Elsie MacGill, Francis Pegahmagabow, Tommy Prince, Sinclair Ross, Kam Len Douglas Sam, Portia May White; the Antigonish movement, the CBC, the Edmonton Grads), and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada.

Sample questions: “What criteria might you use to assess the importance of the NFB to Canadian heritage?” “Why is there controversy around the contribution of Emily Carr to identities in Canada?” “What impact did the Hudson’s Bay Company have on First Nations, Métis, and Inuit culture during this period?”

C3.2 analyse how Canada and people in Canada, including First Nations, Métis, and/or Inuit individuals and communities, responded or were connected to some major international events and/or developments that occurred during this period (e.g., the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the Manhattan Project), and assess the significance of the responses/connections, including their significance for identities and heritage in Canada.

Sample questions: “Why did the Canadian government refuse to allow the SS St Louis entry into Canada? How did Canadians view this decision at the time? Why? How do Canadians view it now?” “What is the connection between Canada’s policies with respect to First Nations people and the development of racial policies in Nazi Germany?” “Why would Métis volunteer in large numbers to fight for a country that didn’t recognize them?”

C3.3 analyse the impact of the Holocaust on Canadian society and on the attitudes of people in Canada towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes)
Sample questions: “Do you think the Holocaust affected Canadians’ views about Canada’s treatment of First Nations, Métis, and Inuit? Why, or why not?”
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 events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: **Historical Significance; Continuity and Change**)

D2. **Communities, Conflict, and Cooperation**: analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982, and the changes that resulted from them (FOCUS ON: **Continuity and Change; Historical Perspective**)

D3. **Identity, Citizenship, and Heritage**: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: **Historical Significance; Cause and Consequence**)

Specific Expectations

D1. **Social, Economic, and Political Context**

FOCUS ON: **Historical Significance; Continuity and Change**

By the end of this course, students will:

D1.1 analyse historical statistics and other primary sources, including oral traditional knowledge, to identify some key demographic trends and developments in Canada during this period (e.g., with reference to the sources and numbers of postwar immigrants and/or refugees, the arrival of war brides, continued urbanization and the growth of suburbs, changes in birth rates and life expectancy, patterns in interprovincial migration, the development of teen subcultures, the changing status of established ethnocultural groups, the growth of settlement in the High Arctic), and assess the consequences of these trends and developments for people in Canada, including First Nations, Métis, and Inuit communities
**Sample questions:** “What types of sources might you consult to analyse the extent of suburban development during this period?” “What were the short-term effects of the baby boom? In what ways is the baby boom still affecting Canada and Canadians today?” “What factors affected the reliability and validity of statistics on First Nations, Métis, and Inuit populations at this time?”

**D1.2** identify some major developments in science and technology and applications of scientific/technological knowledge during this period (e.g., developments in aeronautics, including the Avro Arrow; automatic postal sorters; goalie masks; developments in contraception, nuclear energy, plastics; medical developments such as thalidomide and pacemakers; television; radio communication in the Far North; developments in space technology such as satellites and the Canadarm), and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and/or Inuit individuals and/or communities.

**Sample questions:** “What criteria might you use to determine the significance of the invention of safety paint?” “What was the purpose of thalidomide? What was its unintended effect?” “What types of societal changes arose from developments in television and other communications technologies during this time period?” “What new technological developments led to the creation of the DEW Line? Was the creation of the DEW Line a turning point for Inuit in Canada? Why or why not?” “What impact did innovations in snowmobiles have on different groups during this period?” “What impact did insecticide use have on different groups during this period?” “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., the Rand decision and the growth of unions; the rise of consumerism and the popularization of credit cards; the continuing expansion of branch plants, particularly of American corporations, in Canada and the formation of the Foreign Investment Review Agency; the Hudson’s Bay Company’s becoming the primary supplier of Inuit art; the development of mining in northern Canada; the energy crises of the 1970s; stagflation; recession), and explain their impact on different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities.

**Sample questions:** “In what ways did the Auto Pact change the Canadian auto industry?” What were some instances of labour unrest in this period? Why might unions in this period have been more successful in pursuing their goals than they had been earlier in the century?” “Why were some communities in northern Ontario dependent on the mining industry during this period?”
What was the impact of such dependence?" “What impact did the development of the James Bay Project have on the lives of First Nations, and Inuit individuals and communities?” “How did the opening of mines during the Rankin Inlet boom in 1953 affect Inuit individuals and/or communities?”

**SPLIT of SE – one specific to Indigenous peoples**

**D1.4** describe some key political developments and/or government policies that affected Indigenous peoples in Canada during this period (e.g., the continuing use of numbered identification tags for Inuit; Inuit and status Indians gain 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 assess their significance for First Nations, Métis, and Inuit individuals and communities.

**Sample questions:** “How was the Indian Act amended in 1951? Do you think these amendments were an example of progress for First Nations peoples? Why or why not?” “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?” “Did the 1972 federal policy paper ‘Indian Control of Indian Education’ improve education for First Nations, Métis, and Inuit children? Why, or why not?”

**D1.5** describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland’s joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms; the establishment of Environment Canada), and assess their significance for different non-Indigenous groups in Canada.

**Sample questions:** “What, if anything, changed in Newfoundland after it became a province of Canada?” “What factors contributed to the decision to adopt a new flag for Canada? What was the significance of adopting a new flag? What was the significance of its design?”

**D1.6** analyse the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period (e.g., unemployment insurance, family allowance, medicare, the Canada and Quebec Pension Plans, old age security, social assistance)
D2. Communities, Conflict, and Cooperation

FOCUS ON: Continuity and Change; Historical Perspective

By the end of this course, students will:

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period, with reference to various groups and communities, including First Nations, Métis, and Inuit communities (e.g., the Asbestos Strike in Quebec; the Richard Riot; racial segregation; the Sixties Scoop; the October Crisis and the imposition of the War Measures Act; protests against the war in Vietnam or the James Bay Project; conflict over the National Energy Program, Aboriginal title and land rights, or the patriation of the constitution; the Coppermine Tent Hostel), and analyse them from multiple perspectives

Sample questions: “What were the positions of Africville residents, municipal politicians in Halifax, and other groups on the expropriation of Africville? How might you explain differences in these points of view?” “What was the Sixties Scoop? What was the goal of this policy? How did Indigenous people view this policy? How were Indigenous people affected by this policy? Do you think this policy was a continuation of earlier government policies targeting First Nations, Métis, and/or Inuit children? Why or why not?” “What do you think were the most fundamental points of disagreement between federalists and Quebec nationalists in this period? Why?”

D2.2 describe some significant social movements and other examples of social and/or political cooperation among various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities, during this period (e.g., the civil rights movement; the second-wave women’s movement; cultural nationalist and countercultural movements; environmental movements; Indigenous activism; labour unions; centennial year celebrations, including Expo ’67; multicultural policies and organizations), and analyse them from multiple perspectives

Sample questions: “What do you think was a major turning point for First Nations’ activism during this period? Why?” “Why were many women’s groups dissatisfied with the initial wording of the Charter of Rights and Freedoms? What action did they take in response?” “Whose voices were most pronounced in the women’s movement during this period? Whose were missing?” “What were some ways in which First Nations people demonstrated their resistance to the 1969 White Paper?”
D2.3 analyse key aspects of life for women in Canada, including First Nations, Métis, and Inuit women, with a focus on what changed during this period and what remained the same (e.g., with reference to the participation of women in the labour force; challenges to the ways in which women’s unpaid work was valued; changes in the family and family structures, including birth and divorce rates; political participation and representation; the impact of Bill C-150 (1968–69); challenges facing Indigenous and other racialized women; the domestic worker scheme and immigration of women to Canada)

Sample questions: “What types of challenges did women in the labour force face in this period? Were those challenges the same for all women? In what ways were the challenges similar to those facing earlier generations of women? In what ways were they different? How might you explain the differences, with reference to historical context?” “What was the Murdoch case? Why was it a catalyst for change in the way women’s work was perceived?” “Why was the Supreme Court of Canada’s ruling against Jeannette Corbiere Lavell in 1973 significant for the rights of First Nations women and children in Canada?” “What was the significance for First Nations, Métis, and Inuit women of the Royal Commission on the Status of Women?”

D2.4 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 the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada’s response to famine in Biafra or the genocide in East Timor), and assess whether these developments marked a change in Canada’s approach to or role in international relations

Sample questions: “Do you think Canada’s involvement in the Korean War is an example of continuity or change in Canadian military history?” “Do you think Prime Minister Pierre Trudeau’s visit to China in 1973 marked a change in international relations? Why or why not?”

D2.5 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 development of the Avro Arrow program and its subsequent cancellation, the Auto Pact, the Cuban Missile Crisis, the Vietnam War and the International Commission of Control and Supervision, environmental concerns such as acid rain), and explain how they challenged or reinforced the nature of that relationship
Sample questions: “What impact did the Cold War have on the relationship between Canada and the United States?” “What role did the United States play in the Canadian economy during these years? In what ways was it similar to and/or different from the role it had played in earlier years?” “What was the purpose of the DEW Line? How did the construction and maintenance of the DEW Line stations affect relations between Canada and the United States? Were Inuit communities consulted before these stations were established? What did the establishment of these stations reveal about governments’ attitudes towards Inuit in the region?” “Why did Ottawa implement the Arctic Waters Pollution Prevention Act in 1970? Do you think the act marked a change in the relationship between Canada and the United States? What was the federal government’s perspective on the act? What was the perspective of Inuit? Of Americans?”

D3. Identity, Citizenship, and Heritage

FOCUS ON: Historical Significance; Cause and Consequence

By the end of this course, students will:

D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (e.g., Doris Anderson, Rosemary Brown, Frank Arthur Calder, Harold Cardinal, Matthew Coon Come, Tommy Douglas, Terry Fox, Peter Ittinuar, René Lévesque, George Manuel, Madeleine Parent, Lester B. Pearson, Joey Smallwood, Pierre Trudeau, Jean Vanier; Greenpeace, the National Action Committee on the Status of Women, the National Indian Brotherhood, the Nova Scotia Association for the Advancement of Coloured People), and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

Sample questions: "What was the significance for people with disabilities of the formation of L’Arche? What was its significance for heritage and identities in Canada?” “Why does Viola Desmond appear on a Canadian postage stamp? What criteria do you think were used in her selection? “What impact did the Union of Ontario Indians have on Indigenous individuals, communities, and organizations during this period?” “What was the significance of the creation of the Inuit Tapirisat (now Inuit Tapiriit Kanatami) in 1971? What contributions did this organization make during this period?”

D3.2 explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period (e.g., Kenojuak Ashevak, Alex Colville, Chief Dan George, Joy Kogawa, Margaret Laurence, Gordon Lightfoot, Marshall
McLuhan, Norval Morrisseau, Daphne Odjig, Oscar Peterson, Bill Reid, Maurice Richard, Gabrielle Roy, Mordecai Richler, Buffy Sainte-Marie, Gilles Vigneault; the Canada Council, the CBC, the Canadian Radio-Television Commission, Cape Dorset artists, the Guess Who, the Stratford and/or Shaw Festivals, Expo '67, the 1970 Arctic Winter Games, the 1972 Hockey Summit Series), and assess the significance of these contributions for the development of identities and/or heritage in Canada

**Sample questions:** “What were the causes and consequences of the Massey Commission? How significant was the commission’s contribution to Canada’s cultural heritage?” “What was the message of the Indigenous Group of Seven? What contribution did this group of artists make to culture in Canada?” “Why was Norval Morrisseau’s mural at Expo ’67 considered so controversial?” “In what ways has Buffy Sainte-Marie’s First Nations background informed her pacifism?”

**D3.3** Analyse key causes of some significant events, 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; the formation of the National Indian Brotherhood/Assembly of First Nations; the Berger Commission; the Calder case; the recognition in the constitution of existing Aboriginal and treaty rights; the James Bay Project and the resulting protests; the efforts of Mary Two-Axe Early and others to secure equality for First Nations women; the creation of the Inuit Circumpolar Council; the inquest into the death of Chanie ("Charlie") Wenjack), and assess the impact of these events, developments, and/or issues on identities, citizenship, and/or heritage in Canada

**Sample questions:** “What was the significance for Canadian citizenship of the enfranchisement of ‘status Indians’ in 1960?” “What were some factors leading to the 1969 White Paper? What was the purpose of this policy document? How did Indigenous groups respond to it? What does that response reveal about the identity of First Nations in Canada?” “What were the causes of the creation of the National Indian Brotherhood? What contributions did this organization make to Canada?” “Why might the Mohawks who built Manhattan occupy a meaningful place in the narrative of the Mohawk nation?” “How did the James Bay Project affect the relationship between the Cree and Inuit and the Quebec government?” “Was the inclusion of Métis and Inuit in section 35 of the Constitution Act, 1982, a turning point with respect to Métis and Inuit rights and identity? Why or why not?”
D3.4 describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982 (e.g., with reference to the leadership of Maurice Duplessis, Jean Lesage, and René Lévesque; the Royal Commission on Bilingualism and Biculturalism; “Maître Chez Nous”; the October Crisis; the formation of the Parti Québécois; Bill 101; the patriation of the constitution; the 1980 referendum), and explain the significance of these events for the development of identities in Canada

Sample questions: “What were the intended and unintended consequences of Charles de Gaulle’s ‘Vive le Québec Libre’ speech in Montreal in 1967? What was the significance of the speech for French Canadians? For English Canadians? For Ottawa?” “What factors contributed to the failure of the 1980 referendum on Quebec sovereignty? How did First Nations people in Quebec tend to view the referendum? What do these views suggest about the identity of First Nations people in Quebec? How did First Nations individuals and communities in the rest of Canada view the referendum?”

D3.6 describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for heritage and identities in Canada (e.g., with reference to the points system; origins and numbers of immigrants and refugees, including displaced persons after World War II; the domestic workers scheme; the growth of ethnic neighbourhoods in Canada’s largest cities; the development of various cultural festivals)

Sample question: “How important was the role of postwar immigration policy in the development of Canada as a multicultural society?”
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 significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

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

E1. Social, Economic, and Political Context

FOCUS ON: Historical Significance; Continuity and Change

By the end of this course, students will:

E1.1 describe various social and cultural trends and developments in Canada since 1982 (e.g., demographic changes, including changes in the family and in immigration; the development of Hollywood North; the rates of incarceration and suicide in First Nations communities; the growth of urban Inuit populations in Canada’s South; the cultural appropriation of First Nations, Métis, and Inuit art, clothing, and ceremonies; developments related to multiculturalism and pluriculturalism; the growth of social and cultural advocacy groups), and assess their significance for people in Canada, including First Nations, Métis, and Inuit communities.

Sample questions: “What was the significance of the deinstitutionalization of people with disabilities in Canada during this period? In what ways was it a change from the treatment of disabled people in the past? Do you think that the practice of deinstitutionalization was related to larger social trends during this period?” “What impact have Hollywood portrayals of
Indigenous individuals and communities during this period had on Canadians’ understanding of First Nations, Métis, and/or Inuit culture?” “Why have a number of environmental groups developed in Canada since the 1980s? How significant do you think they have been?” “In what ways did the opening ceremonies for the 2002 Arctic Winter Games reflect an Inuit historical perspective? How does that event compare to the opening ceremonies for the 2010 Vancouver Winter Olympics?”

**E1.2** identify some major developments in science and technology since 1982 (e.g., personal computers, the Internet, cellphones and “smartphone” technology, digital music, electric and hybrid cars, fossil fuel extraction technologies, cloning, stem cell research, genetically modified foods, developments in alternative energy), and assess their significance for people in Canada, including First Nations, Métis, and/or Inuit communities

Sample questions: “What were computers used for in the early 1980s? What are they used for now? How important have these changes been?” “What impact have social media had on the ways in which Canadians communicate? What impact might they have on how students learn?” “What impact have recycling technologies had on consumer habits and attitudes?” “What impact has the evolution of digital music had on First Nations, Métis, and Inuit music?” “How has the Internet affected communities in the Arctic?”

**E1.3** describe some key trends and/or developments in the Canadian economy since 1982, including those affecting First Nations, Métis, and Inuit communities (e.g., the decline of the manufacturing sector, the Canada-U.S. Free Trade Agreement [FTA] and the North American Free Trade Agreement [NAFTA], the decline of East Coast fish stocks, recessions, the bursting of the tech bubble, consumerism, online shopping, economic growth in western and northern Canada, fluctuations in interest rates, the European Union ban on sealskin products), and compare them to earlier trends/developments

Sample questions: “What impact have trade agreements had on the economies of different regions of Canada during this period? What has changed in these economies? What has remained the same?” “What were some similarities and differences between the tech bubble of the 1990s and economic developments during the 1920s?” “How were the role and goals of unions at the end of the twentieth century similar to or different from their role/goals earlier in the century?” “What role have new mining developments played in the economy of the Canadian Arctic? How does the development of diamond mining in the Arctic compare to earlier mining projects in the region? What is the Inuit perspective on such developments? How does the Inuit
world view differ from that of the diamond corporation De Beers?” “What changes have occurred in northern Canada as a result of economic growth in First Nations, Métis, and Inuit communities?” “What role has ecotourism played in various First Nations communities? What has been the impact of such initiatives on these communities?”

**Split SE – include a specific indigenous one**

**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’s Calls to Action; 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 People), and assess their significance for First Nations, Métis, and Inuit individuals and communities.

**Sample questions:** “What changes have been made to the Indian Act since 1982? What aspects of the act have stayed the same?” “What are some ways in which political developments and government policies that have affected First Nations, Metis, and Inuit in Canada since 1982 continue to reflect colonial attitudes and perspectives?” ”Why have Canadian courts of law begun, since the 1990s, to accept oral testimony on historical matters from Indigenous peoples? Why is this change significant?” ”How would you assess the success of the Truth and Reconciliation Commission compared to the Royal Commission on Aboriginal Peoples?” ”How do unresolved issues arising from past systemic oppression and historical policies continued to affect First Nations, Métis, and Inuit individuals and communities today?” ”Do you think that Prime Minister Justin Trudeau’s visit to Shoal Lake reserve represented a change in government policy with respect to the right of First Nations, Métis, and Inuit to clean drinking water? Why or why not?”

**E1.5** describe some key political developments and/or government policies in Canada since 1982 (e.g., the Goods and Services Tax and the Harmonized Sales Tax, pay equity legislation, Operation Support following 9/11, the Kyoto Accord, the decision to send troops to Afghanistan, new political parties such as the Reform Party and the Green Party, the Ontario government’s recognition of the Franco-Ontarian flag and its creation of French-language school boards, the long gun registry, the Civil Marriage Act of 2005, policies related to Arctic sovereignty), and assess their significance for different non-indigenous groups in Canada.
**Sample questions:** “In what ways did the Reform Party contribute to change in Canadian politics?” “How have the environmental policies of the federal government changed during this period? How might you account for the changes?”

**E2. Communities, Conflict, and Cooperation**

**FOCUS ON:** Continuity and Change; Historical Perspective

By the end of this course, students will:

**E2.1** describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 (e.g., conflict over the 1992 cod moratorium; political protests such as those against the G20 meetings in Toronto or the rise in university tuition in Quebec; strikes; racism and hate crimes; continuing legal conflict and/or political protests over Aboriginal title and land rights; the Idle No More movement; the National Inquiry into Missing and Murdered Indigenous Women and Girls; continuing tension between Quebec and the federal government; cooperation in response to natural disasters such as the 1998 ice storm or the Saguenay and/or Red River floods; cooperation among members of social reform movements), and analyse these interactions from various perspectives.

**Sample questions:** “What were the perspectives of various participants in the APEC summit in Vancouver and the conflicts that accompanied it?” “Whose perspectives were reflected in debates concerning hate crimes and free speech during this period?” “Do you think that the establishment of the National Inquiry into Missing and Murdered Indigenous Women and Girls reflected a change in government attitudes towards First Nations, Métis, and Inuit issues? Why, or why not?” “What is the ‘duty to consult and accommodate’, as stipulated in treaties and affirmed by the Supreme Court of Canada? How has this duty affected relationships between First Nations, Métis, and Inuit communities, the government, and the private sector?”

**E2.2** analyse aspects of regionalism in Canada since 1982, including new and ongoing challenges in the relationship between Ottawa and various regions (e.g., with reference to have and have-not provinces, economic development, revenues from natural resources, development of the Alberta oil sands, the cod moratorium, regional political parties, regional cultures, the birth of Nunatsiavut in 2005 and/or Nunavik in 2008).

**Sample questions:** “When you examine issues that have affected the relationship between Ottawa and the regions of Canada, why is it important to consider the perspectives of both the federal government and the region or regions involved? What sources enable you to do so?”
“What are some of the enduring regional cultures of Canada?” How has the participation of First Nations in the development of resources within their home territories and/or communities changed over time? Is their involvement a change in or continuation of their historical role in resource development on their territory and/or community?”

E2.3 identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 (e.g., Bill C-31, 1985; the Meech Lake Accord; disputes over land at Oka, Ipperwash, and/or Caledonia; land claims by the Lubicon Lake Nation; Delgamuukw v. British Columbia, 1997; the Nisga’a Final Agreement, 1988; the creation of Nunavut; R v. Powley, 2003; the McIvor decisions; the Truth and Reconciliation Commission; the Idle No More movement; Justice Phelan’s 2013 ruling on the Constitution Act, 1867; the Coolican Report, 1986; the Qikiqtani Truth Commission; the Daniels decision, 2016; living conditions and education on First Nations reserves; preservation of Indigenous languages; the numbers of Indigenous children in care; Jordan’s Principle; Métis Nation of Ontario Secretariat Act, 2015; control over Arctic waters), and analyse them from various perspectives.

Sample questions: “What were the underlying issues in the Oka crisis? How did the positions of the various parties on these issues lead to the conflict?” “How has the Supreme Court of Canada interpreted the protection of Aboriginal rights in the Constitution Act, 1982?” “How was Prime Minister Stephen Harper’s apology for Residential Schools viewed by Indigenous people? By various non-Indigenous Canadians?” “What is the significance of the 2013 ruling by Justice Michael Phelan for the relationship between the federal government and both the Métis and non-status Indians in Canada?” “What did the Truth and Reconciliation Commission set out to do? Whose testimony did the commission collect? Do you think the commission’s Calls to Action are a turning point in the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and nations? Why, or why not?” “What do issues related to living conditions on some First Nations reserves since the 1980s reveal about continuity in the government’s treatment of and attitudes towards Indigenous peoples?” “What was the significance of the government of Ontario’s non-recognition of Métis in the province? What was the perspective of the government on this issue? What was the perspective of the Métis? What impact did the Supreme Court’s decision in the Powley case (2003) have on this issue? How did that decision affect the status of Métis in Ontario and the rest of Canada?”
E2.4 describe some key developments and issues 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; sovereignty association; relations between Canadian prime ministers and Quebec premiers; the 1995 referendum), and analyse them from various perspectives

Sample questions: “What was the purpose of the Clarity Act? How was it viewed by the Quebec government?” “What were the perspectives of First Nations and Inuit on Quebec sovereignty? What was the perspective of Quebec sovereigntists? Of federalists in Quebec and the rest of Canada?”

E2.5 describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict (e.g., with reference to South African apartheid; the Gulf War; events in Bosnia, Somalia, Rwanda, Syria; the War on Terror) and Canadians’ cooperation in humanitarian work (e.g., the International Court of Justice the Canadian International Development Agency; responses to natural disasters such as the Indian Ocean tsunami in 2004, earthquakes in Haiti or Japan, famine in Ethiopia; the role of Canadian non-governmental organizations), and explain some key factors that have affected this participation

Sample questions: “How and why has Canada’s spending on official development assistance fluctuated since 1982?” “Was the decision to send troops to Afghanistan in keeping with Canada’s traditional role in world affairs?”

E3. Identity, Citizenship, and Heritage

FOCUS ON: Historical Significance; Cause and Consequence

By the end of this course, students will:

E3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 (e.g., Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Tony Belcourt, Cindy Blackstock, Lucien Bouchard, Clément Chartier, Jean Chrétien, Nellie Cournoyea, Romeo Dallaire, Phil Fontaine, Stephen Harper, Michaëlle Jean, Shannen Koostachin, Gary Lipinski, Audrey McLaughlin, Josephine Mandamin, Preston Manning, Steve Powley, Judy Rebick, Jeanne Sauvé, Murray Sinclair, David Suzuki, Jean Teillet, Justin
Trudeau, Sheila Watt-Cloutier; the Bloc Québécois, the Green Party, Inuit Tapiriit Kanatami, Métis Nation of Ontario, the Reform Party), and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

Sample questions: “What have been the short and long-term consequences of Elijah Harper’s rejection of the Meech Lake Accord?” “What criteria might you use to assess the political legacy of Brian Mulroney? Would you use the same criteria to assess the political legacy of Jack Layton?” “What actions has Charlie Angus taken to bring awareness to issues around on-reserve education for First Nations children? What actions have First Nations community members and leaders taken to bring awareness to this issue?” “How have First Nations, Métis, and Inuit political organizations contributed to identities in Canada since the 1980s?”

E3.2 explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982 (e.g., Susan Aglukark, Denis Arcand, Margaret Atwood, Donovan Bailey, Adam Beach, Edward Burtnysky, Austin Clarke, Leonard Cohen, Sidney Crosby, Celine Dion, Paul Demers, Drake, Atom Egoyan, Michael J. Fox, Tomson Highway, Lawrence Hill, Clara Hughes, Jarome Iginla, Wab Kinew, Zacharias Kunuk, Deepa Mehta, Michael Ondaatje, Amanda Rheaume, Robbie Robertson, Crystal Shawanda, Jordin Tootoo, Shania Twain, Neil Young; A Tribe Called Red, Afro Connexion, Arcade Fire, Cirque de Soleil, Digging Roots, the Tragically Hip; the Calgary or Vancouver Olympics, Caribana [Caribbean Carnival]), and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

Sample questions: “Do you think that the political satire of people such as Rick Mercer has had an influence on civic action or youth engagement? Why or why not?” “For whom is the work of Michel Tremblay significant? Why?” “What images of First Nations, Métis, and Inuit were on display during the opening ceremonies for the 2010 Vancouver Olympics? What was the significance of these images? What did they reveal about how Indigenous cultures tend to be represented in the popular culture of non-Indigenous Canadians?” “What do the lyrics of Amanda Rheaume’s song ‘We Aspire’ tell you about the values and aspirations of Métis people?” “Who was Grey Owl? Do you think he should have been honoured with a commemorative plaque from the province of Ontario after his death in 1984? Why or why not?”

E3.3 assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (e.g., the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese
head tax; the Komagata Maru incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families; suicide rates among Indigenous youth)

Sample questions: “Do you think that apologies for past human rights abuses provide adequate redress for past wrongs? Why, or why not?” “What social, economic, and/or political factors might contribute to a decision to commemorate, or to issue an apology for, a violation of human rights?” “What events led to Stephen Harper’s statement of apology to former students of Indian Residential Schools in 2008? Did this apology lead to changes in attitudes towards and/or in policies directed at First Nations, Métis, and/or Inuit individuals and communities in Canada? Why or why not?” “What is the significance of the 2016 ruling of the Canadian Human Rights Tribunal with respect to inequalities in the funding for child welfare services for First Nations children?” “What were the causes of the 2016 inquest into the deaths of First Nations students in Thunder Bay? What was the significance of this inquest?”

E3.4 describe some key developments that have affected Canada’s relationship with the United States since 1982 (e.g., the Canada-U.S. FTA and/or NAFTA; softwood lumber disputes; policies to protect Canadian culture; the International Joint Commission; Canada’s response to 9/11; Canada’s refusal to participate in the Second Gulf War; Canada’s participation in the mission in Afghanistan; issues related to border control; the Omar Khadr case; Arctic sovereignty), and explain the impact of Canadian-American relations on Canadian identities and heritage

Sample questions: “What impact did Canada’s responses to the Second Gulf War and the military mission in Afghanistan have on our relationship with the United States?” “What role do you think our relationship with the United States plays in Canadians’ view of themselves?”
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

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

(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**

<table>
<thead>
<tr>
<th>Overall Expectations and Related Concepts of Historical Thinking</th>
<th>Big Ideas$</th>
<th>Framing Questions$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B: Canada, 1914–1929</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>National and international events and developments during this period affected the lives of people in Canada in different ways.</td>
<td>Why might different individuals and/or communities in Canada view the same event or development in different ways?</td>
</tr>
<tr>
<td>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)</td>
<td>Canadians faced major conflict at home and abroad during this period.</td>
<td>What were the consequences of World War I for Canada and people in Canada?</td>
</tr>
<tr>
<td>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)</td>
<td>Many individuals, groups, communities, and events helped to shape the development of Canada during this period.</td>
<td>What people and events contributed to the evolution of identities and citizenship in Canada during this period?</td>
</tr>
<tr>
<td><strong>C: Canada, 1929–1945</strong></td>
<td></td>
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<tr>
<td>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)</td>
<td>The Great Depression and World War II had a major impact on the lives of people in Canada.</td>
<td>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?</td>
</tr>
<tr>
<td>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)</td>
<td>This period was marked by increasing tensions between different groups and communities within Canada and between Canada and other countries.</td>
<td>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?</td>
</tr>
<tr>
<td>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)</td>
<td>Various individuals and events had a major impact on the continuing development of a Canada during this period.</td>
<td>How did colonialism continue to have an impact on Indigenous individuals and communities in Canada during this period? Whose voices dominated in Canada at this time? Why did all voices not carry the same weight?</td>
</tr>
</tbody>
</table>
### Overall Expectations and Related Concepts of Historical Thinking

#### D: Canada, 1945–1982

<table>
<thead>
<tr>
<th>D1. Social, Economic, and Political Context</th>
<th>Big Ideas</th>
<th>Framing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>This was a period of major change in the lives of people in Canada.</td>
<td>In what ways did social welfare programs help people in Canada? Did they help all people equally?</td>
</tr>
<tr>
<td>D2. Communities, Conflict, and Cooperation</td>
<td>Although this period was marked by conflict, both nationally and internationally, Canada also participated in cooperative ways in the international community.</td>
<td>Why did some people in Canada view the rise in immigration during this period as a threat?</td>
</tr>
<tr>
<td>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</td>
<td>During this period, Canada evolved into a multicultural country with a developing welfare state.</td>
<td>In what ways did colonialist government policies continue to have an impact on First Nations, Métis, and/or Inuit individuals and communities during this time? Which individual or event made the most significant contribution to the development of identities in Canada during this period?</td>
</tr>
<tr>
<td>D3. Identity, Citizenship, Heritage</td>
<td>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</td>
<td>National and international events and developments since 1982 have affected the lives of all people in Canada, but not in the same ways.</td>
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</tbody>
</table>

#### E: Canada, 1982 to the Present

<table>
<thead>
<tr>
<th>E1. Social, Economic, and Political Context</th>
<th>Big Ideas</th>
<th>Framing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Interrelationships between different groups and communities in Canada have changed over time.</td>
<td>In what ways have different individuals and events contributed to the development of identities in Canada? What actions have some individuals and communities been taking to change the colonial relationship between Indigenous and non-Indigenous people in Canada?</td>
</tr>
<tr>
<td>E2. Communities, Conflict, and Cooperation</td>
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</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3. Identity, Citizenship, Heritage</td>
<td>The story of Canada has been, and continues to be, shaped by the various individuals, groups, and communities in this country.</td>
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</tr>
</tbody>
</table>

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


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 Métis 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?”
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?”
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?”

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?"
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 seal skin 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?”
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, Métis, 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 is 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?”

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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?”