

ONTARIO CURRICULUM CONNECTIONS

<http://edu.gov.on.ca/eng/curriculum/secondary/canworld910curr.pdf>

CANADIAN HISTORY AND WORLD ISSUES – Grade 10

COURSE CREDITS

Course Grade	Course Name	Course Type	Code	Credit Value
10	Canadian History Since World War I	Academic	CHC2D	1.0

ROLE OF TEACHERS

Teachers and students have complementary responsibilities. Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations in their courses, as well as for developing appropriate methods for assessing and evaluating student learning. Teachers also support students in developing the reading, writing, oral communication, and numeracy skills needed for success in their courses. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop skills of inquiry and communication, as well as map and graphic representation skills, while discovering and learning fundamental concepts. The activities offered should enable students to connect and apply these skills and concepts to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts – to the goals and concerns of the world in which they live – will motivate students to learn and to become lifelong learners.

**TO THE RIGHT OF THE MINISTRY CURRICULUM EXPECTATIONS
FOR THIS HISTORY COURSE CHC2D (COPIED AND PASTED)
PLEASE SEE GRAY BOXES SHOWING DIRECT LINKS
IN THE “CHOOSE YOUR VOICE” TEACHERS’ GUIDE**

Canadian History Since World War I, (C H C 2 D)

Grade 10, Academic

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- explain how local, national, and global influences have helped shape Canadian identity;
- analyse the impact of external forces and events on Canada and its policies since 1914;
- analyse the development of French-English relations in Canada, with reference to key individuals, issues, and events;
- assess Canada's participation in war and contributions to peace-keeping and security.

Specific Expectations

Forging a Canadian Identity

By the end of this course, students will:

- identify contributions to Canada's multi-cultural society by regional, linguistic, ethnocultural, and religious communities (e.g., Aboriginal peoples, Franco-Ontarians, Métis, Black Canadians, Doukhobors, Mennonites, local immigrant communities);

The Impact of External Forces on Canada

By the end of this course, students will:

- explain the impact in Canada of the experience and memory of the Holocaust (e.g., immigration of Holocaust survivors; introduction of human rights legislation; policy dealing with hate crimes and Nazi war criminals; nature of response to occurrences of genocide/ethnic cleansing in the world after World War II; participation in International War Crimes tribunal);

Canada's Participation in War, Peace, and Security

By the end of this course, students will:

- identify the major groups of French Canadians outside Quebec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe their struggle for recognition;
- analyse the changing relationship between English Canada and

DIRECT LINKS IN "CHOOSE YOUR VOICE"(CYV) THAT FULFILL THE COURSE EXPECTATIONS

See the CYV Fact Sheets:

PAGE #

19	First Nations Residential Schools
22	S.S. St. Louis
52	Maurice "The Rocket" Richard
35	Death of Neil Stonechild
45	Antonine Maillet
47	Lincoln Alexander
48	Nellie McClung
49	Bromley Armstrong
50	Jean Lumb

See "Choose Your Voice" DVD:
Part 2 - Voices of the Past

Quebec, with a focus on the evolution of language policy and analyse significant events related to the Holocaust (e.g., the rise of anti-Semitism and Nazism; Kristallnacht; establishment of ghettos, concentration camps, and death camps) and Canada's response to those events;

- describe atrocities committed during World War II and assess Canada's response to them (e.g., Nanking massacre, Battle of Hong Kong and its aftermath, concentration camps, Nazi murder of Canadian prisoners of war in Normandy, fire bombing of Dresden);
- analyse changes in Canadian policies towards refugees since 1930 (e.g., the closed-door policy towards Jewish refugees in the 1930s; acceptance of displaced persons after World War II; current refugee and immigration policies);

Change and Continuity

Overall Expectations

By the end of this course, students will:

- analyse changing demographic patterns and their impact on Canadian society since 1914;
- explain how and why Canada's international status and foreign policy have changed since 1914.

Specific Expectations

Demographic Patterns and Their Effects on Society

By the end of this course, students will:

- identify the major groups of immigrants that have come to Canada since 1914 and describe the circumstances that led to their decision to emigrate (e.g., impact of war, political unrest, famine);
- analyse the similarities and differences between current and historical patterns of immigration to Canada, making reference to changing immigration policies and pull factors (e.g., incentives for immigrants) that were in effect during different periods; analyse Canada's responses to some of the major human tragedies since World War I (e.g., genocide in Ukraine; the Holocaust; Japanese atrocities prior to and during World War II; famine in Africa; genocide in Somalia; civil war in Bosnia; the AIDS crisis in Africa; September 11);

DIRECT LINKS IN "CHOOSE YOUR VOICE"(CYV) THAT FULFILL THE COURSE EXPECTATIONS

See the CYV Fact Sheets for:

PAGE #

22 S.S St. Louis

43 Oskar Schindler

51 Sempo Sugihara

See the "Choose Your Voice" DVD
- Part 2, Voices of the Past

See the CYV Fact Sheets for:

PAGE #

18 Asian Immigrants

20 Indian Immigrants

21-22 Jewish Immigrants

47 Lincoln Alexander

49 Bromley Armstrong

– Loose inserts:

Chinese Head Tax; Japanese Internment Camps.

These immigrant groups were chosen as representative of the struggles immigrants faced in Canada until the laws were changed.

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- analyse the contributions of various social and political movements in Canada since 1914;
- assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity.

Specific Expectations

Social and Political Movements

By the end of this course, students will:

- analyse the impact of the women's movement in Canada since 1914 (e.g., suffrage, the Famous Five, broadening access to employment, Royal Commission on the Status of Women, enshrining gender equality in the Charter of Rights and Freedoms, combating violence against women, equal pay for work of equal value);

Individual Canadians and Canadian Identity

By the end of this course, students will:

- assess the contributions of selected individuals to the development of Canadian identity since 1914 (e.g., Nellie McClung, Arthur Currie, Thérèse Casgrain, Maurice Richard, Georges and Pauline Vanier, Max Ward, Marshall McLuhan, Rosemary Brown, Matthew Coon Come, Adrienne Clarkson);
- assess how artistic expression has reflected Canadian identity since World War I

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- analyse how changing economic and social conditions have affected Canadians since 1914;
- analyse the changing responses of the federal and provincial governments to social and economic pressures since 1914.

Specific Expectations

Changing Role of Government

By the end of this course, students will:

- explain how and why the Canadian government restricted certain rights and freedoms in wartime, and describe the impact, both short- and long-term, of these restrictions on the general population and on various groups within Canada (e.g., centralized planning, rationing, censorship, conscription, treatment of Japanese Canadians);

DIRECT LINKS IN "CHOOSE YOUR VOICE"(CYV) THAT FULFILL THE COURSE EXPECTATIONS

See the CYV Fact Sheets for:
PAGE #

44	Madeline Parent
45	Nellie McClung
48	Antonine Maillet (writer)
52	Maurice "The Rocket" Richard

These individuals were chosen as representative of real-world heroes in Canadian history

See the CYV Fact Sheets for:
PAGE #

18	Asian Immigrants
20	Indian Immigrants
21-22	Jewish Immigrants
47	Lincoln Alexander
49	Bromley Armstrong

– Loose inserts:
Chinese Head Tax; Japanese Internment Camps.

These immigrant groups were chosen as representative of the struggles immigrants faced in Canada until the laws were changed

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific Expectations

Research

By the end of this course, students will:

- formulate different types of questions
causal: What were the causes ...?; comparative: How were ...?; speculative: What would be some of the consequences ... ?)
when researching historical topics, issues, and events;
- gather information on Canadian history and current events from a variety of sources (e.g., textbooks and reference books, newspapers, the Internet) found in various locations (e.g., school and public libraries, resource centres, museums, historic sites, community and government resources);
- distinguish between primary and secondary sources of information (e.g., primary: artifacts, diaries, documents; secondary: books, articles), and use both in historical research;
- evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, underlying assumptions, stereotypes, prejudice, and bias);
- organize and record information gathered through research (e.g., using notes, lists, concept webs, timelines, charts, maps, graphs, mind maps);
- formulate and use a thesis statement when researching a historical topic or issue;

THE METHODS OUTLINED IN THE EXPECTATIONS CAN BE APPLIED AND ADAPTED FOR MANY “CHOOSE YOUR VOICE” ACTIVITIES.

Specific links directly used in the CYV resource are:

- 1) The Fact Sheets
- 2) The Activities
- 3) the Glossary

See “CHOOSE YOUR VOICE”
GRAPHIC ORGANIZERS:
Pages 16 and 29
The 5 W’s -Who? What? When?
Where? How? and Why?

APPROPRIATE CYV FACT
SHEETS, RESOURCES Pages
56-57 & WEBSITES Page 59;
CYV DVD

- See CYV Pages 7-14
- See Glossary for terms

- See 3 GRAPHIC ORGANIZERS
in CYV: Pages 16, 29, 41

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- distinguish between fact, opinion, and inference in texts and visuals found in primary and secondary sources;
- identify different viewpoints and explicit biases when interpreting information for research or when participating in a discussion;
- draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence;
- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, role playing, group presentations);
- use an accepted form of documentation (e.g., footnotes, end-notes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

PARTIAL GLOSSARY LIST IN REQUIREMENTS:

Anti-Semitism. The opposition to, and hatred of, Jews throughout history. (In CYV, called **antisemitism** - see explanation in Glossary)

First Nation(s). The term used to refer to the original inhabitants of Canada, with the exception of the Inuit.

Genocide. The planned, systematic destruction of an entire national, racial, political, religious, or ethnic group.

Holocaust. A term used to refer to the systematic, state-sponsored persecution and annihilation of European Jewry by the Nazis and their collaborators between 1933 and 1945.

THE INTERPRETATION AND ANALYSIS CAN BE APPLIED AND ADAPTED FOR MANY “CHOOSE YOUR VOICE” ACTIVITIES.

- See CYV Pages 7-14 for each
- See CYV Class Discussions and evaluations throughout booklet

CYV FACT SHEETS &
WEBSITE SOURCES Page 59;
CYV DVD

- See CYV Class Discussions, presentations, activities and evaluations throughout booklet
- See DVD Discussion Guide pages 5 and 6
- See terminology throughout and in Glossary

SPECIFIC TERMS THAT ARE ALSO USED IN THE “CHOOSE YOUR VOICE” PROGRAM

FOR FURTHER INFORMATION ABOUT THESE CURRICULUM CONNECTIONS,
PLEASE CONTACT:

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