

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	Applied	CHC2P	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 P)

Grade 10, Applied

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

- describe some of the major local, national, and global forces and events that have influenced Canada's policies and Canadian identity since 1914;
- explain the significance of some key individuals and events in the evolution of French-English relations in Canada since 1914;
- evaluate Canada's participation in war and contributions to peace keeping and security

Specific Expectations

Forces Shaping Canada's Policies and Canadian Identity

- describe some aspects of the impact in Canada of the experience and memory of the Holocaust (e.g., immigration of Holocaust survivors; introduction of human rights legislation; policies relating to hate crimes and Nazi war criminals; nature of response to occurrences of genocide/ethnic cleansing in the world since World War II; participation in International War Crimes tribunal)
- identify the contributions made by selected regional, provincial, linguistic, ethnic, and/or religious communities to Canada's multicultural society.
(e.g., Atlantic Canada, Quebec, Franco-Ontarians, Aboriginal nations, Métis, Inuit, Black Canadians, local immigrant groups, Doukhobours, Hutterites, Mennonites);

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
35	Death of Neil Stonechild
45	Antonine Maillet
47	Lincoln Alexander
48	Nellie McClung
49	Bromley Armstrong
50	Jean Lumb
52	Maurice "The Rocket" Richard

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

French-English Relations

By the end of this course, students will:

- identify some major events that contributed to the growth of Quebec nationalism and the separatist movement in Quebec from 1945
- identify the major groups of French Canadians outside Quebec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe some of their efforts to achieve recognition.

Canada's Participation in War, Peace, and Security

By the end of this course, students will:

- describe the events leading up to the Holocaust (e.g., rise of anti-Semitism and Nazism; Kristallnacht; establishment of ghettos, concentration camps and death camps; voyage of SS St.Louis) and assess Canada's response to those events;

Change and Continuity

Overall Expectations

By the end of this course, students will:

- explain some major ways in which Canada's population has changed since 1914;
- evaluate the impact of some technological developments on Canadians in different periods;
- describe changes in Canada's international status and its role in the world since 1914.

Specific Expectations

Demographic Patterns

By the end of this course, students will:

- identify some major groups of immigrants that have come to Canada since 1914 and describe the circumstances that led to their immigration (e.g., push factors: impact of war, political unrest, famine; pull factors: economic opportunities in Canada, government incentives);
- describe some of the ways in which Canadian immigration policies have changed over time (e.g., quotas, point systems, incentives), and how such changes have affected patterns of immigration;

Canada's International Position

By the end of this course, students will:

- describe Canada's responses to some of the major human tragedies that have occurred since World War I (e.g., genocide in Ukraine; the Holocaust; the Nanking massacre; genocide in Somalia and Rwanda; 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:

PAGE #

22	S. S. St. Louis
43	Oskar Schindler
45	Antonine Maillet
51	Sempo Sugihara

DVD- Part 2:

Holocaust and rise of Nazism

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.

See the CYV Fact Sheets:

PAGE #

22	S. S. St. Louis
43	Oskar Schindler
51	Sempo Sugihara

DVD:

Part 2 - Holocaust and rise of Nazism

Parts 3 and 4 - Rwanda, Darfur

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

- describe the impact of significant social and political movements on Canadian society;
- describe how individual Canadians have contributed to the development of Canada and its emerging sense of identity

Specific Expectations

Social and Political Movements

By the end of this course, students will:

- summarize the key contributions of women’s movements in Canada since 1914 (e.g., suffrage; access to employment, including non-traditional occupations; maternity leave; equal pay for work of equal value; child care);
- identify key struggles and contributions of the labour movement in Canada (e.g., Winnipeg General Strike, On-to-Ottawa Trek, Quebec Asbestos Strike, Canadian Labour Congress, Canadian Auto Workers, forty-hour work week, health and safety legislation, minimum wages, employment standards), as well as key contributions of selected labour leaders (e.g., Madeline Parent, Beverly Mascoll, LuAn Mitchell-Halter, Bob White, Judy D’Arcy);
- describe some of the factors shaping the experience of Aboriginal peoples in Canada since 1914 (e.g., relocation ,urbanization, education, pressures to assimilate) and ways in which Aboriginal people have worked to achieve recognition of Aboriginal and treaty rights; – compare the different beliefs and values of selected political parties that emerged out of political movements (e.g., Co-operative Commonwealth Federation [CCF], Social Credit, Union Nationale, Bloc Québécois, Reform/Canadian Alliance, Green Party).

Individual Canadians and Canadian Identity

By the end of this course, students will:

- describe how selected significant individuals have contributed to the growing sense of Canadian identity since 1914 (e.g., Nellie McClung, Arthur Currie, Therese Casgrain, Maurice Richard, Georges and Pauline Vanier, Max Ward, Marshall McLuhan, Rosemary Brown, Matthew Coon Come, Adrienne Clarkson);
- describe how the work of selected artists has reflected Canadian identity.

DIRECT LINKS IN

“CHOOSE YOUR VOICE”(CYV) THAT FULFILL THE COURSE EXPECTATIONS

See the CYV Fact Sheets for:
PAGE #

19	First Nations Residential Schools
35	Death of Neil Stonechild
44	Madeline Parent*
45	Nellie McClung
48	Antonine Maillet

*These 3 women were chosen as representative of real-world heroes in Canadian history

See the CYV Fact Sheets for:
PAGE #

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

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.

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, presentations, activities and evaluations throughout booklet

CYV FACT SHEETS &
WEBSITE SOURCES Page 59;
CYV DVD

-See CYV Class Discussions and evaluations throughout booklet

-See DVD Discussion Guide pages 5 and 6

- See terminology throughout and in Glossary

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.

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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