

Adult Basic Education

## **Adult Oriented Electives**

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### **History 3202**

**Canada in the 20<sup>th</sup> Century:  
From World War II to the 21<sup>st</sup> Century**

## **Curriculum Guide**

**Prerequisite:** None (it is however, recommended that students first complete History 3201).

**Credit Value:** Two

Text: Newman, Garfield, *Canada: A Nation Unfolding*, Toronto:  
McGraw-Hill Ryerson (2000)





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## To the Instructor

### Introduction to History 3202

History 3202 is the second history course of a series of adult-oriented elective courses developed for exclusive use in the Adult Basic Education program in Newfoundland and Labrador. It is a course that will engage ABE students because it addresses topics that go far beyond the study of names, dates and facts. Although *History 3202* requires no prerequisite study, it is recommended that students complete History 3201 first, if they need optional credits and show an interest in social studies.

The course provides an opportunity to integrate a variety of teaching strategies with a variety of student skills. Although the Study and Curriculum Guides allow for independent and self-paced work on the part of the student, the course is equally appropriate to teacher-led groups and classroom-based activities.

### **History 3202**

**Unit 1, *Canada and World War II***, looks at Canada's response to and participation in the second global conflict, this time against the expansion of fascism that threatened many parts of the world, including the shores of North America. Students will examine the development of fascist, democratic, and communist countries as well as the implications of the Treaty of Versailles in relation to political unrest in Germany and the onset of the war. Students will assess the contributions of Canadians to the major battles and the development of the nuclear weapons that eventually ended the conflict. War on the home front is also examined through the study of the Canadian war-time economy, the treatment of "enemy aliens", and other issues that faced the country. The Unit concludes with information on some events that helped shape the post-war world: the formation of the United Nations, the inception of the "middle powers" that demanded input into affairs on the world stage, and the split in ideologies that lead to a Cold War and a new way of conducting international relations.

**Unit 2, *Canada Post World War II to 1968***, examines the many social changes that sped through the country during the 1950s and the 1960s; students will learn about the increase in immigration to Canada, the baby boom, and how the introduction of "labour saving" technology changed and improved life for many Canadians. The Unit also explores the ways in which ethnicity, race and gender contributed to the exclusion of many Canadian citizens from the post-war prosperity that was sweeping the country. Adult students will find the concept of an emerging youth and counterculture interesting; many will relate to the cultural values and government policies that came out of these movements. They will also assess the increasing role of government in the lives of the people and the development of the social "safety net", much of which exists in similar form today. Of course, the 1960s represented tumultuous times for Canada's unity, particularly the rise of the FLQ and the issue of the Quebecois national identity. This Unit addresses the rapid economic growth in Canada during this time and the country's increased economic relations with the United States, as well as her debut on the world stage as an international mediator and peacekeeper. In this section of the course, students will also be introduced to the concept of oral history as a means to investigate the past.

## To the Instructor

**Unit 3, Canada from 1968 to the 21<sup>st</sup> Century**, looks into Cold War developments and Canada's contributions to peacekeeping and foreign aid on the global front. The Unit also addresses issues surrounding Free Trade policies and Canadian-American foreign policy partnerships. Many economic issues are considered, including regional economic prospects from 1968-2000 and efforts to reduce Canada's large national debt. Students will undertake an examination of changes made to Canada's social safety net and the implications (social, political, economic, and cultural) of these changes. A major focus of Unit 3 is Canadian unity; students will learn about the Quebec Separatist Movement, Aboriginal concerns, regional allegiances, and the constitutional crises seen in the Meech Lake and Charlottetown Accords. The Unit ends with a discussion of issues that ABE students will find they can easily relate to: technological and demographic changes, immigration policies, women's issues, equity programs, multiculturalism and the quest for a unique Canadian identity.

## Recommended Resources

### **Textbook**

The textbook, *Canada: A Nation Unfolding*, is written for courses that are offered in Ontario high schools. It is organized to tell the story of Canada and its citizens by moving from the events that shaped the nation (both national and international) to the challenges and triumphs of regions, groups, and individuals. It is very inclusive and represents the history of all Canadians.

Text: Newman, Garfield, et al, *Canada: A Nation Unfolding*, Toronto: McGraw-Hill Ryerson (2000) ISBN 0-07-560903-7

### **Teacher's Resource**

The Teacher's Resource for the textbook is a conveniently divided binder that provides support material for the course that is offered in Ontario for both academic and applied graduation. It includes background information, suggestions for teaching and teaching methods, Blackline Masters, and answers to textbook questions. The resource also includes assessment and evaluation strategies and rubrics. For instructors who prepare and present lectures, there is a selection of colored overheads from the text that provide an excellent focus for the teacher-led class.

The Teacher's Resource also contains the *Applied Handbook* that was developed to aid in the teaching of the applied course in Ontario. *History 3202* is designed to emulate the applied course and the handbook contains suggested teaching activities, many of which are included in the Study Guide for *History 3202*. The guide includes learning activities, teaching/learning strategies, and assessment/evaluation activities that are ideal for teacher-led ABE classes. The Blackline Masters for the student portfolio will be supplied from the *Applied Handbook*, pages 56-78.

Laura Gini-Newman, et al, *Teacher's Resource Canada: A Nation Unfolding*, Toronto: McGraw-Hill Ryerson (2001) ISBN 0-07-560901-0

## To the Instructor

### Optional Resources

McGraw-Hill Ryerson also produces a computerized test bank that has 1500 questions including completion, multiple choice, short and long answer, chart and map analysis; these questions may be selected by unit, chapter or course outcome and may be manipulated in several ways to change test formats.

***Computerized Assessment bank for Canada: A Nation Unfolding*** ISBN 0-07-560902-9

A VHS video tape has been put together in 2-5 minute segments that allow for discussion of the topics. The tape contains 60 minutes of content from CBC productions and includes the following excerpts that related to each unit of the textbook:

*The Whitecomers: The Promised Land*

*Canada and the Great War: The Tomb of the Unknown Soldier*

*Residential Schools*

*Return to Ortona*

*Post Traumatic Stress Disorder*

*Pierre Eliot Trudeau 1919-2000*

***Video Canada: A Nation Unfolding, CBC (2001)*** ISBN 0-07-086353-9

## To the Instructor

### Curriculum Guides

*History 3202* has a Curriculum Guide for the instructor and a Study Guide for the student. The Curriculum Guide includes the specific curriculum outcomes for the course. Suggestions for teaching, learning, and assessment are provided to support student achievement of the outcomes. Each course is divided into units. Each unit comprises a **two-page layout of four columns** as illustrated in the figure below.

#### **Curriculum Guide Organization: The Two-Page, Four-Column Spread**

Unit Number – Unit Title		Unit Number – Unit Title	
<b>Outcomes</b> Specific curriculum outcomes for the unit	<b>Notes for Teaching and Learning</b> Suggested activities, elaboration of outcomes, and background information.	<b>Suggestions for Assessment</b> Suggestions for assessing students' achievement of outcomes.	<b>Resources</b> Authorized and recommended resources that address outcomes.

### Study Guides

The Study Guide provides the student with the name of the text and other resources required for the course and specifies the chapters and pages that the student will need to refer to in order to complete the required work for the course. It guides the student through the course by assigning relevant reading under the heading **Readings and References** and then assigning questions from the text along with supplementary exercises in the form of Blackline Masters (from the Teacher's Resource) under a column labeled **Portfolio Work**. Sometimes the study guide also provides important points for students to note. (See the *To the Student* section of the Study Guide for a more detailed explanation of the use of the Study Guides.) The Study Guides are designed to give students some degree of independence in their work. Instructors should note, however, that there is much material in the Curriculum Guides in the *Notes for Teaching and Learning* and *Suggestions for Assessment* columns that is not included in the Study Guide and instructors will need to review this information and decide how to include it.

## To the Instructor

### **Recommended Evaluation**

Students are responsible for answering questions labeled “Understanding Historical Facts” that appear at certain points throughout the textbook. These questions are based on the course outcomes and are used to determine whether the learner has read and understood the content and concepts presented in the assigned text; the answers to these questions can be found in the Teacher’s Resource for *Canada: A Nation Unfolding*, and may be assessed for the achievement of student knowledge and understanding. Students will submit these questions as part of the portfolio portion of the coursework.

The portfolio will also contain completed exercises in the form of Blackline Masters (BLMs); these should be reproduced from pages 56-78 of the *Applied Handbook* at the back of the Teacher’s Resource. In classrooms that utilize a self-paced method of delivery, instructors may wish to reproduce all of the appropriate BLMs and present them to students as an appendix to the Study Guide; they may then be completed as the student progresses through the assigned work. These BLMs have been chosen to satisfy the outcomes for *History 3202*. These exercises were designed to provide a more interactive approach to the study of Canadian history; ABE students should respond well to this approach. *The Applied Handbook* would make an excellent guide for instructors who lead their classes through lessons as a group. The handbook provides a chapter-by-chapter lesson plan for teaching of the course on which *history 3202* is based.

Students may choose to complete the course by either writing a comprehensive exam or completing a major project based on material studied in the course; the parameters for this project are described in this Curriculum Guide (see Appendix C)

The recommended evaluation for *History 3202* is as follows:

Portfolio (questions from textbook/Blackline Masters)..... 70%

Exam/Project..... 30%

100%



## General Learning Outcomes

### General Learning Outcomes for History 3202

Demonstrate an understanding of the elements of Canadian identity	Demonstrate an understanding of the changing role of Canadian governments from World War II to the present, including the evolution of Canada's social support programs
Demonstrate an understanding of the way in which outside forces and events have shaped Canada's policies since World War II	Effectively use historical research methods to investigate topics and issues in history in order to solve problems and answer questions that arise
Demonstrate an understanding of the progression of French-English relations in Canada since World War II	Use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and organize the information in a meaningful way
Demonstrate an understanding of Canada's participation in war, peace, and security internationally since World War II	Analyze and evaluate information when researching historical topics or issues: identify different viewpoints and explicit biases, distinguish between fact and inference in primary and secondary sources, use relevant and adequate supporting evidence to draw conclusions
Demonstrate an understanding of the changing demographic patterns within Canada from 1945 to the 21 <sup>st</sup> Century	Analyze and create maps, charts, diagrams, and timelines to determine the relationship between time and location
Demonstrate an understanding of the impact of technological developments of Canadians	
Explain how and why Canada's international status and foreign policy have changed since World War II	
Demonstrate an understanding of the contributions of various social and political movements to Canadian history since 1945	
Demonstrate an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity	
Evaluate how and why changing economic conditions and patterns have affected Canadians during the second half of the 20 <sup>th</sup> Century and into the new millennium	



**History 3202**

## Unit 1: Canada and World War II

Outcomes	Notes for Teaching and Learning
<p>1.1 Outline the rise of extreme political forces in the years following World War I</p> <p>1.1.1 Describe the emergence of fascism</p> <p>1.1.2 Identify the central beliefs of fascism</p> <p>1.1.3 Analyze the conditions that gave rise to Nazism in post-war Germany</p> <p>1.1.4 Identify the central beliefs of Nazism</p> <p>1.1.5 Describe the treatment of German Jews under the Nazi regime</p> <p>1.1.6 Examine the ways in which Western nations allowed Hitler to violate the terms of the Treaty of Versailles</p> <p>1.1.7 Describe the development of communism</p> <p>1.1.8 Identify the central beliefs of communism</p> <p>1.2 Explore specific events leading up to World War II</p> <p>1.2.1 Discuss the terms of the Rome-Berlin Axis</p> <p>1.2.2 Describe German rearmament and the militarization of the Rhineland</p> <p>1.2.3 Describe the Nazi invasions of Austria, Czechoslovakia, and Poland</p> <p>1.2.4 Examine Japan's campaign to expand its empire</p> <p>1.3 Analyze a political cartoon</p> <p>1.3.1 Recognize a political cartoon</p> <p>1.3.2 Identify the main idea, symbolism, exaggeration, and caricature in political cartoons</p> <p>1.3.3 Analyze political cartoons dealing with current events</p>	<p>This Unit analyzes possible causes for World War II and the effect the war had on Canadians both at the front and at home.</p> <p>Wall maps of Europe and the world would be valuable resources for <i>History 3202</i></p> <p>The Blackline Masters (BLMs) contained in the <i>Applied Handbook</i> portion of the Teacher's Resource binder (pages 56-78) may be given as a package to be completed in order, as the Study Guide specifies.</p> <p>Using <b>BLM 4-1</b>, students will use information from the textbook to explain terms and events that relate to Germany's violation of the terms of the Treaty of Versailles. <b>BLM 4-2</b> focuses on the consequences of the treaty after World War I and the relationship of those consequential actions to the rise of fascism and Nazism.</p> <p>Students should be made aware of cause-and-effect relationships in history as they assess the impact of the Treaty of Versailles on future conflict.</p> <p>The paragraph (Readings and References #4, Study Guide page 1) will allow students to summarize their findings from the completion of the BLMs.</p>

Suggestions for Assessment	Resources
<p>Instructors should discuss with students the readings from <i>Canada: A Nation Unfolding</i> and provide formative assessment through descriptive feedback, additional instruction, or the use of models and examples to aid in the student success.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 14, pages 204-222</p> <p><b>BLMs 4-1 and 4-2</b> from the Applied Handbook – Teacher’s Resource.</p>
<p>Student answers to questions from the textbook should be assessed as part of the portfolio for the course. The “Understanding Historical Facts” and “Expressing Your Opinion” questions are designed to cover specific outcomes and should be assigned a mark as part of the 70% recommended for completion of the assigned readings and portfolio work.</p>	<p><b>Suggested Online Resources</b></p> <p><a href="http://library.thinkquest.org/CR0215466/treaty_of_versailles.htm">http://library.thinkquest.org/CR0215466/treaty_of_versailles.htm</a></p> <p><a href="http://www.historylearningsite.co.uk/treaty_of_versailles.htm">http://www.historylearningsite.co.uk/treaty_of_versailles.htm</a></p> <p><a href="http://memory.loc.gov/learn/features/political_cartoon/index.html">http://memory.loc.gov/learn/features/political_cartoon/index.html</a></p>
<p>The Blackline Masters that make up the remainder of the student portfolio should be assessed for adherence to instruction and successful completion of the assigned task. These worksheets are also designed for the assessment of desired outcomes and should be completed in the order that they are presented in the Study Guide.</p>	<p>Overhead Transparencies 12, <i>1<sup>st</sup> Canadian Division of Leaving Halifax</i> and 14, <i>Canadian War Propaganda for World War II</i> may be used to initiate discussion on the onset of another war so soon after the end of World War I. Students should be aware of Canada’s support of the war effort.</p>
<p>The paragraph that the student is asked to write for Readings and References #4 should be assessed for adherence to format, language conventions, and specific content.</p>	
<p>The “Analyzing Political Cartoons” worksheet (appended to this guide) is designed for use in assessment of the student’s ability to make sense of political cartoons. In answering the questions provided, students should exhibit an insight into the meaning and impact of the specific cartoons they have chosen.</p>	
<p>The answers to assigned questions on page 223 of the textbook can be found on pages 146-148 of the Teacher’s Resource.</p>	

## Unit 1: Canada and World War II

Outcomes	Notes for Teaching and Learning
<p>1.4 Examine changes made to the Canadian military after World War I</p> <p>1.4.1 Explore the presence of visible minorities, aboriginal Canadians, and Ukrainian Canadians in World War II forces</p> <p>1.4.2 Describe the expanded role of women in the Canadian forces during World War II</p> <p>1.5 Identify specific events that highlighted Canada's contribution to World War II</p> <p>1.6 Examine aspects of the war in the Pacific</p> <p>1.6.1 Describe the attack on Pearl Harbor</p> <p>1.6.2 Relate the attack on Pearl Harbor to America's entry into the war</p> <p>1.6.3 Describe the Japanese invasion of Hong Kong</p> <p>1.7 Identify the events that changed the balance of power and eventually ended the war</p> <p>1.7.1 Explain how the entry of the United States and the Soviet Union tipped the balance in favour of the allied powers</p> <p>1.7.2 Describe the allied powers' success in North Africa</p> <p>1.7.3 Describe Canadian involvement in the Italian campaign, particularly the Battle of Ortona</p> <p>1.7.4 Identify Canada's contribution to D-Day activities, particularly the Normandy Invasion</p> <p>1.8 Examine the final drive to end the war</p> <p>1.8.1 Outline the key decisions made at the Yalta Conference in February 1945</p> <p>1.8.2 Examine events that led to VE Day</p> <p>1.8.3 Describe Canada's liberation of the Netherlands</p> <p>1.8.4 Relate the use of the atomic bomb to the final surrender of the Japanese</p> <p>1.9 Assess how racism and intolerance led to the mass slaughter of Jewish persons in the Holocaust</p>	<p>This section of the Unit highlights some of the crucial events in World War II and, in particular, Canada's evolution. The student will use <b>BLM 4-3</b>, a time-line exercise, to help plot the chronology of events and their significance to Canada and the war in general.</p> <p>To complete BLM 4-3, students will need to re-read the appropriate pages from the textbook as indicated on the worksheet and write a brief summary of the events and their significance. Instructors should remind students that this is a chronological log of the war and discuss the impact of each event on the progression and outcome of the conflict.</p>

Suggestions for Assessment	Resources
<p>Using <b>BLM 4-3, World War II Action Log</b>, students are asked to summarize events that make up World War II. Worksheets should be assessed for the completion of the activity as assigned. Summaries should be concise and in the students' own words.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 15, pages 224-244</p>
<p>Answers to questions from the textbook should be:</p>	<p><b>BLM 4-3</b> from the Applied Handbook – Teacher's Resource</p>
<ul style="list-style-type: none"> <li>• In response to the specific question asked</li> <li>• Clearly organized, accurate, and concise</li> <li>• Written in the student's own words</li> <li>• Clearly labeled as being from a specific portion of the text</li> </ul>	<p><b>Suggested Online Resources</b></p>
<p>Instructors should discuss readings from the text with students to ensure their understanding of the concepts and historical events portrayed. Students should exhibit an appreciation of the effects of history on Canadian life. It is important that regular feedback be provided to all students with regard to their performances; this is true for self-paced learners as well as those in teacher-led class situations.</p>	<p>Websites about Canada's role in the Second World War:</p>
<p>The answers to assigned questions from page 245 of the textbook can be found on pages 148-151 of the Teacher's Resource.</p>	<p><u><a href="#">Canadian War Museum</a></u>  <u><a href="#">www.civilization.ca/cwm/home</a></u></p>
	<p><u><a href="#">The Memory Project</a></u>  <u><a href="#">www.thememoryproject.com/index.asp</a></u>  <u><a href="#">www.ualberta.ca/~mfowler/WWII_Canadian_involvement.htm</a></u></p>
	<p><u><a href="#">The Holocaust</a></u>  <u><a href="#">www.auschwitz.dk/</a></u>  <u><a href="#">www.jewishvirtuallibrary.org/jsource/holocaust</a></u></p>
	<p><u><a href="#">The Atomic Bomb</a></u>  <u><a href="#">www.cfo.doe.gov/me70/manhattan/hiroshima.htm</a></u>  <u><a href="#">www.spartacus.schoolnet.co.uk/2WWatom.htm</a></u></p>
	<p>Overhead Transparency 13, <i>Dieppe Raid by Charles Comfort</i> may be used to initiate discussion of the Battle of Dieppe and the controversy that still surrounds this conflict that cost Canada many soldiers. The painting graphically depicts Canadian troops attempting to establish a beachhead against a well-fortified enemy.</p>

## Unit 1: Canada and World War II

Outcomes	Notes for Teaching and Learning
1.10 Examine opposition to Canada's participation in World War II <ul style="list-style-type: none"> <li data-bbox="257 361 796 439">1.10.1 Define the terms pacifist and conscientious objector</li> <li data-bbox="257 439 796 551">1.10.2 Describe the objections to war of the Mennonites, Hutterites, and Doukhobors in Canada</li> <li data-bbox="257 551 796 677">1.10.3 Examine the ways in which the Mennonites and Hutterites responded to charges of pro-Germanism</li> </ul>	<p>Students should be encouraged to visit the Websites listed under “Web Connections” in the textbook. These sites provide a link to further investigation of topics. The sites are monitored by the publisher and are updated on a regular basis. Information on helping students choose reliable Websites may be found on page 15-16 of the Teacher’s Resource.</p>
1.11 Examine acts of war on Canada's coasts and on Newfoundland  1.12 Examine the removal of the civil rights of Japanese Canadians during World War II  1.13 Explore the contributions of specific groups to the war effort in Canada <ul style="list-style-type: none"> <li data-bbox="257 1036 845 1115">1.13.1 Describe the role of Central Canada in the production of war materials</li> <li data-bbox="257 1115 796 1227">1.13.2 Examine the contribution of Aboriginal Canadians to the war effort</li> <li data-bbox="257 1227 845 1332">1.13.3 Evaluate the contribution of women to the war effort in the areas of industry and agriculture</li> </ul>	<p>In this portion of the Unit, students will look at Canada’s attempts to control its own politics and economy at home (in a way that was not possible during the First World War) and the resulting post-war prosperity that ensued. They will come to understand that the responses to Canada’s involvement in the war was varied by region and that conscription once again became an issue.</p>
1.14 Examine the changing role of government in wartime society <ul style="list-style-type: none"> <li data-bbox="257 1459 845 1537">1.14.1 Evaluate government controls on the wartime economy and industry</li> <li data-bbox="257 1537 845 1649">1.14.2 Assess the significance of the Hyde Park Declaration between the United States and Canada</li> <li data-bbox="257 1649 845 1776">1.14.3 Identify the ways in which the Canadian government managed the problem of increasing inflation during World War II</li> </ul>	<p>Instructors should discuss with students the effects of the war in the Pacific and Canada’s treatment of its citizens that came to be seen as “enemy aliens” before they attempt the completion of <b>BLMs 4-4</b> and <b>4-5</b>. These activities demonstrate the extent of inappropriate and uneven treatment received by certain Canadians; they will also allow students to connect activities in Canada at the time to events that were occurring on the world front.</p>
1.15 Examine the issue of conscription in Canada during World War II	

Suggestions for Assessment	Resources
<p><b>BLM 4-4, The War in the Pacific on Canada's West Coast, and BLM 4-5, The War Against Racism in Canada</b>, should be completed according to the instructions provided in the Study Guide.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 16, pages 246-262</p>
<p>In completing BLM 4-4, students should briefly describe or define each term in their own words and give reasons for the significance of each. Students should realize that Canada's treatment of certain citizens under the War Measures Act were, in fact, acts of racism as evidenced by future offers of retribution and restitution.</p>	<p><b>BLMs 4-4 and 4-5</b> from the Applied Handbook – Teacher's Resource</p>
<p>Student answers to questions from the textbook should be evaluated as part of the 70% allotted to “Portfolio Work” and should follow the criteria outlined on page 4 of this guide under “Suggestions for Assessment”.</p>	<p><b>Suggested Online Resources</b></p> <p><u>Japanese Internment Camps</u>  <a href="http://www.yesnet.yk.ca/schools/projects/canadianhistory/camps/internment1.html">www.yesnet.yk.ca/schools/projects/canadianhistory/camps/internment1.html</a></p> <p><u>Conscientious Objection to World War II</u>  <a href="http://www.alternativeservice.ca/">www.alternativeservice.ca/</a></p> <p><u>Battle of the Atlantic – Veterans Affairs Canada</u>  <a href="http://www.vac-acc.gc.ca/remember/sub.cfm?Source=history/secondwar/atlantic">www.vac-acc.gc.ca/remember/sub.cfm?Source=history/secondwar/atlantic</a></p> <p><a href="http://www.heritage.nf.ca/law/caribou_sinking.html">www.heritage.nf.ca/law/caribou_sinking.html</a></p> <p>The Video (optional resource) for <i>Canada: A Nation Unfolding</i> has a segment entitled “Return to Ortona” that contains archival footage of the battle and a reunion of Canadian and German veterans who fought there.</p> <p>Overhead transparency 15, <i>The Internment of Japanese Canadians</i> would provide a good focal point for discussion of <b>BLM 4-5, The War Against Racism</b>.</p>

## Unit 1: Canada and World War II

Outcomes	Notes for Teaching and Learning
1.16 Explore the origins and implications of the “Cold War” <ul style="list-style-type: none"><li>1.16.1 Trace the emergence of the United States and the Soviet Union as superpowers after World War II</li><li>1.16.2 Explain Canada’s connection to the Gouzenko spy affair</li><li>1.16.3 Analyze the effects of Soviet occupation of Eastern Europe post-World War II</li><li>1.16.4 Identify the goals of the American “containment” policy</li></ul>	<p>Students will need to be guided in connecting events that occurred near the end of the war to their consequences for the post-war Canada. In particular, instructors should discuss with students the emergence of the United States and Soviet Union as the new “superpowers” on the world stage and the events that led to a building of tensions resulting in the “Cold War.”</p> <p>Students should examine the formation of the United Nations and be aware of its organizational structure and charter goals.</p>
1.17 Identify the primary goals cited in the United Nations Charter in 1945	
1.18 Explore Canada’s post-World War II role in international affairs <ul style="list-style-type: none"><li>1.18.1 Define the concept of “middle power”</li><li>1.18.2 Evaluate Canada’s part in the Marshall Plan</li><li>1.18.3 Explain Canada’s involvement in NATO</li><li>1.18.4 Describe the Soviet Union’s response to NATO and the formation of the Warsaw Pact</li></ul>	<p>An important part of this section of the Unit is the stance taken by Canada as a middle power on insisting on input into military operations on a global scale. The readings in this Unit prepare students to examine Canada’s post-war prosperity, its involvement in international trade, its peacekeeping initiatives, and its new foreign policy.</p>
1.19 Evaluate government intervention at the end of the war <ul style="list-style-type: none"><li>1.19.1 Outline Mackenzie King’s post-war social reforms</li><li>1.19.2 Cite reasons for the failure of the “Green Book” plan</li></ul>	

Suggestions for Assessment	Resources
<p><b>BLM 4-6</b> asks students to complete a worksheet on the United Nations. This exercise should be completed by following the instructions provided and referring to pages 268-269 of the textbook. (Online resources listed opposite may also prove useful in the completion of the work)</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 17, pages 264-276</p>
<p>Instructors should discuss the role of the U.N. in bringing stability and peace to Korea and Egypt. The roles of both the U.N. and Canada in these conflicts are explained on pages 328-330 of the textbook (part of Unit 2 of this course). Students will then be prepared to complete the final page of BLM 4-6 in their own words.</p>	<p><b>BLM 4-6</b> from the Applied Handbook – Teacher’s Resource</p>
<p>Instructors should evaluate completed Blackline Masters and student answers to questions from the textbook as part of the 70% total allotted to “Portfolio Work”</p>	<p><b>Suggested Online Resources</b></p>
<p>The answers to questions assigned from page 277 of the textbook can be found on pages 154-155 of the Teacher’s Resource.</p>	<p><u>United Nations Website</u>  <a href="http://www.un.org">www.un.org</a></p> <p><u>Suez Canal Crisis</u>  <a href="http://history.cbc.ca/history/?M!val=EpisContent&amp;series_id=1&amp;episode_id=15&amp;chapter_id=1&amp;page_id=3&amp;lang=E">http://history.cbc.ca/history/?M!val=EpisContent&amp;series_id=1&amp;episode_id=15&amp;chapter_id=1&amp;page_id=3&amp;lang=E</a></p> <p><u>Korean war</u>  <a href="http://www.vac-acc.gc.ca/general/sub.cfm?source=teach_resources/Korfact">www.vac-acc.gc.ca/general/sub.cfm?source=teach_resources/Korfact</a></p> <p><u>The Cold War</u>  <a href="http://www.ibiblio.org/expo/soviet.exhibit/coldwar.html">www.ibiblio.org/expo/soviet.exhibit/coldwar.html</a></p> <p>Overhead transparency 16, <i>Norman Rockwell United Nations Art</i> is a mosaic entitled “The Golden Rule”. It was presented to the United Nations by Nancy Reagan. The painting depicts people of all nationalities standing together. The transparency would provide a good introduction to the U.N. and its goals (The painting is also shown on page 268 of the textbook).</p>

Outcomes	Notes for Teaching and Learning
<p>2.1 Outline the effects of population increase in Canada post-World War II</p> <p>2.1.1 Identify the origins of immigrants to Canada post-World War II</p> <p>2.1.2 Explain changes to Canadian society related to immigration</p> <p>2.1.3 Define “baby boom”</p> <p>2.1.4 Assess the lasting impact of the baby boom on Canadian society</p>	<p>The beginning of Unit 2 introduces students to the years following the Second World War and the enormous numbers of social changes affecting the Canadian population.</p>
<p>2.2 Examine the attempts by Canada to counter growing American cultural influence</p> <p>2.2.1 Describe the types of influences from the U.S. that were changing Canadian culture in the 1950s and the 1960s</p> <p>2.2.2 Examine the mandate of the Massey Commission and its recommendations</p>	<p>Students should be able to relate the expanding population of Canada to the “baby boom” and the wave of immigrants that entered Canada in the ten years following the war. They should also recognize the connection of this expansion in population to the creation of “Suburbia” and the improved quality of life in general for many Canadians.</p>
<p>2.3 Examine inequity and discrimination in the sharing of post-war prosperity</p> <p>2.3.1 Outline incidents of discrimination against Black Canadians in the 1950s and 1960s</p> <p>2.3.2 Examine discrimination against Asian Canadians</p> <p>2.3.3 Describe acts of discrimination against Canada’s Aboriginal Peoples after World War II</p> <p>2.3.4 Describe discrimination faced by Canadian women post World War II and summarize the recommendations of the Royal Commission on the Status of Women in 1970</p>	<p>Before students complete <b>BLM 5-1</b>, instructors will need to discuss with them the new-found prosperity and the fact that not all Canadians shared equally in it; ethnicity, race and gender continued to exclude many. The photo essay on pages 290-291 of the text should be used to initiate discussion on whether or not all groups of Canadians are represented.</p> <p>A discussion of the poem “Africville” on page 293 of the textbook would be a good introduction to the concept of exclusion. Students may wish to examine the possibility of the existence of racism in Newfoundland and Labrador.</p>
<p>2.4 Identify threats to “la survivance” of French Canadian culture during the 1950s and 1960s</p>	

Suggestions for Assessment	Resources
<p><b>BLM 5-1, <i>Exclusion and Discontent in the Land of Plenty</i></b>, should be completed according to the instructions given to students via the Study Guide</p> <p>Students should be encouraged to access sources, other than the textbook pages given, in order to complete this exercise.</p> <p>The completed worksheet should show the students' understanding that many groups were excluded from the post-war prosperity that appeared to be distributed throughout the country at the time.</p> <p>Worksheets should be completed by following the exact instructions given. Answers should be in short note form or in a paragraph written in the students own words.</p> <p>The worksheet, along with the answers to questions from page 298 of the textbook should be evaluated as part of the Portfolio Work section of the course.</p> <p>The answers to questions assigned from page 298 of the textbook can be found on pages 172-173 of the Teacher's Resource</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 18, pages 280-297</p> <p><b>BLM 5-1</b> from the Applied Handbook – Teacher's Resource</p> <p><b>Suggested Online Resources</b></p> <p><u><a href="#">CBC Television and Radio Clips about Africville</a></u></p> <p><u><a href="http://archives.cbc.ca/society/racism/topics/96/">http://archives.cbc.ca/society/racism/topics/96/</a></u></p> <p><u><a href="#">Immigration</a></u></p> <p><u><a href="http://www.ucalgary.ca/applied_history/tutor/canada_1946//frame.html">www.ucalgary.ca/applied_history/tutor/canada_1946//frame.html</a></u></p> <p><u><a href="#">Women's issues and the Royal Commission on the Status of Women, 1967</a></u></p> <p><u><a href="http://archives.cbc.ca/politics/rights_freedoms/topics/86-411/">http://archives.cbc.ca/politics/rights_freedoms/topics/86-411/</a></u></p> <p>Overhead Transparency 17, <i>The Changing Face of Women in Canada in the 1950s and 1960s</i>, is a reproduction of the photo on page 282 of the textbook; it portrays the changing lives of Canadian women and the beginnings of the women's movement in Canada.</p>

Outcomes	Notes for Teaching and Learning
<p>2.5 Examine the process that led to Newfoundland's entry into Canada in 1949</p> <p>2.6 Examine key events of the Diefenbaker era</p> <ul style="list-style-type: none"> <li>2.6.1 Outline Diefenbaker's economic initiatives</li> <li>2.6.2 Describe Diefenbaker's "Northern Vision"</li> <li>2.6.3 Describe Diefenbaker's efforts established national unity, particularly the passage of the Canadian Bill of Rights in 1960.</li> </ul> <p>2.7 Examine key events of the Pearson era in the 1960s</p> <ul style="list-style-type: none"> <li>2.7.1 Describe early efforts to establish a "social safety net" for Canadians</li> <li>2.7.2 List specific programs designed to help Canadians in need</li> <li>2.7.3 Describe Pearson's efforts to keep Canada united.</li> </ul> <p>2.8 Examine significant events and political initiatives undertaken during the Trudeau era</p> <ul style="list-style-type: none"> <li>2.8.1 Explain how the media, specifically television, influenced the nature of politics in Canada in the late 1960s</li> <li>2.8.2 Examine social reforms advocated by Pierre Trudeau</li> <li>2.8.3 Appraise Trudeau's stance on Quebec separation</li> </ul> <p>2.9 Analyze threats to national unity in post-World War II Canada</p>	<p>The portion of the textbook allotted to Newfoundland and Labrador's entry into confederation is brief and gives the topic only a perfunctory coverage. Instructors may wish to expand this portion of learning by supplementing the lesson with other materials to include more details about Newfoundland and Labrador's entry into Canada, the history leading up to this event, and the opposition to it.</p> <p>The Newfoundland and Labrador school system presents a course in provincial history at the Grade 8 level. Chapter 4 of the textbook for the course, <i>Voyage to Discovery</i>, may be used to supplement this portion of the unit. Also, see the Websites listed under "Resources" opposite.</p> <p>Students may need guidance in their study of the rise of Quebec nationalism in the years 1954-1968. Instructors may wish to expand this portion of the lesson by adding information on recent calls for Quebec sovereignty and their impact on national unity and the Canadian identity.</p>

Suggestions for Assessment	Resources
<p>Students should exhibit an understanding of significant events related to Canada and Canadians during the leadership of Prime Ministers from Mackenzie King to Pierre Trudeau and be able to express how their policies and styles affected the changing nature of Canadian society.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 19, pages 299-312</p> <p><b>BLM 5-2</b> from the Applied Handbook – Teacher’s Resource</p>
<p>Through the completion of <b>BLM 5-2, Exclusion and Discontent in the Land of Plenty</b>, students show their knowledge of issues that affect certain groups of Canadians who feel somehow excluded from mainstream Canadian society, especially French Canadians.</p>	<p><b>Suggested Online Resources</b></p> <p><u>Newfoundland and Labrador’s entry into Confederation</u>  <a href="http://archives.cbc.ca/politics/provincial_territorial_politics/clips/982/">http://archives.cbc.ca/politics/provincial_territorial_politics/clips/982/</a>  <a href="http://www.heritage.nf.ca/law/confed.html">www.heritage.nf.ca/law/confed.html</a></p>
<p>The worksheet should be completed according to the instructions supplied and be in the form of short summative paragraphs or in point form. It will be evaluated, along with the questions (page 313 of the textbook) as part of the “Portfolio Work” for the course.</p>	<p><u>Quebec Nationalism</u>  <a href="http://www.uni.ca/history.html">www.uni.ca/history.html</a>  <a href="http://archives.cbc.ca/politics/provincial_territorial_politics/clips/1132/">http://archives.cbc.ca/politics/provincial_territorial_politics/clips/1132/</a></p>
<p>Answers to questions assigned from page 313 of the textbook can be found on pages 174-176 of the Teacher’s Resource.</p>	<p><u>Canada’s Safety Net</u>  <a href="http://www.43.statcan.ca/02/02e/02e_010_e.htm">www.43.statcan.ca/02/02e/02e_010_e.htm</a></p>
	<p>Overhead transparency 19, <i>Creating the New National Flag</i> is a reproduction from page 306 of the textbook. It shows some of the designs that were submitted for the new Canadian Flag adopted in 1965 to replace the Union Flag. This transparency would be a good introduction to Canadian Nationalism or to a discussion on the flag’s representation of all Canadians.</p>

## Unit 2: Canada from the End of World War II to 1968

Outcomes	Notes for Teaching and Learning
<p>2.10 Analyze the effects of post-war prosperity on Canadian Consumerism</p> <p>2.10.1 Explore the ways in which mass-marketing changed the nature of retailing in Canada</p> <p>2.10.2 Identify new means available to advertisers for the promotion of goods</p> <p>2.11 Distinguish reasons for disparity in the sharing of economic wealth in Canada during the 1950s and 1960s</p> <p>2.11.1 Cite reasons for the lack of prosperity in the Atlantic region</p> <p>2.11.2 Compare Quebec's economic climate to that of the Maritime provinces</p> <p>2.11.3 Explain the reasons for Ontario's exceptional prosperity</p> <p>2.11.4 Examine the economy and industry of the Prairies</p> <p>2.11.5 Outline factors that improved the British Columbia economy</p> <p>2.11.6 Recognize the involvement of organized labour in regional economies</p> <p>2.11.7 Appraise the advantages and disadvantages of American participation in the Canadian economy</p> <p>2.12 Examine the concept of oral history and assess its value as a method of historical investigation</p>	<p>This portion of the Unit looks at the economic growth in post-World War II Canada. Students have already learned that, despite massive expansion of the country's national economy, many regions and groups did not share equally in the prosperity. Instructors should discuss with students the large construction projects undertaken during this period and the considerable numbers of consumer-product industries that arose.</p> <p>An important part of the readings for this section is the massive expansion of American investment and ownership in Canada's industrial sector and in its resources. Students may need help in understanding the benefits and drawbacks of American involvement in Canadian economics and in making the connections between technology, consumerism, and culture.</p>

Suggestions for Assessment	Resources
<p>Students should answer the questions from <b>BLM 5-3</b> with a sentence or two for each. The information can be found on the textbook pages listed after the questions.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 20, pages 314-324</p>
<p>The final part of the worksheet asks students to write a paragraph entitled “Television Has [or Has Not] Been a Positive Influence on Canadian Culture” based on the information from the questions preceding it. This paragraph should be assessed for unity and coherence as well as content. Students should be permitted to revise their work after constructive feedback from the instructor. Instructors may wish to provide a rubric or checklist to aid in student performance.</p>	<p><b>BLM 5-3</b> from the Applied Handbook – Teacher’s Resource</p>
<p><b>BLM 5-3</b> and the paragraph should be included in the Portfolio Work portion of the course, along with the answers to questions from page 325 of the textbook.</p>	<p><b>Suggested Online Resources</b></p> <p><u>Economic Boom: post-World War II</u>  <a href="http://multiculturalcanada.ca/Encyclopedia/A-Z/i2/6">http://multiculturalcanada.ca/Encyclopedia/A-Z/i2/6</a></p> <p><u>http://dsp-psd.tpsgc.ca/Collection-R/LoPBdP/BP/pr60223-e.htm#wherefromtXt</u></p>
<p>The answers to questions assigned from page 325 of the textbook can be found on pages 176-179 of the Teacher’s Resource</p>	<p><u>Organized Labour</u>  <a href="http://canadianlabour.ca">http://canadianlabour.ca</a></p> <p><u>St. Lawrence Seaway Management Corporation</u>  <a href="http://www.greatlakes-seaway.com">www.greatlakes-seaway.com</a></p> <p><u>Canada-United States Auto Pact</u>  <a href="http://www.canadianeconomy.gc.ca/English/economy/1965canada_us_auto_pact.html">www.canadianeconomy.gc.ca/English/economy/1965canada_us_auto_pact.html</a></p>
	<p>Overhead transparency 18, <i>A Family Watching Their New Television Set in the 1950s</i> shows how the power of the medium engulfed families almost immediately. A discussion about it would help students prepare for the completion of <b>BLM 5-3, Television: Scavenger Hunt</b>.</p>

## Unit 2: Canada from the End of World War II to 1968

<b>Outcomes</b>	<b>Notes for Teaching and Learning</b>
2.13 Assess the effects of the “Cold War” on Canada and the world	In this section of the Unit, students will look at Canada’s emergence as a middle power, an international mediator, and a peacekeeper.
2.13.1 Explain the ways in which the Soviet’s detonation of a test bomb in Siberia changed the balance of power in the arms race	Instructors should discuss with students the invention of nuclear weapons and ballistic missiles and their impact on the superpowers. Students should understand that, even though the Cold War primarily involved the United States and the Soviet Union, anti-communist sentiments were widespread in Canada as well.
2.13.2 Relate the victory of Mao Zedong over Chinese nationalists to the escalation of the Cold War	Students will examine how Canada began to review its foreign policy, independent of Britain and the United States, and establish relations with Cuba, the People’s Republic of China, and the Soviet Union.
2.13.3 Explore the growth of the anti-communist movement in Canada	
2.13.4 Discuss the significance of the Cuban Missile Crisis	
2.14 Examine the outbreak of the Korean War and Canada’s involvement in the war	Instructors should emphasize Canada’s role as a “middle power” and a mediator on the international front. Students may be interested in exploring Canada’s current involvement in peacekeeping efforts in Afghanistan, Bosnia and other areas of the world.
2.15 Trace Canada’s emergence as a “middle power”	
2.15.1 Describe Canada’s peacekeeping efforts, notably in Egypt (Suez), Zaire, and Cyprus	
2.15.2 Outline Canada’s foreign aid programs since the 1950s	
2.15.3 Examine Canada’s membership in international organizations	
2.16 Trace events that led to Canada’s adaption of an independent foreign policy in the 1960s	
2.17 Combine Canada’s new foreign policy to that of the United States	

Suggestions for Assessment	Resources
<p>Students should be seen to understand the concepts presented in the readings; specifically, the escalation of the Cold War, Canada's emergence as a “middle power” and peacekeeper, and Canada's declaration of its own foreign policy. They should recognize that foreign aid is the transfer of resources from richer, industrialized nations to poorer, developing countries and that the Canadian government, along with certain NGOs, work to help Third World nations by sending money, resources and workers.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 21, pages 326-338</p>
<p><b>BLM 5-4, Canada and the World: Significant Events, 1945-68</b> and <b>BLM 5-5, Canada's Foreign Policy, 1945-68</b>, should be completed by writing brief descriptions of the events and their significance and effects. These should be in the student's own words or in note form.</p>	<p><b>BLMs 5-4 and 5-5</b> from the Applied – Teacher's Resource</p>
<p>These worksheets, along with the answers to questions from page 339 of the textbook, should be evaluated as part of the 70% allotted to the Portfolio Work.</p>	<p><b>Suggested Online Resources</b></p> <p><u>Peacekeeping</u>  <a href="http://www.2ucdsb.on.ca/athens/doors/peacekeeping.htm">www.2ucdsb.on.ca/athens/doors/peacekeeping.htm</a></p> <p><a href="http://archive.peacemagazine.org/v22n4p16.htm">http://archive.peacemagazine.org/v22n4p16.htm</a></p> <p><u>Foreign Affairs and International Trade</u>  <a href="http://www.international.gc.ca/international/index.aspx">www.international.gc.ca/international/index.aspx</a></p>
<p>The answers to questions found on page 339 of the textbook can be found on pages 179-181 of the Teacher's Resource.</p>	<p>Overhead transparency 20, <i>Canadian Peacekeepers</i>, is a reproduction of the photograph on page 326 of textbook. It would provide an excellent starting point for discussion of Canada's peacekeeping contribution to world security and its defense of human rights worldwide.</p>

## Unit 3: Canada from 1968 to the 21<sup>st</sup> Century

<b>Outcomes</b>	<b>Notes for Teaching and Learning</b>
<p>3.1 Trace the efforts of the superpowers to establish détente after the Cold War</p> <p>3.2 Outline the objectives of Canada's foreign policy from 1968-2000</p> <p>3.3 Compare the relationship of Prime Ministers Trudeau and Mulroney with the United States</p> <p>3.4 Explore the ways in which Canada has balanced national interests with global concerns</p> <p>3.4.1 Examine the <i>Polar Sea</i> affair and Canada's assertion of sovereignty in the Arctic</p> <p>3.4.2 Interpret Canada's stance on global environmental concerns, particularly acid rain, pollution, destruction of wildlife habitat, and genetically modified foods</p>	<p>In this portion of the study, students will learn about the collapse of the U.S.S.R. and the end of the Cold War. They will recognize that regional conflicts still persist and that many challenges still face Canadian peacekeepers abroad. Changes to Canadian-American foreign policy partnerships will be studied including the freezing of contributions to NATO, the recognition of the Peoples Republic of China, and support of its membership in the U.N.</p> <p>The reading concludes with an examination of global environmental issues such as pollution, preservation of ecosystems, and acid rain. These are timely issues that could lead to further research and discussion.</p>

Suggestions for Assessment	Resources
<p>Students should demonstrate an understanding of the collapse of the U.S.S.R. and the finish of the Cold War as very significant events in the 20<sup>th</sup> Century. They should have an increased appreciation of Canadian involvement in world-wide peacekeeping efforts and the on-going efforts to solve environmental problems.</p> <p><b>BLM 6-1, <i>Canada and the World: Significant Events 1968-2000</i></b> asks that students locate and record a description of events listed and their significance. The worksheet should reflect the student's understanding of the required reading and the significance of the events should be briefly stated in the student's own words.</p> <p>This Blackline Master, along with the answers to the questions from page 357 of the textbook, should be evaluated as part of the "Portfolio Work" portion of <i>History 3202</i>.</p> <p>Answers to questions from page 257 of the textbook can be found on pages 196-198 of the Teacher's Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 22, pages 342-356</p> <p><b>BLM 6-1</b> from the Applied Handbook – Teacher's Resource</p> <p><b>Suggested Online Resources</b></p> <p><u>Information on the Cold War</u>  <a href="http://library.thinkquest.org/22059/index2.html">http://library.thinkquest.org/22059/index2.html</a></p> <p><u>Balkans Conflict</u>  <a href="http://www.international.gc.ca/canada_europa/mundi_arch/Canada-balkans-en.asp">www.international.gc.ca/canada_europa/mundi_arch/Canada-balkans-en.asp</a></p> <p><u>Canadian Arctic Sovereignty</u>  <a href="http://www.parl.gc.ca/information/library/PRBpubs/prb0561-e.htm">www.parl.gc.ca/information/library/PRBpubs/prb0561-e.htm</a></p> <p><u>Global Environmental Issues</u>  <a href="http://www.ec.gc.ca/media_archive/press/2001/010205-3_b_e.htm">www.ec.gc.ca/media_archive/press/2001/010205-3_b_e.htm</a>  <a href="http://www.ec.gc.ca/acidrain/">www.ec.gc.ca/acidrain/</a></p>

Outcomes	Notes for Teaching and Learning
<p>3.5 Examine factors that have affected Canada's contemporary economic history</p> <p>3.5.1 List the advantages and disadvantages of foreign investment in Canada</p> <p>3.5.2 Describe Canada's reaction to President Nixon's 10% tariff</p> <p>3.5.3 List the benefits and drawbacks that have accompanied the free-trade agreements with the United States and Mexico</p>	<p>The reading from 358-370 of the textbook examines the challenging issues that presented themselves to Canada during the 1970s: the OPEC Oil Crisis, the creation of the National Energy Program, "stagflation", Nixon's tariff on Canadian goods, the Free Trade Agreement, among others.</p> <p>Because this portion of the Unit focuses on economic issues that may not be familiar to the student, instructors may wish to provide background information and extra discussion in order to clarify the concepts.</p>
<p>3.6 Explain the interconnectedness of Canada's economy and that of other international economies</p> <p>3.6.1 Analyze the impact on Canada of OPEC's raising of oil prices after the Arab-Israeli War</p> <p>3.6.2 Relate the creation of the National Energy Program (NEP) to the OPEC crisis</p>	<p>The textbook reviews regional economic prospects for the Atlantic Provinces, Central Canada, the Prairie Provinces, and British Columbia. Instructors may wish to expand the lesson to detail the current economic prospects in Newfoundland and Labrador. In light of recent changes to the provincial economy, particularly industry closures and changes to federal participation, instructors may ask students to complete an assignment or further study on provincial economics.</p>
<p>3.7 Examine the Canadian economy by region at the beginning of the 21<sup>st</sup> Century</p> <p>3.8 Evaluate the distribution of budget surpluses in Canada and the need for balance</p>	

Suggestions for Assessment	Resources
<p>The readings and activities for this portion of the unit should give students insight into Canada's economic development from the 1960s to the beginning of the 21<sup>st</sup> Century. They should be seen to have an increased understanding of the diversity of the country's economic regions and of how technology and globalization have affected the way business takes place. They should also have a sense of labour issues that affect each region of Canada, particularly the Atlantic Provinces and Newfoundland and Labrador.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 23, pages 358-370</p> <p><b>BLM 6-2</b> from the Applied Handbook – Teacher's Resource</p>
<p>The worksheet assigned, <b>BLM 6-2, Economic Diversity of Canada in 2000</b>, should be completed by briefly noting the main economy in each region, the resources it is based on and the level of prosperity it realizes. In the "labour trends" column, students should record details about the labour force in each of the regions and the problems they encounter.</p>	<p><b>Suggested Online Resources</b></p> <p><u>Links to economic information</u></p> <p><a href="http://www.collectionscanada.gc.ca/caninfo/ep033.htm">www.collectionscanada.gc.ca/caninfo/ep033.htm</a></p> <p><u>OPEC Crisis/National Energy Program</u></p> <p><a href="http://www.abheritage.ca/abpolitics/events/issues_nep.html">www.abheritage.ca/abpolitics/events/issues_nep.html</a></p> <p><a href="http://canadianeconomy.gc.ca/english/economy/1973opec.html">http://canadianeconomy.gc.ca/english/economy/1973opec.html</a></p> <p><u>Free Trade/NAFTA</u></p> <p><a href="http://www.international.gc.ca/trade-agreements-accords-commerciaux/agr-acc/nafta-alena/index.aspx">www.international.gc.ca/trade-agreements-accords-commerciaux/agr-acc/nafta-alena/index.aspx</a></p>
	<p>Overhead transparency 22, <i>Days of Action</i>, shows various groups assembled to protest or to draw attention to their issues. Students might speculate on what types of groups might attend such a rally and the issues represented. The photo of Ontario's Days of Action appears on page 367 of the textbook. Recent "Days of Action" protests have included groups representing Aboriginal Groups, seal-hunt protesters, and the anti-Afghanistan war movement, among others.</p>

<b>Outcomes</b>	<b>Notes for Teaching and Learning</b>
<p>3.9 Evaluate the effects of the Quebec separatist movement on constitutional reform</p> <p>3.9.1 Examine the rise of radical groups in Quebec and the October Crisis of 1970</p> <p>3.9.2 Assess the impact of Bill 22 (the Official Languages Act)</p> <p>3.9.3 Trace the success of the Parti Québécois and its passage of Bill 101</p>	<p>This portion of reading deals mainly with the difficulties involved with maintaining Canadian unity. It profiles three Prime Ministers who hailed from Quebec and who faced, each in his own way, the regional, Aboriginal, and language issues that threatened to divide the nation.</p>
<p>3.10 Examine the difficulties involved in the repatriation of the constitution of Canada</p> <p>3.10.1 Describe Quebec's position on the proposed constitutional changes at the First Minister's Conference in September, 1980</p> <p>3.10.2 List the major points of the Meech Lake Accord and speculate why the Accord failed</p> <p>3.10.3 Outline the position of Aboriginal Canadians and Canadian women on the new constitutional package</p> <p>3.10.4 Examine the changes suggested in the Charlottetown Proposal and the reasons for opposition</p>	<p>Students will take a detailed look at Quebec separation in the 1960s, including the rise of radical groups leading to the October Crisis in 1970. The failures of both the Meech Lake and Charlottetown Accords are analyzed along with their affect on future constitutional issues. The reading also examines Aboriginal concerns in Canada such as land claims, the Oka Standoff, and the creation of Nunavut.</p>
<p>3.11 Identify the experiences of Aboriginal Peoples in Canada since 1960</p> <p>3.11.1 Examine the reasons for Aboriginal Peoples objection to the cancellation of the Indian Act</p> <p>3.11.2 Describe the elements of and areas involved in the "comprehensive claims" of Aboriginal Canadians</p> <p>3.11.3 Review events that occurred at the Oka Standoff in 1990</p> <p>3.11.4 Examine outcomes related to the creation of Nunavut in 1999</p>	

Suggestions for Assessment	Resources
<p>After completion of this portion of the unit, students should exhibit a greater appreciation for the demands of balancing the needs and concerns of each Canadian community against the multicultural whole of the country.</p> <p>They should also show an awareness of how changes to the Indian Act and the implementation of land claim negotiations have started to address the many injustices suffered by Canada's Aboriginal Peoples.</p> <p><b>BLM 6-3, Exclusion and Discontent of French Canadians</b>, traces events that marked the Quiet Revolution and future French Canadian activism. Students should accurately describe the reasons for discontent and the results of the actions that are listed.</p> <p><b>BLM 6-4, Exclusion and Discontent of Canada's Aboriginal Peoples</b>, traces of the events that resulted in change for Aboriginal communities. Worksheets may be filled out in short-sentence or note form and should be marked as part of the Portfolio work along with answers to the questions from page 388 of the textbook.</p> <p>The answers to questions assigned from page 388 of the textbook can be found on pages 201-204 of the Teacher's Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 24, pages 372-387</p> <p><b>BLMs 6-3 and 6-4</b> from the Applied Handbook – Teacher's Resource</p> <p><b>Suggested Online Resources</b></p> <p><u>Recent Prime Ministers of Canada</u> Pierre Trudeau: <a href="http://collections.ic.gc.ca/canspeak/english/pet">http://collections.ic.gc.ca/canspeak/english/pet</a></p> <p>Brian Mulroney: <a href="http://www.collectionscanada.gc.ca/primeministers/h4-3450-e.html">www.collectionscanada.gc.ca/primeministers/h4-3450-e.html</a></p> <p>Jean Chretien: <a href="http://www.collectionscanada.gc.ca/premierministers/h4-3506-e.html">www.collectionscanada.gc.ca/premierministers/h4-3506-e.html</a></p> <p>Current Prime Minister: <a href="http://www.pm.gc.ca">www.pm.gc.ca</a></p> <p><u>The October Crisis</u> <a href="http://www.histori.ca/peace/page.do?pageID=342">www.histori.ca/peace/page.do?pageID=342</a></p> <p><u>Meech Lake and Charlottetown Accords</u> <a href="http://www.histori.ca/peace/page.do?pageID=260">www.histori.ca/peace/page.do?pageID=260</a> <a href="http://www.law.ualberta.ca/centres/ccs/keywords/?id=16">www.law.ualberta.ca/centres/ccs/keywords/?id=16</a></p> <p><u>Aboriginal Land Claims</u> <a href="http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=A1ARTA0004498">www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=A1ARTA0004498</a></p> <p>Overhead Transparencies 21, <i>Canadian Coat of Arms</i>; 23, <i>The 1980 Sovereignty Association Referendum</i>; and 24, <i>The Oka Standoff</i>, all depict a Canada where many citizens feel left out or underrepresented. These visual aids may be used to introduce students to issues that threaten national unity in Canada and the ways in which these dividing issues have been (and are being) addressed.</p>

Outcomes	Notes for Teaching and Learning
3.12 Explore ways in which technology has changed daily life, education, and health care in Canada	The Unit ends with a look at the ways in which technology has changed the daily lives of Canadians at home, in the workplace, in education, and in health care. ABE students will find these topics relevant. The reading also looks at demographic changes and recent immigration policies.
3.13 Analyze the impact of demographic change in Canada <ul style="list-style-type: none"> <li data-bbox="274 508 812 608">3.13.1 Examine problems related to the immigration of refugees to Canada since the 1970s</li> <li data-bbox="274 608 812 686">3.13.2 Assess the goals of the new Immigration Act passed in 1978</li> <li data-bbox="274 686 812 804">3.13.3 Examine the impact of demographic change on Aboriginal communities</li> </ul>	Another timely issue in this part of the Unit is the advancement made by the Women's Movement in Canada in recent years and government's implementation of changes that benefit all Canadian women.
3.14 Trace the growth of the Women's movement in Canada since 1960 <ul style="list-style-type: none"> <li data-bbox="274 916 812 1072">3.14.1 Delineate women's roles in the labour force and identify their struggles to break through the "glass ceiling"</li> <li data-bbox="274 1072 812 1214">3.14.2 Define the concept of "women's liberation" and outline activities that have been used to draw attention to women's issues</li> <li data-bbox="274 1214 812 1332">3.14.3 Analyze government's actions to improve the status of all Canadian women</li> </ul>	Finally, students are challenged to discuss multiculturalism and attempt to define what is uniquely Canadian or the "Canadian identity."
3.15 Describe Canada's quest for uniquely Canadian Identity <ul style="list-style-type: none"> <li data-bbox="274 1431 812 1543">3.15.1 Compare Canada's multicultural policy to the "melting pot" of America</li> <li data-bbox="274 1543 812 1664">3.15.2 Explain the resistance of some Canadians to the policy of multiculturalism</li> <li data-bbox="274 1664 812 1763">3.15.3 Assess how American influences continue to affect Canada's culture</li> <li data-bbox="274 1763 812 1845">3.15.4 Assess the viability of a culture that is specific to Canada</li> </ul>	

Suggestions for Assessment	Resources
<p>At this point in the course, students should have developed a sense of what it means to be a Canadian through analysis of the events that occurred in the second half of the 20<sup>th</sup> Century. They should show an increased understanding of changes to technology, immigration, and public awareness of influences on Canadian society.</p> <p>Students are required to fill in only sections 4, 5 and 6 of <b>BLM 6-5, Twentieth-Century Canada</b>, since they have studied Canada since the 1940s for <i>History 3202</i>. They should record on the worksheet those recurring themes they have read about in their study. A partial list of possible themes is listed on page 6 of the Study Guide for this course. Students and instructors might collaborate to generate other ideas. Once the student has chosen a particular theme from one of the units listed on the worksheet, they should scan the textbook for information and ideas to create a visual history. They may suggest visuals from the textbook (pictures, cartoons, paintings etc.) and other graphics that they would consider using.</p> <p><u>Note:</u> The worksheet may be used to complete the visual history as the assignment for the course (see appendix C at the end of this guide.)</p> <p>The answers to questions assigned from page 407 of the textbook can be found on pages 204-206 of the Teacher's Resource</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 25, pages 389-406</p> <p><b>BLM 6-5</b>, from the Applied Handbook – Teacher's Resource</p> <p><b>Suggested Online Resources</b></p> <p><u>Women's Movement in Canada</u>  <a href="http://www.histori.ca/peace/page.do?pageID=237">www.histori.ca/peace/page.do?pageID=237</a></p> <p><u>Immigration Issues</u>  <a href="http://www.cic.gc.ca/english/index.asp">www.cic.gc.ca/english/index.asp</a></p> <p><u>Aboriginal Peoples' Issues</u>  <a href="http://www12.statcan.ca/English/census01/Products/Analytic/companion/abor/canada.cfm">www12.statcan.ca/English/census01/Products/Analytic/companion/abor/canada.cfm</a>  <a href="http://www.collectionscanada.gc.ca-democracy/023023-3200-e.html">www.collectionscanada.gc.ca-democracy/023023-3200-e.html</a></p> <p><u>Multiculturalism</u>  <a href="http://www.mta.ca/about_canada/multi/">www.mta.ca/about_canada/multi/</a></p> <p>Overhead transparency 25, <i>Canadians on the Forefront</i>, depicts Canada's involvement in the development of new medical technology. Students may be interested in other technologies invented in Canada such as:</p> <ul style="list-style-type: none"> <li>• The Imax Movie System</li> <li>• Oilspill Cleanup</li> <li>• Canadarm</li> <li>• The Blackberry</li> </ul>



# **History 3202**

Canada in the 20<sup>th</sup> Century:  
From World War II to the 21<sup>st</sup> Century

## **Appendix A**

### **Analyzing Political Cartoons Worksheet**



## Analyzing Political Cartoons Worksheet

### Instructions:

1. Carefully reread pages 216 and 217 of the textbook.
2. Find **two** political cartoons that make points about current political issues or events. You can find them in the editorial pages of most newspapers, in newsmagazines, or on political Websites (you may use two cartoons that depict opposite sides of the same issue, if you wish).
3. Make sure that you are familiar with the issue(s) that the cartoonist is commenting on.
4. Cut out or copy the cartoons.
5. Analyze both cartoons using the question sheet provided.
6. Put copies of the cartoons and your analysis (answers to questions) into your portfolio binder.

**Use these questions to analyze the two political cartoons that you have chosen. Answers questions 1-10 for each of the cartoons, and then write a paragraph in answer to question number 11.**

1. How do you know that this is a political cartoon?
2. What event, issue, or idea is the cartoon referring to? Give a few details about it.
3. Do you recognize any of the persons depicted in the cartoon as real people?
4. How has the cartoonist drawn them? (Are they realistic? Caricature? Are there exaggerated characteristics?) Are they depicted in a positive or negative fashion? Why do you think the artist has drawn them in this way?
5. Are there words, captions, or speeches? Explain how these, if present, add to the message of the cartoon.
6. Are there symbols in the cartoon? What are they and what do they represent?
7. What is the message contained in the cartoon? What is the cartoonist's opinion about the topic portrayed?
8. Is there a differing opinion to the one portrayed? Explain it.
9. Did you find the cartoon persuasive? Why or why not?
10. Do you agree or disagree with the cartoonist's opinion? Why?
11. Do you think that political cartoons are a good way to get a political message across? Give reasons for your opinion.



# **History 3202**

Canada in the 20<sup>th</sup> Century:  
From World War II to the 21<sup>st</sup> Century

## **Appendix B**

### **Student Achievement Record**



## Student Achievement Record

<b>Student Name</b> <hr/> <hr/>	<b>History 3201</b> Canada in the 20 <sup>th</sup> Century: Up to World War II
<b>Portfolio Work</b>	<b>Culminating Activity (Exam or Assignment)</b>
	<b>Questions</b> <b>BLMs</b>
<b>Unit I</b>	
<b>Unit II</b>	
<b>Unit III</b>	

$$\underline{70\%} \quad + \quad \underline{30\%} \quad = \quad \underline{100\%}$$

Final Grade \_\_\_\_\_



# **History 3202**

**Canada in the 20<sup>th</sup> Century:  
From World War II to the 21<sup>st</sup> Century**

## **Appendix C**

**Potential Topics for Major Assignment to be  
Done in Lieu of Exam for History 3202**

Students must either write a final comprehensive exam or complete a major assignment to satisfy 30% of the grade for History 3202. The following pages contain a list of potential projects and assignments that may be used in lieu of the final exam option. Instructors are encouraged to develop their own assignment topics or to collaborate with individual students to create projects or assignments related to topics of interest to the student. In evaluating the assignment option, instructors should use the following parameters to ensure that quality work is presented:

- *The submitted work should be of a caliber and maturity adequate to represent high school graduation level*
- *The student must adhere to the specific format of the chosen assignment or project*
- *Students should include specific references to support their interpretations, where applicable*
- *The student should commit considerable time and effort to the completion of the task, and the work must be original (except for photographs)*
- *The submitted assignment or project should represent an interpretation of a portion of Canadian history related in some way to the second half of the 20<sup>th</sup> Century*

### **Graphic Interpretations**

The final worksheet for the portfolio portion of *History 3202* asks students to choose a theme from the course and write ideas for a visual history. To fulfill the requirements for this assignment, the student may opt to complete the visual history of the theme by assembling various visuals such as photographs, cartoons, advertisements, copies of paintings, and other graphics and visuals that relate to the theme. The visuals should be accompanied by a short write-up about the significance of the subject matter to Canadian history.

Draw 2 political cartoons to show different perspectives on an issue from Canadian history (1939-the present). If you prefer, you may find and copy 2 political cartoons that are representations of the same issue and write an analysis of their effectiveness. (See pages 216-217 of the textbook for information on analyzing these types of cartoons.)

Create a photo essay of historical monuments in your community dated from 1939 to the present and dedicated to events or individuals that have historical significance. Include a short write-up with each photograph that describes the meaning of the monument **OR** you may design and build a scale model of a memorial commemorating the sacrifices made by a specific group in Canada's recent history and write a description of their contribution.

Draw or gather pictures of 5 symbols that you feel reflect Canadians or Canada in general. Defend your choices in writing.

Draw a timeline of Canada from 1939 to the present indicating major events such as Canada's involvement in WW II battles, the Cold War, the formation of NATO, the immigration wave, the Baby Boom, bringing home of the constitution, and so on. Illustrate each event on the line with pictures or symbols and a written description.

Create a propaganda poster, in the style of a World War II poster in Canada that uses symbols, colour, visual images and catchy slogans to sway public opinion on an issue. Themes such as Quebec sovereignty, Aboriginal issues, and the women's movement (among many others) are good sources for this exercise.

Make a collage to capture the essence of Canadian culture and identity. Be sure to represent all areas of Canada and all Canadians. Write a short piece describing why you chose each image.

Create a booklet, with accompanying visuals, that gives information on a specific region of Canada. You might include a history of the region, industries and resources, significance to the history of the country, etc.

Reproduce a series of maps to reflect the changes to Western Europe since World War II. Write a brief description of the battles that preceded the various declarations of sovereignty by the countries involved.

Construct a photo essay or collage that makes a statement about a particular segment of Canada's multicultural society. You may show artworks, literature, music, foods, cultural events, clothing, and anything else that represents a specific ethnic or cultural group that helps make up Canada's mosaic.

Any graphic interpretation, that meets the aforementioned parameters, agreed upon by the instructor and student

### **Formal Essays (May be given as oral presentations)**

Is there a uniquely Canadian Culture or have Canadians merely traded British culture for American culture? Your essay should include citations to credit any sources that you use.

Canadians identify with their region/province more than with their country. (Position paper) Your essay should include citations to credit your sources.

Write a short biography of a prominent Canadian: choices might include a political figure such as Pierre Trudeau, Lester Pearson (or other Prime Minister), a pop icon such as Celine Dion, a sports figure such as Wayne Gretzky, or any noteworthy Canadian. Your essay should include citations to credit your sources.

The Challenges that Face\_\_\_\_\_?\_\_\_\_\_ (a particular group of Canadians , for example: women, Black Canadians, Aboriginal Canadians, Newfoundlanders and Labradorians, Canadian youth, physically challenged Canadians)

Changes to Life in Newfoundland and Labrador since joining Confederation in 1949. Your essay should include citations to credit your sources.

Newfoundland and Labrador's Involvement in WWII. Your essay should include citations to credit your sources.

Can there ever be a true Canadian identity? (position paper). Your essay should include citations to credit your sources.

Could an attempt at genocide, such as the Holocaust, occur in today's world? You may wish to research information on such countries as Uganda, Cambodia, Rwanda, Bosnia, or Kosovo.

Write an informational essay on the status of Aboriginal land claims in Newfoundland and Labrador.

Any topic agreed upon by instructor and student that meets the aforementioned parameters

### **Movie and Book Reviews**

Using a standard format, write a movie review using a movie set in a time between 1939 and the present. Evaluate how well the movie depicts life in the particular place and time period.

Movies related to World War II:

*Pearl Harbor*

*Tuskegee Airmen*

*The English Patient*

*Saving Private Ryan*

*Valkyrie*

*The Manhattan Project*

Using a standard format, write a review of a book written or set in the time period between 1939 and the present. Discuss how the book is representative of the time in which it is written or set.

Books related to the second half of the 20<sup>th</sup> century:

*People of the Pines: The Warriors and the Legacy of Oka* by Geoffrey York and Loreen Pindera

*Teeth of Time: remembering Pierre Elliott Trudeau* by Ramsay Cook

*Last Dance: The Knights of Columbus Fire* by Darrin McGrath

*Cargo of Lies: The True Story of a Nazi Double Agent in Canada* by Dean Beeby

*The Scalpel and the Sword: The Story of Doctor Norman Bethune* by Ted Allan

*The Jade Peony* by Wayson Choy

*Obasan* by Joy Kogawa

Instructors and students may find other movies and books set in the time period that would be suitable for review.

### **Other Interpretations of the history of Canada 1939 to the present**

Write and illustrate a children's book describing some aspect of Canadian culture or representing the multicultural nature of our country.

Write an example of oral history that has been passed down through your community or from someone who has immigrated to Canada from another country. Explain its significance. You may need to interview someone to get an account of their experiences (See pages 322-323 of the textbook).

Write a radio script or newspaper article about life in the 1960s or 1970s; title it "What's Happening in \_\_\_\_\_" (one of Canada's regions). Research what was happening in the area at the time. You may deliver your radio broadcast to the class, if you wish.

Create a 1 page biography for a fictional Canadian living in the period from 1939 to the present, then produce an "historical fiction" 2-page journal entry combining imagination with probable historical facts to show what life was/is like for your character. You will need to do some research into what was happening at the time in order to give historical accuracy to your fiction if it is set in the past. Some possible points of view are:

- An immigrant coming to Canada during the immigration wave of 1945-1957 (or a new immigrant to Canada or Newfoundland and Labrador today)
- A displaced fisher from Newfoundland and Labrador or a laid-off auto worker from Ontario
- A First Nations Newfoundland and Labradorian
- A French Canadian teenager during the October Crisis
- A Black Canadian citizen relocated from Africville after the community was bulldozed
- An Aboriginal Canadian in Nunavut on the creation of the new territory in 1999
- A member of the counter culture (hippy) during the 1960s
- An Asian Canadian on Canada's West Coast
- A person involved in some recent newsworthy event in Canada
- A Canadian peacekeeper in Afghanistan
- A Canadian in the Olympics or Paralympics
- A Canadian relief worker in a third-world country
- A participant in the Canadian seal hunt
- A young Japanese Canadian in an internment camp during World War II

Write a song or poem that describes the challenges faced by one of the following groups in Canada today: Aboriginal people, Immigrants, Newfoundland and Labradorians, youth, women, the physically challenged, the aged, or some other group.

Write a song or poem that captures the essence of the Canadian spirit and pride in belonging to this nation.

Imagine the onset of a “Third World War”. Describe the consequences of such a conflict, the countries that might be directly involved, the technologies that might be used in battle, and how you feel Canada would respond to the possibility of involvement. Feel free to use your imagination, but be realistic about the reasons for discord and the geographic locations involved.

Create a protest sign to show your disapproval of some event or issue involving Canada. Write a short explanation of why you are displeased and the changes you would like to see occur.

Write an informational pamphlet about an environmental issue such as pollution or genetically modified foods that could be used to educate the general population.

Choose a person who has made an impact since immigrating to Canada and write a short biography of that person. A few examples of such contributors might be Luben Boykov (sculptor), Michaele Jean (Governor General), Thomas Beta (Shoe Stores), Joy Kogawa (author), Deepa Mehta (film director), and Keanu Reeves (actor) among many others.

Develop a project on the effects of television on Canadian culture (reread page 316 in the textbook)

