

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Canadian and World Studies

Ministry of Education Course Title: Canadian History Since World War I, Grade 10, Academic

Grade Level: 10

Ministry Course Code: CHC2D

Teacher's Name: Benjamin Gallup

Developed by: Melissa Black Date: September 2014

Revision Date: September 2018

Developed from: The Ontario Curriculum, Grades 9 and 10:  
Canadian and World Studies, 2018

Text: None

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature):



Approval Date: September 18, 2018

## ***Course Description/Rationale***

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

## ***Overall Curriculum Expectations***

### **Strand A: Historical Inquiry and Skill Development**

A1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

A2. Apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

### **Strand B: Canada, 1914–1929**

B1. Describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada, including First Nations, Métis, and Inuit communities (Historical Significance; Historical Perspective)

B2. Analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (Historical Significance; Cause and Consequence)

B3. Explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (Continuity and Change; Historical Perspective)

### **Strand C: Canada, 1929–1945**

C1. Describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada, including First Nations, Métis, and Inuit communities (Cause and Consequence; Historical Perspective)

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

C3. Explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (Historical Significance; Historical Perspective)

### **Strand D: Canada, 1945–1982**

D1. Describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (Historical Significance; Continuity and Change)

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

D3. Analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (Historical Significance; Cause and Consequence)

### **Strand E. Canada, 1982 to the Present**

E1. Describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada, including First Nations, Métis, and Inuit communities (Historical Significance; Continuity and Change)

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

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

## ***Course Content***

| <b><i>Unit</i></b>   | <b><i>Length</i></b> |
|--|----------------------|
| <b>Canada and the Great War 1914-1919</b>                          | 15.7 hours           |
| <b>Boom to Bust: Canada in the 1920s and 1930s</b>                 | 15.7 hours           |
| <b>Canadians in World War II 1939-1945</b>                         | 15.7 hours           |
| <b>Changing Values 1945-1968</b>                                   | 15.7 hours           |
| <b>Trudeau Mania, Conflicts, and Economic Challenges 1968-1982</b> | 15.7 hours           |

|  |            |
|--|------------|
| <b>Post Cold War Era 1984-2001</b>                                     | 15.7 hours |
| <b>Contemporary Canada, Living in the Post 9-11 Era 2001 - Present</b> | 15.8 hours |
| <b>Total</b>   | 110 hours  |

## ***Unit Descriptions***

### **Unit 1 - Canada and the Great War - 1914-1919**

In this unit students are introduced to the basics of historical inquiry and historical thinking as they explore the events that shaped Canada at the start of the twentieth century through analysis of Primary and Secondary documents related to Indigenous history. Particular attention will be given to how Canada interacted with the international community with a focus on political history. Students will be asked to determine historical significance of events such as Vimy Ridge.

### **Unit 2 - Boom to Bust: Canada in the 1920s and 1930s**

This unit deals with Canadian history in the inter-war decades. Students will investigate the impact of social action during this time, especially as it was found in the emerging middle class and in relation to Residential Schools. Focus in this unit will be on economic and social history. Included in this unit is a financial literacy component. The Historical Thinking Skills Cause and Consequence, and Historical Perspective will be prominent during this unit.

### **Unit 3 - Canadians in World War II -1939 - 1945**

Students will explore the technological and social impacts on Canadian society during World War II. Students will look critically at Canada's response to minorities at home and abroad during this time period. Examples of people and places especially relevant to the local Ojibway and Cree population including Indigenous responses to World War II will be used to help the Indigenous school population connect to this time period in history, in particular the video-first-hand accounts of Mishkeegogamang and other NAN territory veterans.

### **Unit 4 - Changing Values 1945 - 1968**

This unit explores the changes that took place in Canada in the two decades after World War II. Students use concepts familiar in their own lives such as security and change as the basis for an understanding of Canada's social, political, and economic changes domestically as well as the connections the country had with the world. The Historical Thinking Skill of Continuity and Change and Historical Significance are highlighted during this time period.

### **Unit 5 - Trudeau Mania, Conflicts, and Economic Challenges 1968-1982**

In this unit, students examine the conflicts and economic challenges that Canadians faced in the period 1968-1983. Examining primary and secondary sources and further developing a variety of historical skills that were introduced in earlier units introduce students introduced to the key events that have shaped modern Canada as we enter the twenty-first century. The Historical Thinking Skills of Continuity and Change and Historical Significance are highlighted during this time period.

### **Unit 6 - Towards the 21<sup>st</sup> Century 1983-2001**

Students will examine key issues and persons of interest during this time period including NAFTA, Federal-Provincial relations and Environmental issues. Ojibway politician Elijah Harper and the increasing political participation of other First Nations peoples will be examined through the study of the Meech Lake accord. Historical Significance will be prominent in the lessons.

### **Unit 7 - Contemporary Canada: Living in the Post 9-11 Era**

In this unit, students examine key issues that Canadians have faced from 2001 to the present. Students develop Historical Perspective and deduce Historical Significance to Canadians of international events such as the Sept. 11<sup>th</sup> 2001 attacks on the World Trade Centers in the United States, and Canada's role in Afghanistan. Students will examine recent history of First Nations' relationship within Canada, particularly within the Idle No More movement and Residential School apology.

## ***Teaching/Learning Strategies***

This course provides students the opportunity to develop historical inquiry and thinking skills. While each unit may highlight certain Historical Thinking Skills, students will apply the skills throughout the course as they explore, analyse, and reflect on history. A myriad of diverse teaching and learning strategies are chosen to prepare students for study at the University level in the Senior Secondary classes. Some instructional strategies will include formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources and secondary sources, and problem solving are a focus of many activities. Focused inquiry, differentiating between primary and secondary sources, data analysis, note-taking, and guided Internet searches are examples of the research skills that students practice. Tasks are designed to develop skills and concepts across a range of student learning styles. Each unit overview states specific teaching/learning strategies. Many important skills are developed in the activities. Students are asked to demonstrate a synthesis of their learning by participating in the culminating course activity.

The subject discipline of History has its own particular ways in which language is used to express concepts. In order to help students prepare for university and higher levels of academia, students will learn to express historical concepts in written form including sequence/chronology, cause-and-effect relationships-contrast/comparatives, statements of opinion, interpretation, inference, statements of speculation, hypothesis, prediction,

statements of belief, intent, necessity, persuasion, evaluation, definition, and explanations of reason. The use of templates and graphic organizers will scaffold students as they write their first essays.

Learning goals will be discussed at the start of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course including rubrics, checklists, and exemplars.

## Evaluation

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Ontario Ministry of Education Publication. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto ON: Queen's Printer for Ontario.

| Type of Assessment        | Category                      | Details   | Weighting |
|---------------------------|-------------------------------|---|-----------|
| Term Work<br>(70%)        | Knowledge/<br>Understanding   | - explain how local, national, and global influences have helped shape Canadian identity<br>- list the technological changes in Canada apparent after WWII  | 13        |
|                           | Thinking                      | - explain why Canada did not have a choice to fight in WW1<br>-provide an opinion on whether Trudeau was overreacting when he ordered the War Measures Act in effect<br>- draw a coat of arms that you feel is more reflective than the present one | 19        |
|                           | Communication                 | -interview a community member about changes in community over time<br>-create a time capsule<br>-write a journal entry imagining you are a farmer during the depression coming to the city for work   | 19        |
|                           | Application                   | -explain the point of view of one of the woman's rights activists<br>-develop five questions you would ask a residential school survivor<br>-write a reflection on how technology has changed the life of your interviewee                          | 19        |
| Final Evaluation<br>(30%) | Culminating Activity<br>(15%) | Knowledge/Understanding   | 3         |
|                           |                               | Thinking  | 4         |
|                           |                               | Communication   | 4         |
|                           |                               | Application   | 4         |
|                           | Final Exam<br>(15%)           | Knowledge/Understanding   | 3         |
|                           |                               | Thinking  | 4         |
|                           |                               | Communication   | 4         |
|                           |                               | Application   | 4         |
| TOTAL                     |                               |   | 100       |

## ***Assessment/Evaluation Strategies***

A variety of assessment and evaluation methods, strategies, and tools are utilized in student assessment. Students have multiple opportunities to hone their historical skills through formal presentations, response journals, artwork, writing in role, and persuasive paragraph writing. Assessment information is obtained through a variety of means with differentiation of product allowed on many assignments (within teacher-selected options) supporting Universal Design principles.

Assessment options include:

- Journal writing from a historical perspective
- Ongoing descriptive feedback
- Diorama of battlefield scene or battle
- Questionnaires
- Evaluation of Primary documents
- Interpretations and deconstructions of secondary documents and evidence
- Descriptive point-of-view paragraphs
- Informational Cause-and-Consequence paragraphs
- Explanations of Ethical Judgments

Evidence of student achievement is collected from various sources with a focus on most consistent work with consideration given to most recent work. These include:

- Media presentations
- Culminating Activity Essay
- Final Exam

## ***Resources***

Active History. (2018). *Home*. Retrieved from <http://activehistory.ca/>

Canada's History. (2018). *Home*. Retrieved from <https://www.canadashistory.ca>

CBC. (2018). *Archives*. Retrieved from <http://www.cbc.ca/archives/>

Community Learning Network. (n.d.). *First Nations history theme page*. Retrieved from [http://www.cln.org/themes/fn\\_history.html](http://www.cln.org/themes/fn_history.html)

Desnomie, Tessa. "Second Stories: It Had to Be Done." National Film Board, 2008. [https://www.nfb.ca/film/second\\_stories\\_it\\_had\\_to\\_be\\_done/](https://www.nfb.ca/film/second_stories_it_had_to_be_done/)



*Elijah*, 2007, Mongrel Media

Historica Canada. (n.d.). *Heritage minutes videos*. Retrieved from <https://www.historicacanada.ca/content/videos>

*Kanehsatake: 270 Years of Resistance*, National Film Board of Canada

Legacy of Hope. (2018). *Where are the children? Healing the legacy of the residential schools*. Retrieved from <http://wherearethechildren.ca/en/>

Ontario Ministry of Education Publication. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto ON: Queen's Printer for Ontario

Ontario Ministry of Education. (2017). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

The Toronto Star (print or electronic). (n.d.). [www.thestar.ca](http://www.thestar.ca)

Veteran's Affairs. (2018). *Remembrance*. Retrieved from <http://www.veterans.gc.ca/eng/remembrance>

## ***Program Planning***

This course is offered to First Nations students living in isolated northern Ontario communities. This course uses the internet for instruction, demonstration, and research. It utilizes a student centered blended classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as student resources in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special

Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.