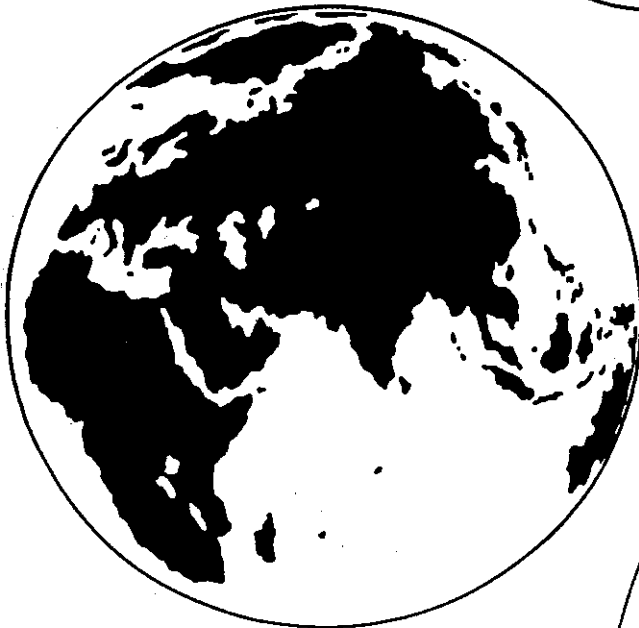
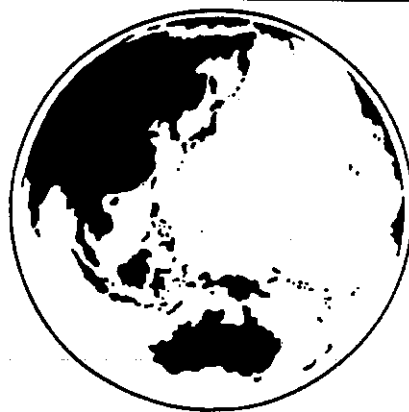




Saskatchewan
Learning

History 30 Canadian Studies

Curriculum Guide



June 1997

**History 30:
Canadian Studies
Curriculum Guide**

**Saskatchewan Education
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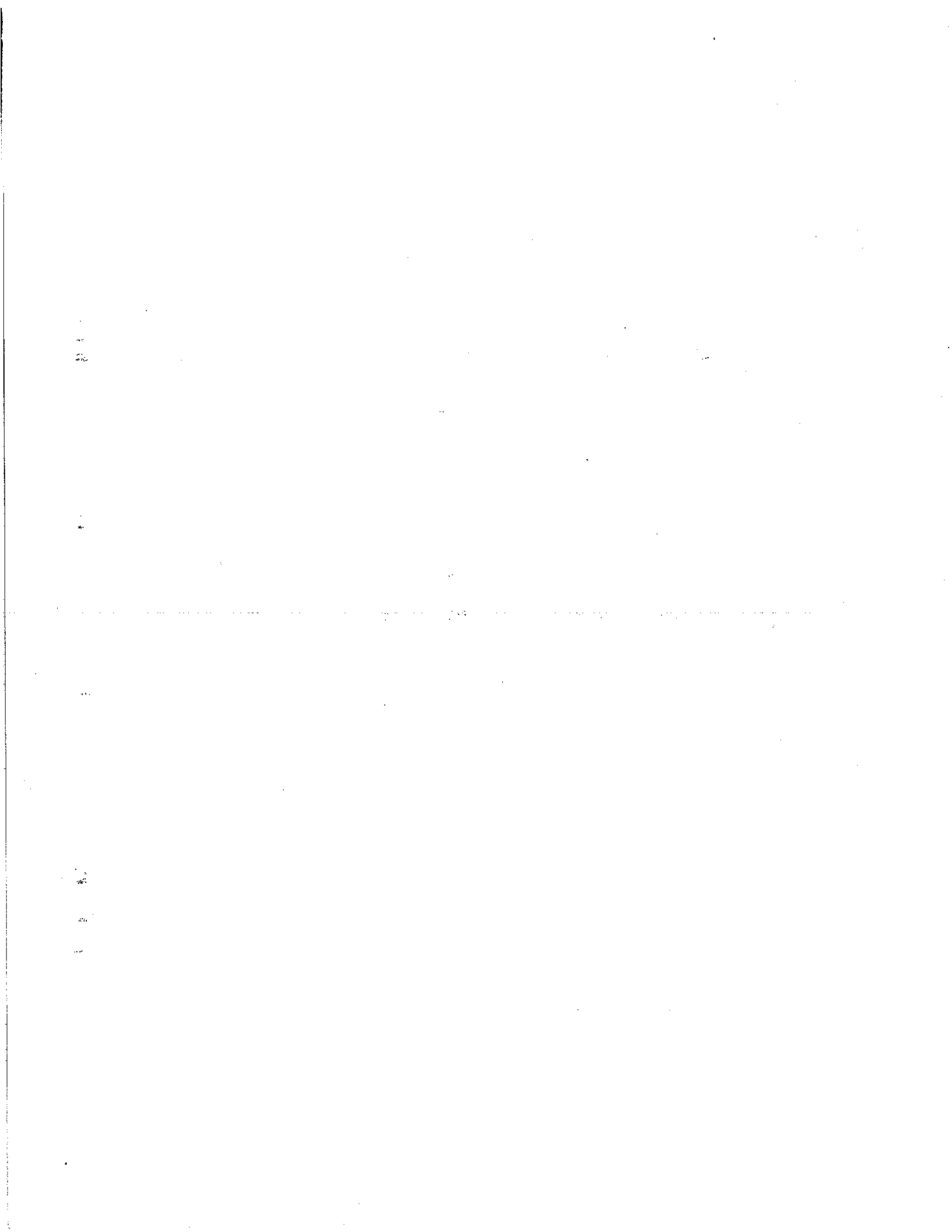


Table of Contents

	Page
Acknowledgements	iii
Introduction	1
The Basis for Curriculum Reform in Social Studies and History	3
The Aim of Social Studies Education	3
The Goals of Social Studies Education, K-12	4
Themes for the Social Studies, 1-12	4
Core Curriculum	5
Indian and Métis Curriculum Perspectives	6
Gender Equity	7
Resource-Based Learning	7
Multicultural Education	8
Overview of Social Studies Curricula	9
Conceptual Teaching	9
The Twenty Core Concepts	9
Concept Attainment	9
Concept Application	10
Distribution of Concepts, Grades 1 - 12	10
Teaching Skills and Abilities	11
Scope and Sequence of Intellectual Abilities	13
Mastery Learning of Skills/Abilities	14
Effective Teaching of Skills/Abilities	14
Teaching Controversial Issues	15
Evaluation	16
Evaluation of Student Learning	16
Evaluation of Values Objectives	16
Evaluation of Skills/Abilities	17
Types of Evaluation	17
Guiding Principles of Student Evaluation	17
Phases of the Evaluation Process	18
Canadian Studies 30	19
Curriculum Overview, Grades 8-12	21
Course Goals for Canadian Studies	22
A Conceptual Overview of Canadian Studies	23
A Summary of Canadian Studies from the Perspective of History, Native Studies and Social Studies ..	24
Canadian Studies 30 Organizer	26

Assessment of Skills/Abilities	28
Dialectical Evaluation	31
Assessment of Conflict Resolution	34
Conflict Resolution	35
Organization of the Curriculum Documents	37
General Objectives	39
Teaching Strategies	39
Activity Guide	39
Learning Cycle	40
Identifying The Core Content	41
The Adaptive Dimension	41
Planning a Year of Study: Choosing a Sequence of Units	42
Unit Planning Guide	44
Lesson Planning Guide	46
Assessment Strategies	48
Unit One	101
Unit Two	201
Unit Three	301
Unit Four	401
Unit Five	501

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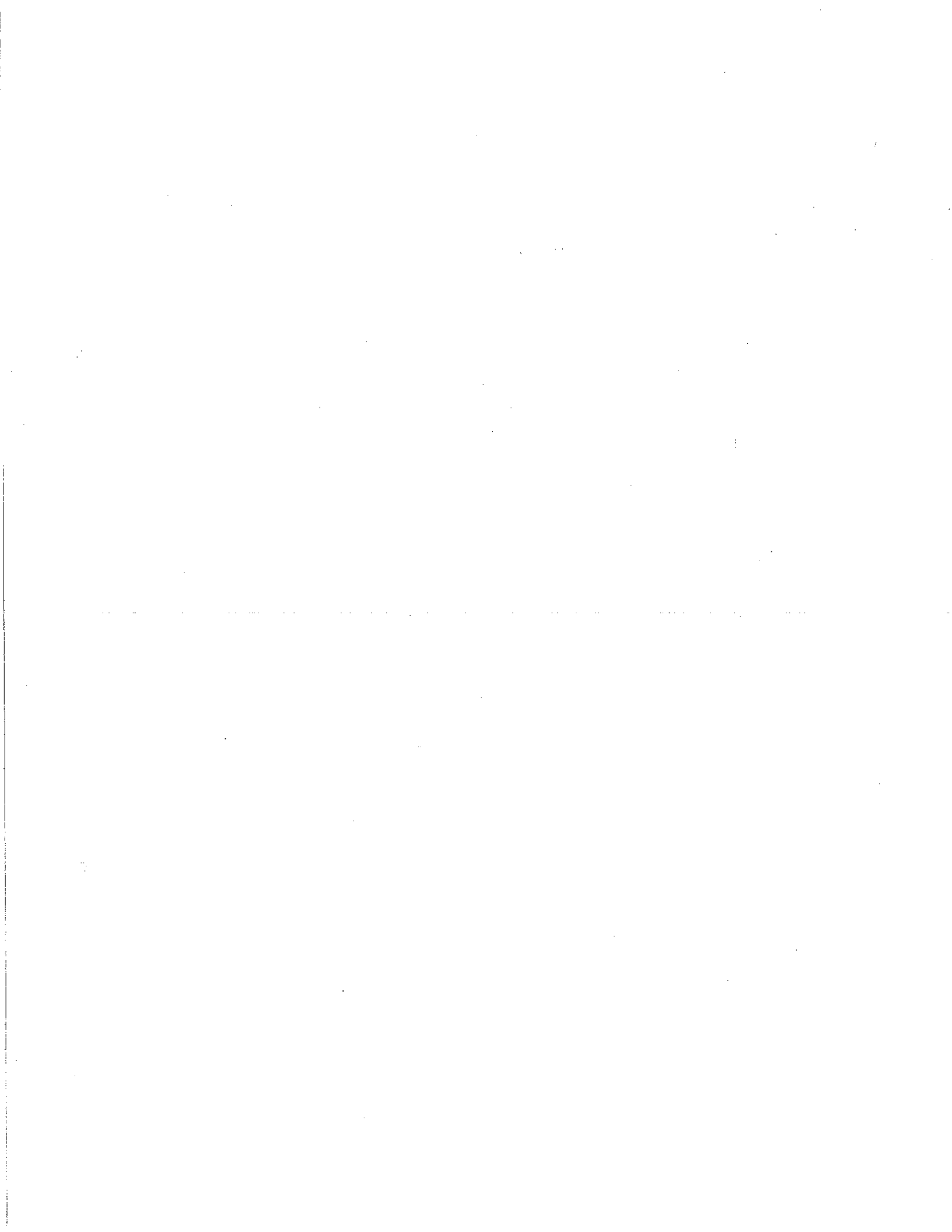
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This document was completed under the direction of the Social Sciences Unit, Curriculum and Instruction Branch, Saskatchewan Education.



Introduction



The Basis for Curriculum Reform in Social Studies and History

Canadian Studies is part of a series of curriculum reforms in the social studies undertaken by Saskatchewan Education.

This comprehensive curriculum development process began with the establishment of the Social Studies Task Force in 1981. The Task Force was made up of people representing various sectors of Saskatchewan society. It surveyed a wide range of public opinion and on the basis of its findings compiled a report outlining a philosophy for social studies education.

In October 1982, the Minister of Education established a Social Sciences Reference Committee. The Reference Committee developed a plan of action based on the recommendations of the Task Force to give specific direction to the planned course revisions.

The Aim of Social Studies Education

The Reference Committee defined the aim of social studies education as:

a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.

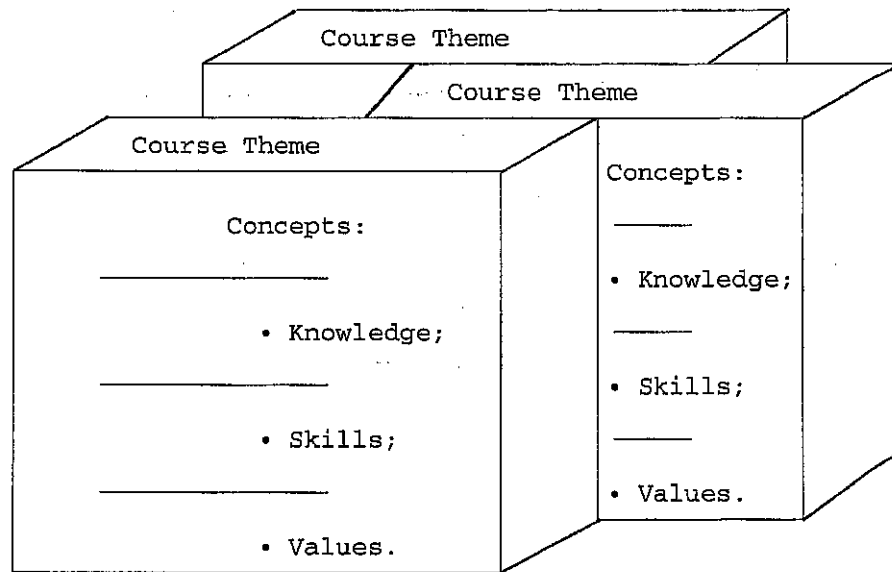
Saskatchewan Education. (1984). Report of the Social Sciences Reference Committee. Regina, SK. p. 1

In 1994, in *Policy Directions for Secondary Education in Saskatchewan*, the Minister's response to the High School Review Advisory Committee's Final Report, the Minister of Education stated that because "we live in a complex society and students require a thorough knowledge of social issues and history" it is necessary to "develop new courses in History 30 and under the common title *Canadian Studies*. The Canadian Studies 30 requirement will be fulfilled by taking:

- History 30: Canadian Studies,
- Social Studies 30: Canadian Studies, or
- Native Studies 30: Canadian Studies.

The Goals of Social Studies Education, K-12

The following model represents the social studies curricula:



This model of social studies education prescribes four major goals for social studies teaching:

- **concept formation** - helping students understand and apply concepts to:
 - **knowledge** - so that students are able to organize, interpret, and communicate information about the social studies;
 - **skills/abilities** - so that students understand those skills/abilities necessary in organizing, interpreting and communicating social studies information; and,
 - **values** - so that students are able to evaluate the ideas and beliefs facing citizens of a democratic society.

Themes for the Social Studies, 1-12

The Reference Committee has outlined a set of twelve themes, one for each grade level. The themes present a content sequence designed to guide students from the familiar to the unfamiliar and from a local to a global view of the world. The themes for grades 1-12 are:

Grade 1: Families
Grade 2: Local Community
Grade 3: Community Comparisons
Grade 4: Saskatchewan
Grade 5: Canada
Grade 6: Canada's Global Neighbours

Grade 7: Canada and the World Community
Grade 8: The Individual in Society
Grade 9: The Roots of Society
Grade 10: Social Organizations
Grade 11: World Issues
Grade 12: Canadian Studies

Core Curriculum

The major components of Core Curriculum are the **Required Areas of Study** and the **Common Essential Learnings**. Core Curriculum also provides for **Locally-Determined Options** to meet needs at the local level and the **Adaptive Dimension** which provides opportunities for teachers to individualize instruction.

Core Curriculum is intended:

...to provide all Saskatchewan students with an education that will reinforce the teaching of basic skills and introduce an expanded range of new skills to the curriculum. It will also encompass the processes and knowledge needed to achieve broader goals as identified by the Curriculum and Instruction Review Committee.

Adapted from: Saskatchewan Education. (1987). Core Curriculum: Plans for Implementation. Regina, SK: Author, p. 3.

The seven required areas of study within the Core Curriculum are language arts, mathematics, science, social studies, health education, arts education, and physical education.

Six common essential learnings (C.E.L.s) have been defined and are incorporated into social studies teaching as perspectives which influence how social studies is taught. The C.E.L.s are to be taught and evaluated as part of the social studies courses. The Common Essential Learnings (C.E.L.s) are summarized below.

Independent Learning involves the creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners who see learning as an empowering activity of great personal and social worth.

Personal and Social Values and Skills deals with the personal, moral, social, and cultural aspects of each school subject and has as a major objective the development of responsible and compassionate citizens who understand the rational basis for moral claims.

Critical and Creative Thinking is intended to help students develop the ability to create and critically evaluate ideas, processes, experiences, and objects related to the social studies.

Communication focuses on improving students' understanding of language used in the social studies.

Numeracy involves helping students to develop a level of competence which would allow them to use mathematical concepts in the social sciences.

Technological Literacy helps students appreciate that technological systems are integral to social systems and cannot be separated from the culture within which they are shaped.

Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content and perspectives within the K-12 curriculum fulfils a central recommendation of *Directions* (1983), the *Five Year Action Plan for Native Curriculum Development* (1984) and the *Indian and Métis Education Policy from Kindergarten to Grade 12* (1995).

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples occupying a unique and rightful place in society. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis students, and that changes to existing programs are also necessary for the benefit of all students.

Saskatchewan Education. (1995). Indian and Métis Education Policy from Kindergarten to Grade 12. Regina, SK: Author, p. 2.

The inclusion of Indian and Métis perspectives benefits **all students** in a pluralistic society. Cultural representation in all aspects of the school environment empowers children with a positive group identity. Indian and Métis resources foster a meaningful and culturally identifiable experience for Indian and Métis students, and promote the development of positive attitudes in **all students** towards Indian and Métis peoples. This awareness of one's own culture and of the cultures of others develops self-concept, enhances learning, promotes an appreciation of Canada's pluralistic society and supports universal human rights.

Saskatchewan Indian and Métis students come from varied cultural backgrounds and social environments including northern, rural, and urban areas. Teachers must understand the diversity of the social, cultural, and linguistic backgrounds of Saskatchewan Indian and Métis students. All educators need cross-cultural education, and increased awareness of applied sociolinguistics, first and second language acquisition theory, and standard and non-standard usage of language. Teachers must use a variety of teaching strategies that match and build upon the knowledge, cultures, learning styles, and strengths which Indian and Métis students possess. Responsive adaptations are necessary to all curriculum for effective implementation.

The following points summarize Saskatchewan Education's expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction.

- *Curricula and materials will concentrate on positive images of Indian, Métis, and Inuit peoples.*
- *Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis, and Inuit peoples.*
- *Curricula and materials will include historical and contemporary issues.*
- *A strong curriculum emphasis will be given to Indian/Métis Studies, Indian languages, and English language development.*
- *Curricula and materials will reflect the legal, cultural, historical, political, social, economic, and regional diversity of Indian, Métis, and Inuit peoples.*

Saskatchewan Education. (1995). Indian and Métis Education Policy from Kindergarten to Grade 12. Regina, SK: Author, p. 10.

Saskatchewan teachers are responsible for integrating into the appropriate units resources that reflect accurate and sufficient Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

Gender Equity

Saskatchewan Education is committed to providing quality education for all students in the K-12 system. Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Although many schools have tried to provide equal opportunity for male and female students, continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and non-sexist teaching strategies. Both girls and boys need encouragement to explore non-traditional as well as traditional options.

To meet the goal of gender equity in the K to 12 system, Saskatchewan Education is committed to the reduction of gender bias which restricts the participation and choices of all students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviours and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities, and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of stereotyping and enable both girls and boys to share in all experiences and opportunities which develop their abilities and talents to the fullest.

Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning. Resource-based instruction means that the teacher, and teacher-librarian, if available, will plan units which integrate resources with classroom assignments, and teach students the processes needed to find, analyze, and present information. It is intended that secondary social studies students will use a variety of learning resources in order to develop both knowledge and skills. Resource-based instruction is an approach to curriculum which uses all types of resources. Some possible resources are books, magazines, films, audiotapes and videotapes, computer software and databases including Internet, manipulable objects, commercial games, maps, community resources, museums, field trips, pictures and study prints, real objects and artifacts, and media production equipment.

Social studies teachers should introduce current events whenever possible. A vertical file, containing current pamphlets, articles and newspaper clippings is needed. Ideally, this file is housed, circulated and maintained through the school library. On-line newspapers, available through Internet, can supplement the vertical file. With some time and patience a classroom teacher may develop a file for social studies using headings from a standardized list such as *Sears List of Subject Headings* (1991), and *Sears List of Subject Headings: Canadian Companion* (1987).

The following points will help teachers use resource-based teaching and learning:

- Discuss the objectives for the unit or assignment with students. Incorporate needed research skills into the activities in the unit, so that skills are always used at the time they are taught. Work with your teacher-librarian, if available.
- Planning with the library staff well ahead of time. This will ensure that adequate resources are available and will allow you and the library staff to make decisions about shared teaching responsibilities.
- Show students that you are a researcher who seeks out sources of knowledge by using a variety of resources in your classroom teaching. Discuss sources of information with students and encourage them to use other libraries, government departments, museums and other community resources when they are doing research. Many such resources can be accessed on World Wide Web sites, on Internet, maintained by the originating agency.

-
- Provide resource lists and bibliographies to support specific units of study.
 - Encourage students to ask the teacher-librarian to help them identify multi-media or multi-mode resources related to their assignment or unit.
 - Increase your knowledge about integrating resources into regular classroom by attending planning and inservice sessions.
 - Identify quality curricular resources that might be added to the school library collection, or that might be accessed through electronic means.
 - Support the important role of the library resource centre when you talk with colleagues, principals, and directors.

Multicultural Education

Multicultural education is an interdisciplinary educational process which fosters understanding, acceptance, empathy, and constructive and harmonious relations among peoples of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment.

Multicultural education:

- is broadly conceptualized and comprehensive;
- first develops an awareness or recognition of one's own culture and ethnicity;
- develops an understanding of similarities and differences among cultures;
- stresses the acquisition of skills in analysis, communication and inter-group relations, which enables one to function effectively in varying cultural environments;
- includes the ability to formulate creative and novel solutions to personal and social issues; and,
- fosters positive attitudes towards self and other ethnocultural and racial groups.

The public education system has a responsibility to prepare students for living in this multicultural environment. It must address a variety of issues ranging from ethnocentrism to unity through acceptance and understanding, from discrimination to equality of experience and opportunity. Sound teaching practices, such as being aware of a child's social and psychological background, encouraging the development of self-esteem and security in identity, and responding to individual needs, are consistent with the philosophy underlying multicultural education.

Overview of Social Studies Curricula

Children will not truly understand a concept until they have had an opportunity to re-invent it for themselves.

Piaget

The objectives of social studies education as outlined by the Social Studies Task Force, the Reference Committee, and Core Curriculum emphasize skills and attitudes that will enable students to understand information; research and write about issues in creative, meaningful ways; and debate and evaluate issues. Recall of factual information is required to the extent that it supports these objectives.

Evaluation must also reflect these objectives by testing students for more than the recall of information. Evaluation must determine whether students are achieving the skills/abilities and attitudinal objectives as well as the informational objectives of the course. It is important that in the evaluation process students demonstrate they have learned to generate and apply knowledge in meaningful ways.

Conceptual Teaching

The Twenty Core Concepts

A concept is a category that groups together objects or ideas with certain similarities. Each category is defined by criteria which determine what can and cannot be accepted into the category.

Central to the K-12 social studies framework is a set of twenty major concepts drawn from the social science disciplines. These concepts act as organizers for the required knowledge, skills, and values learnings.

The twenty concepts are:

Beliefs	Decision making	Institution	Power
Causality	Distribution	Interaction	Resources
Change	Diversity	Interdependence	Technology
Conflict	Environment	Needs	Time
Culture	Identity	Location	Values

Concept Attainment

The goals of both the Reference Committee and Core Curriculum (with its emphasis on the Common Essential Learnings) include the teaching of higher order thinking as well as teaching social studies and history information. Instructional methods that promote both types of learning at the same time must be used. Concept attainment is one such method. People organize information into meaningful patterns using concepts. Objects or ideas which have in common certain characteristics or critical attributes can be placed in the same category and given a label. These labelled categories are concepts.

Concept Application

A concept can range from a category of things as concrete as chairs to a category of relationships as abstract as power. By learning to understand and use concepts, students can use the critical attributes of a concept as criteria to categorize data so that inferences may be drawn from them. This process enables the student to simplify complex information by organizing (classifying) the categories or concepts into meaningful patterns. This is an important step towards independent learning and critical and creative thinking.

Distribution of Concepts, Grades 1 - 12

The twenty concepts are developed as major concepts at various grade levels as shown below.

Concept	Elementary					Middle				Secondary		
	1	2	3	4	5	6	7	8	9	10	11	12
Beliefs								x	x	x	x	x
Causality									x	x	x	x
Change	x		x			x	x	x	x	x	x	x
Conflict										x	x	x
Culture	x			x				x	x	x	x	x
Decision making			x	x	x			x	x	x	x	x
Distribution					x		x				x	x
Diversity		x	x	x	x	x			x	x	x	x
Environment		x	x						x		x	x
Identity	x			x	x	x		x	x		x	x
Institution				x	x	x				x	x	x
Interaction						x	x		x		x	x
Interdependence			x			x		x		x	x	x
Location				x		x	x			x		x
Needs					x	x	x	x		x	x	x
Power							x		x	x	x	x
Resources					x		x				x	x
Technology				x					x		x	x
Time		x			x	x			x	x	x	x
Values				x	x	x	x	x	x	x	x	x

Teaching Skills and Abilities

If students are to achieve the objectives of higher order thinking, then they must develop the abilities which make this possible. Achievement of the objectives within the C.E.L.s cannot happen unless time and effort is spent helping students learn the prerequisite skills/abilities.

Beyer argues that an effective curriculum on thinking skills should introduce a limited number of skills/abilities (three to five) at each grade level. Students are not able to learn to the mastery level more than five skills per year. By providing a sequenced development of skills/abilities from the primary years to the secondary years, a scope and sequence can ensure that students master the necessary number of skills/abilities to allow them to become independent, critical and creative learners.

Beyer, B. (1984). Improving thinking skills: Defining the problem.
Phi Delta Kappan, (65)7, 486-490.

Adaptation

Only one or two skills are prescribed for each grade so the course can be adapted to make it suitable for the class being taught. Skills/abilities are introduced gradually throughout each course. This allows students to learn the skill at the beginning of the course, to practise it, and to use the skill independently. Students are expected to achieve some measure of independence in the use of skills prescribed for each grade level.

Grade Nine: Categorizing, Classifying, Generalizing, and Inferring

Two skills/abilities that are greatly emphasized throughout the middle years are categorizing and classifying. While categorizing (creating a group or class within a system) is inherent in conceptualizing, it should also be taught as a skill basic to critical and creative thinking. Classifying (the process of arranging groups or classes according to some system) is another basic skill taught throughout the middle years (most particularly in grade 9) because it is a fundamental prerequisite to the skill of analysis. The skills of generalizing (noting common elements among cases or data being studied) and inferring (using a generalization made from data/cases to draw implications or form conclusions about that or another case) are also emphasized in grade nine.

Grade Ten: Analyzing and Hypothesizing

In grade 10 the skills of classifying and inferencing are carried on, reinforced, and used as the basis for developing the ability to analyze and hypothesize. Students will be taught to classify data using grids and/or concept maps. Once they can do this, they are in a position to draw inferences about relationships within the data. These inferences become the basis for an hypothesis.

Grade Eleven: Dialectical Thinking, Problem Solving, Decision Making, and Conflict Resolution

In grade 11, the skills of analysis and hypothesizing continue to be stressed and used to develop the abilities to think dialectically and to solve problems. Given the controversial nature of many of the world issues students will be studying and because students will be entering a world which requires the ability to think about issues that are complex and many-sided, students will need to learn to deal with ambiguity and uncertainty. Dialectics and its related processes of creative problem solving, decision making, and conflict resolution are logical extensions of hypothesizing and analyzing. Students who have been introduced to these skills in previous years will learn to define the different sides of a dialectic and then analyze the sides for logical consistency. Students doing creative problem solving can use inferencing and hypothesizing to define the alternatives in a problem and then use analytical grids to decide upon the best course of action. Much the same process occurs in decision making and conflict resolution, the other two major skills of grade eleven social studies.

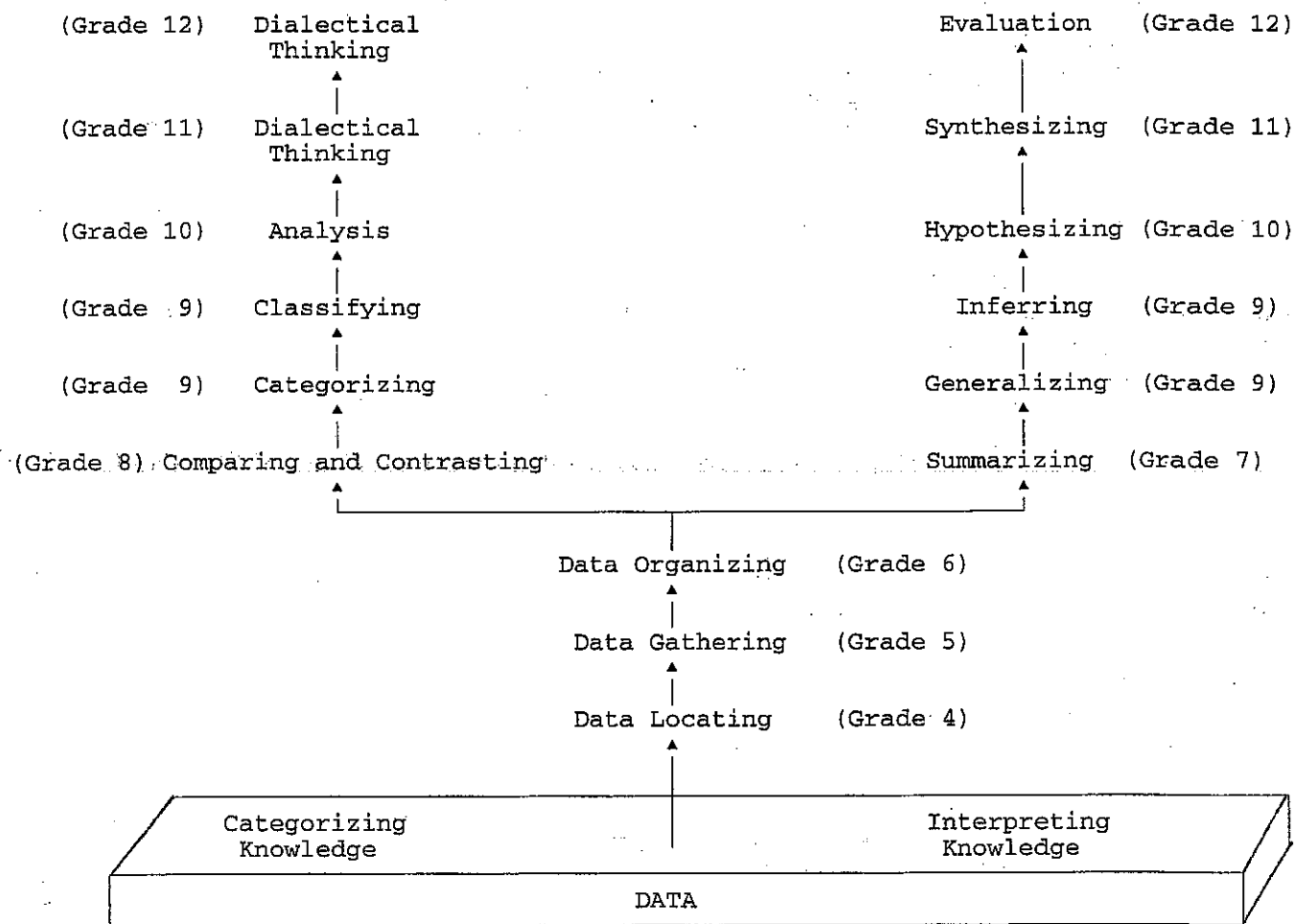
Grade Twelve: Dialectical Thinking and Evaluation

Canadian Studies 30 represented by History 30, and Social Studies 30 continues to emphasize the ability to think dialectically. Canada is a pluralistic society which has many fundamental divisions -- geographic, cultural, and ideological. On most issues, it is usual to have to choose between competing points of view, each supported by well reasoned arguments. Students need to learn the skills of dialectical thinking so that they can analyze and evaluate competing arguments with the purpose of determining which argument is better or determining whether the initial arguments are part of a larger more inclusive argument which takes precedence over the initial arguments. It is necessary for young people to learn to think dialectically to prepare them to play a significant role in the affairs of Canadian society.

Canadian citizens face a barrage of carefully crafted arguments supporting various points of view, some of which are legitimate and some of which are propaganda. Students need help in developing the capacity to distinguish between the two. Students in grade 12 will be formally taught the skill of evaluation. As part of that process they will practise using the concept of criterion (which has been used systematically in grades 9, 10, and 11) as the basis on which people make evaluative judgments about the legitimacy of a point of view. There is an important conceptual distinction between opinion and judgment. A judgment is a conclusion about something which is based on preselected criteria or standards as a reference while opinion is a conclusion based on personal attitudes.

Scope and Sequence of Intellectual Abilities

Note: The chart below does not mean an intellectual ability assigned to one grade level would not be used at another grade level. **All of these abilities (and others) will be used to some degree in each grade.** The intent is to provide a scope and sequence chart of basic intellectual abilities which is developmental so the abilities introduced in one year will serve as the basis for the abilities to be learned in subsequent years.



Adapted from Hannah, L. & Michaelis, J. (1977).
*A Comprehensive Framework for Instructional Objectives:
 A Guide to Systematic Planning and Evaluation.*
 Menlo Park, CA: Addison - Wesley, pp. 13-16

Mastery Learning of Skills/Abilities

The objective for each year is for students at each grade level to master one or two intellectual abilities well enough so they can use the abilities independently. In assessing student progress in the abilities, a teacher should determine whether a student is able to use the ability independently or whether the student is at a more preliminary stage. It is important to reinforce and build on the achievements of previous years so that students' abilities grow over their school careers.

In the social studies program students deal with skills/abilities in four stages:

- being formally introduced to the skill/ability;
- practising using the skill/ability in a number of situations;
- achieving independent use of the skill/ability; and,
- maintaining and expanding the use of their skill/ability.

Teachers may wish to use the descriptors of introducing, practising, achieving independent use, and maintaining and expanding in a checklist or rating scale to chart student progress. Until the mastery level is achieved, students should not be expected to perform the skill with full effectiveness.

Adaptation of Intellectual Demands to Student Ability

Many students in grade 12 will have moved into Piagetian formal operations while others will be in the transitional stage between concrete and formal operations. Again, as in all secondary programs, consideration must be given to this reality. Thus objectives must be interpreted and strategies used in ways that do not challenge students beyond their ability.

The grade 12 social studies and history courses have been designed around the learning cycle on page 40. It is important that skills/abilities (and concepts) be introduced to students using concrete material that is familiar. Then students will be able to concentrate on the concepts and the skills/abilities rather than having to learn new material as well.

Effective Teaching of Skills/Abilities

There are many approaches to teaching skills and abilities, each with advantages and disadvantages. One approach that is useful because of its "common sense" nature was devised by Barry Beyer. These assumptions are built into the grade 12 social studies and history programs. Beyer assumes a skill is learned best when students:

- are consciously aware of what they are doing and how they do it;
- are not distracted by other inputs competing for attention;
- see the skill modeled;
- engage in frequent, but intermittent (not massed), practise of the skill;
- use feedback received during this practise to correct their use of the skill;
- talk about what they did as they engaged in the skill;
- receive guidance on how to use a skill at a time when they need the skill to accomplish a content related goal; and,
- receive guided opportunities to practise the skill in contexts other than that in which the skill was introduced.

What this means for teaching is that skills will not be mastered by students unless teachers are prepared to use a definite strategy aimed at mastery learning.

- Skills should be introduced in a way that shows the student these skills can accomplish tasks related to the subject matter. The purpose of this is to demonstrate to the student that the skill is useful.
- Next the teacher should explain the skill in detail showing the student exactly what the skill is, its purpose, and the procedures involved in using the skill.
- The teacher should demonstrate the skill, preferably by modelling it in a class situation.
- Once these steps have been completed, students should be given opportunities to apply and practise the skill using the course content they are studying.

(Note: Most research indicates clearly that skills have to be learned in the context of actual course content. Skills learned in isolation from content will not automatically transfer to any content that may be selected later.)

As part of their practise, students:

- should be coached in the use of the skill; and,
- should be given opportunities to think about the effective use of the skill.

Beyer, Barry. "Improving Thinking Skills - Practical Approaches". *Phi Delta Kappan*. April, 1984.

Teaching Controversial Issues

The teaching of value-laden issues has generated much controversy. Some argue that in a pluralistic society, there can be no broad consensus on values. People who adopt this assumption argue that social studies education has to be objective and value free in order to avoid offending certain points of view. A second position is to provide students with opportunities to clarify their personal values, work out the consequences of those values and decide for themselves what they will or will not accept. A third position is to argue that there is some basic consensus on fundamental moral and ethical values in our society and that these values can be taught in a meaningful way.

It is assumed in *Canadian Studies* that there are fundamental values on which there is agreement. It is also assumed that there are many disagreements and that students need to learn to deal with controversy. The social studies and history curricula provide students with learning experiences that will help them identify some of the fundamental value positions of society and how these arose. This curriculum deals with controversy, even invites it. However, it does not suggest that any belief is as good as any other belief. Our society does not accept that, and we should not give that impression to our students. Therefore, this curriculum makes no attempt to be objective in the sense of being value free.

There is a fine line between education and propaganda. *Canadian Studies* treads this line by giving students opportunities to examine controversial issues. Debating these issues will provide students with the opportunity to apply concepts and higher order thinking skills in organizing, interpreting, and communicating information meaningfully. In this process, students can begin to understand the role of values as the basis for making inferences. From this, it is a short step to understanding that values provide us with evaluative criteria and that we depend upon the traditions of Canadian society to provide us with guidelines. A short list of these criteria would include human dignity, basic rights and responsibilities as defined in the Canadian Charter of Rights and Freedoms, and respect of and tolerance for individual differences.

In determining what is appropriate for students in the area of values objectives, teachers should be aware of family and community standards. Educational decisions related to value objectives in the classroom should reflect these standards as well as those in the Canadian Charter of Rights and Freedoms. If a controversy arises between positions taken by family and community and that of the Charter, students should be encouraged to engage in dialectical thinking about the various positions before arriving at their personal value position.

Evaluation

Evaluation of Student Learning

The curriculum guide includes three categories of objectives: knowledge, skills/abilities, and values. Each category includes specific learning objective statements which define the expectations of the curriculum. From these statements the teacher will need to identify, in specific terms, those dimensions of the learning objectives that the teacher considers appropriate for the students. The course as a whole and each unit has a set of foundational or core objectives which all students are expected to achieve. The remaining time can either be used for enrichment or for additional help and support. Evaluation should, at the minimum, be based on these foundational objectives.

Evaluation of Values Objectives

Teachers should avoid evaluating students' value positions as either right or wrong. This is only appropriate in situations relating to fundamental human rights. In most cases, there are quite a variety of acceptable positions in a pluralistic society. Therefore, teachers should try to pursue with students the reasoning that lies behind their value positions.

Values objectives in the curriculum guide call for the student to appreciate the complexity of many issues related to various aspects of social life. This is not a demand that students adopt a certain value position, but rather a suggestion to students that they should begin to understand some of the underlying moral, ethical, and aesthetic conflicts and contradictions of the social issue in question. Objectives of this sort lend themselves much more readily to informal methods of formative evaluation.

From individual, group, and class discussions, teachers can get a "feel" for what students have learned about a values objective that has been taught in the classroom. Teachers should chart changes which occur in student values rather than evaluate the quality of students' values. These changes may be recorded through the use of anecdotal records and checklists.

A major objective of social studies and Core Curriculum is to teach critical and creative thinking. Teachers must not deny this process to the students by insisting on a single value position in the classroom. Rather, the teacher ought to use these opportunities to stimulate discussion and independent thinking about issues.

Encourage students to develop the thinking and communications skills that allow them to develop legitimate value positions and to express and defend them in open debate. Teachers may evaluate students' work from this perspective, provided it is clear that the skills of thinking, logic, and communication are being evaluated rather than a specific value position. Being specific as to what these skills are and the stages in development that occur in them aids the teacher in constructing assessment instruments to gather such information.

Note: For a more detailed discussion of these issues see pages 46-49 of Saskatchewan Education (1988), *Understanding the Common Essential Learnings: A Handbook for Teachers*. Regina, SK.

Evaluation of Skills/Abilities

It is important in evaluation to show clearly that there is a relationship or congruence between what has been taught and what is being evaluated. If an important teaching objective has been skills/abilities, then test instruments should also measure skills/abilities. It is important in meeting the objectives of this course to emphasize skills/abilities as well as information in any evaluative instrument used.

It is equally important when evaluating skills that students be asked to demonstrate that they know the skills conceptually and to select and apply the appropriate skill to a particular situation. Students should be asked to apply skills to new material, so that they are not able to use preformed generalizations as a crutch.

Types of Evaluation

It is useful to distinguish between the terms *assessment* and *evaluation*. These terms are often used interchangeably, which causes some confusion in their meaning. *Assessment* is a preliminary phase in the evaluation process. In this phase, various strategies are used to gather information about student progress. *Evaluation* is the weighing of assessment information against some standard (such as curriculum learning objectives) in order to make a judgment or evaluation about the performance of the student. This may then lead to other decisions and actions by the teacher, student, or parent.

There are three main types of student evaluation:

- Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with information which can be used to modify instructional objectives. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.
- Summative evaluation occurs most often at the end of a unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress relative to curriculum objectives to students, parents, and educators.
- Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure that they are being sufficiently challenged; and to identify student interests.

Teachers conduct all three types of evaluation during the course of the school year.

Guiding Principles of Student Evaluation

Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education has developed five general guiding principles which are closely linked to the *Evaluation in Education* report and provide a framework to assist teachers in planning for student evaluation.

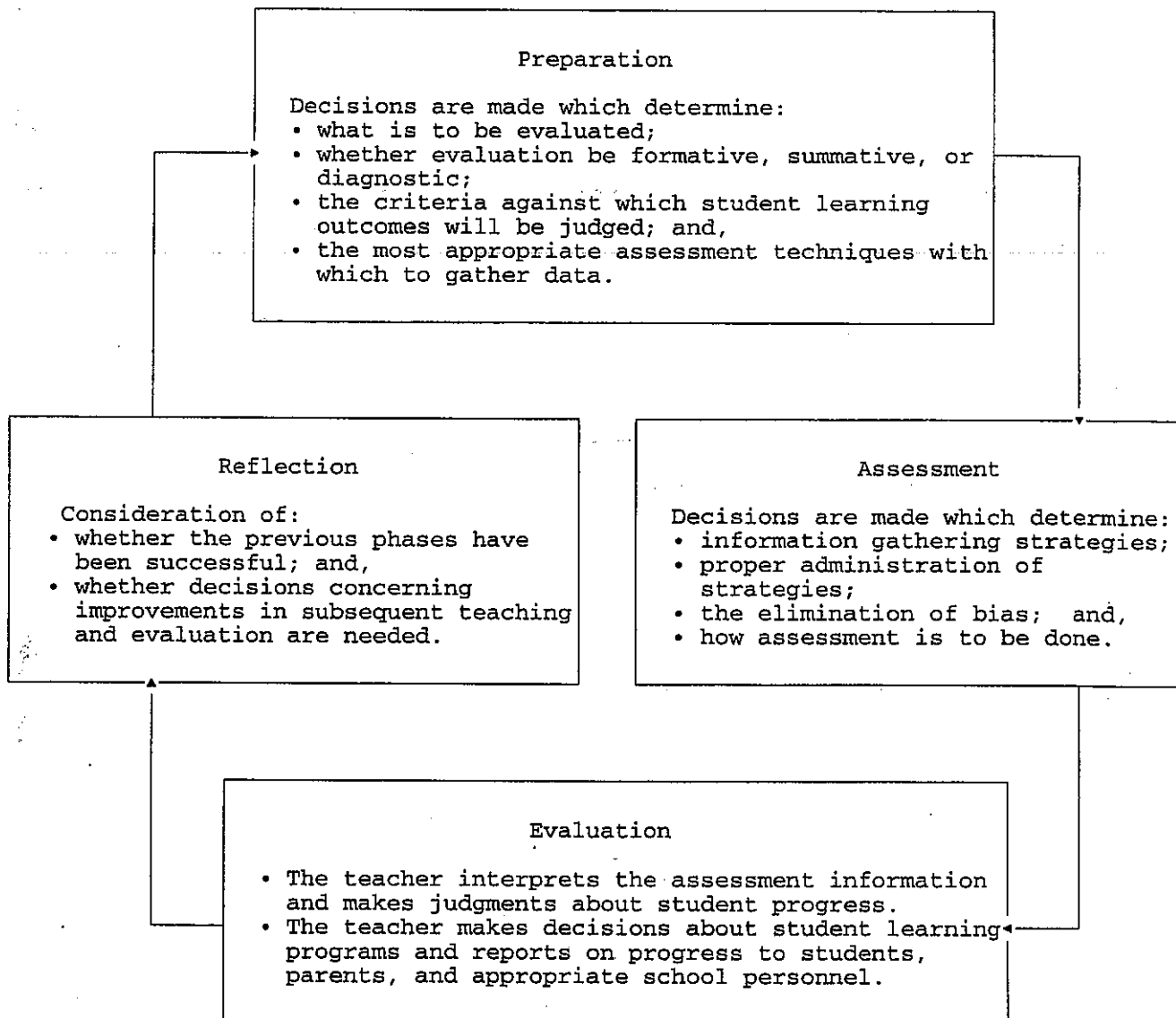
For a more extensive treatment see Saskatchewan Education (1991). *Student Evaluation: A Teacher Handbook*. Regina, SK.

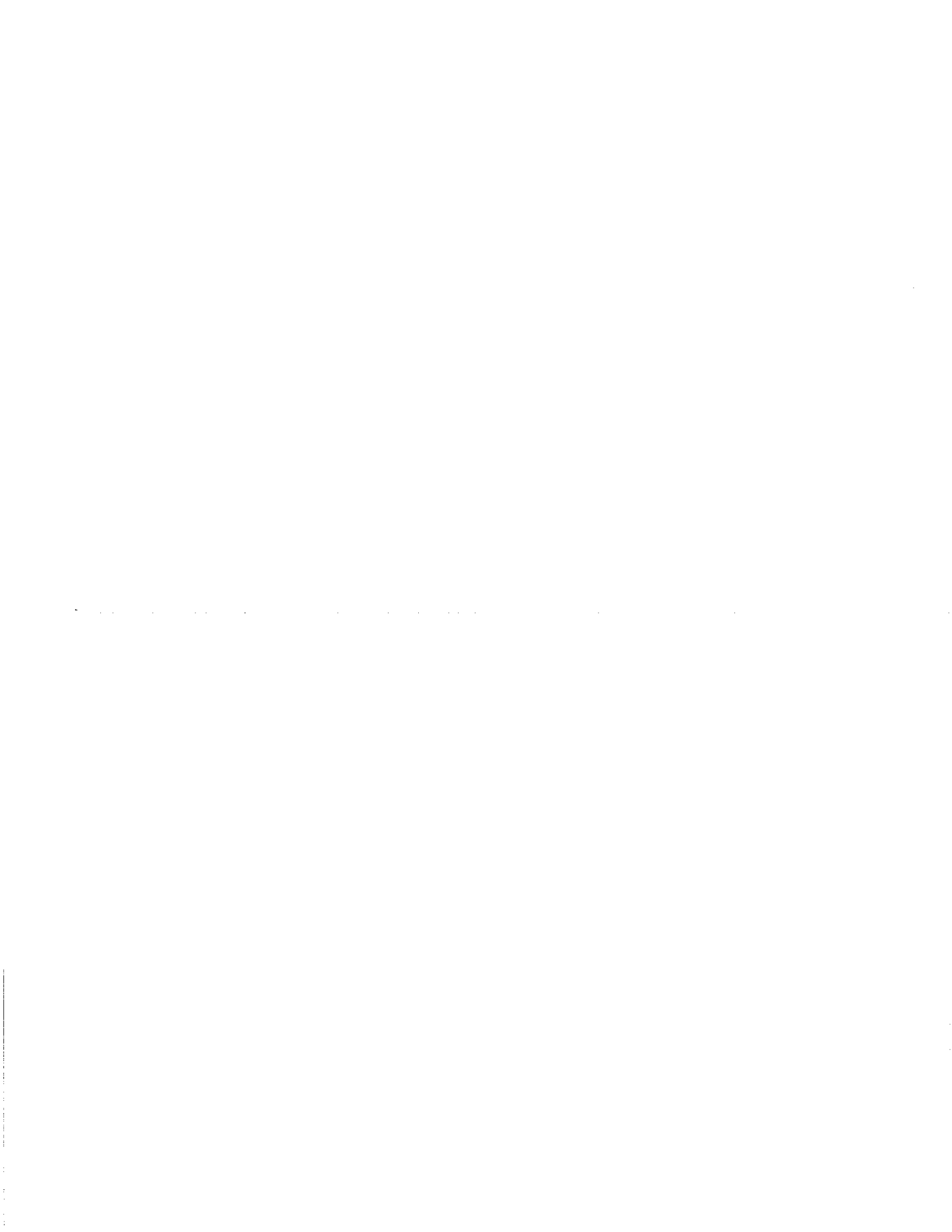
- Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.
- Evaluation should be guided by the intended learning outcomes of the curriculum and a variety of assessment strategies should be used.

- Evaluation plans should be communicated in advance. Students should have opportunities for input to the evaluation process.
- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills, and attitudes.
- Evaluation should help students. It should provide positive feedback and encourage students to participate actively in their own learning.

Phases of the Evaluation Process

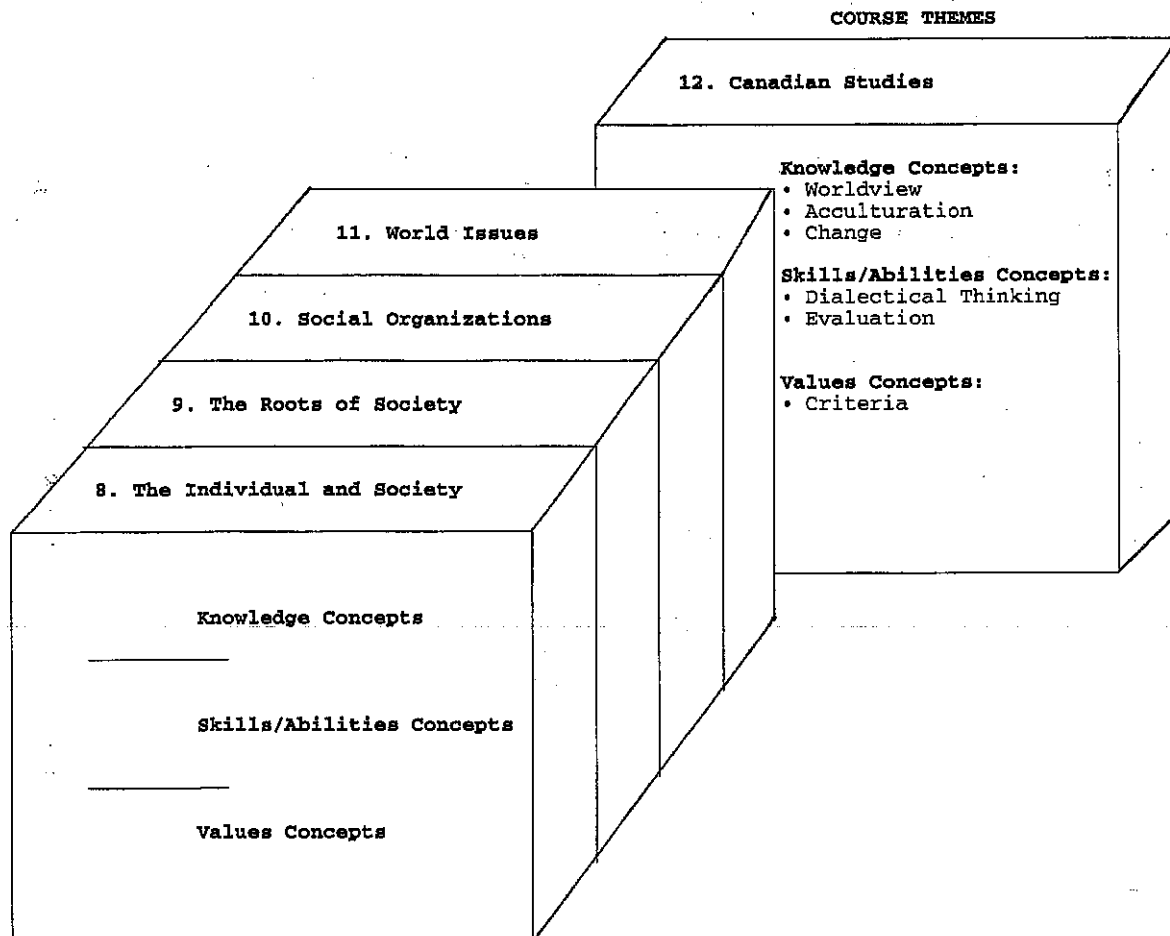
Although evaluation is not strictly sequential, it can be viewed as a cyclical process including four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision maker throughout all four phases.





Curriculum Overview, Grades 8-12

The following model represents the curriculum structure from grades 8 to 12 showing the place of grade 12 in relation to the other courses.



Course Goals for Canadian Studies

The Perspective of the Past

Canadian historian Donald Creighton has written:

The waves behind the vessel which is carrying humanity forward into the unknown ... can teach us where the winds of change are blowing and on what course the chief currents of our age are set. They can reveal to us the main direction of our voyage through time.

Students are often bewildered by the confusion of events occurring around them. They lack a perspective which would allow them to find a pattern in the complexities of current events. Education should help them discover the harmonies and the conflicts which have shaped and continue to shape social life. Creighton concluded that there have been no "tragic finalities" in our past "only the endless repetitions of the same themes." Students need the opportunity to discover for themselves a perspective in which themes become apparent. It is the task of a *Canadian Studies* program to allow these discoveries to occur.

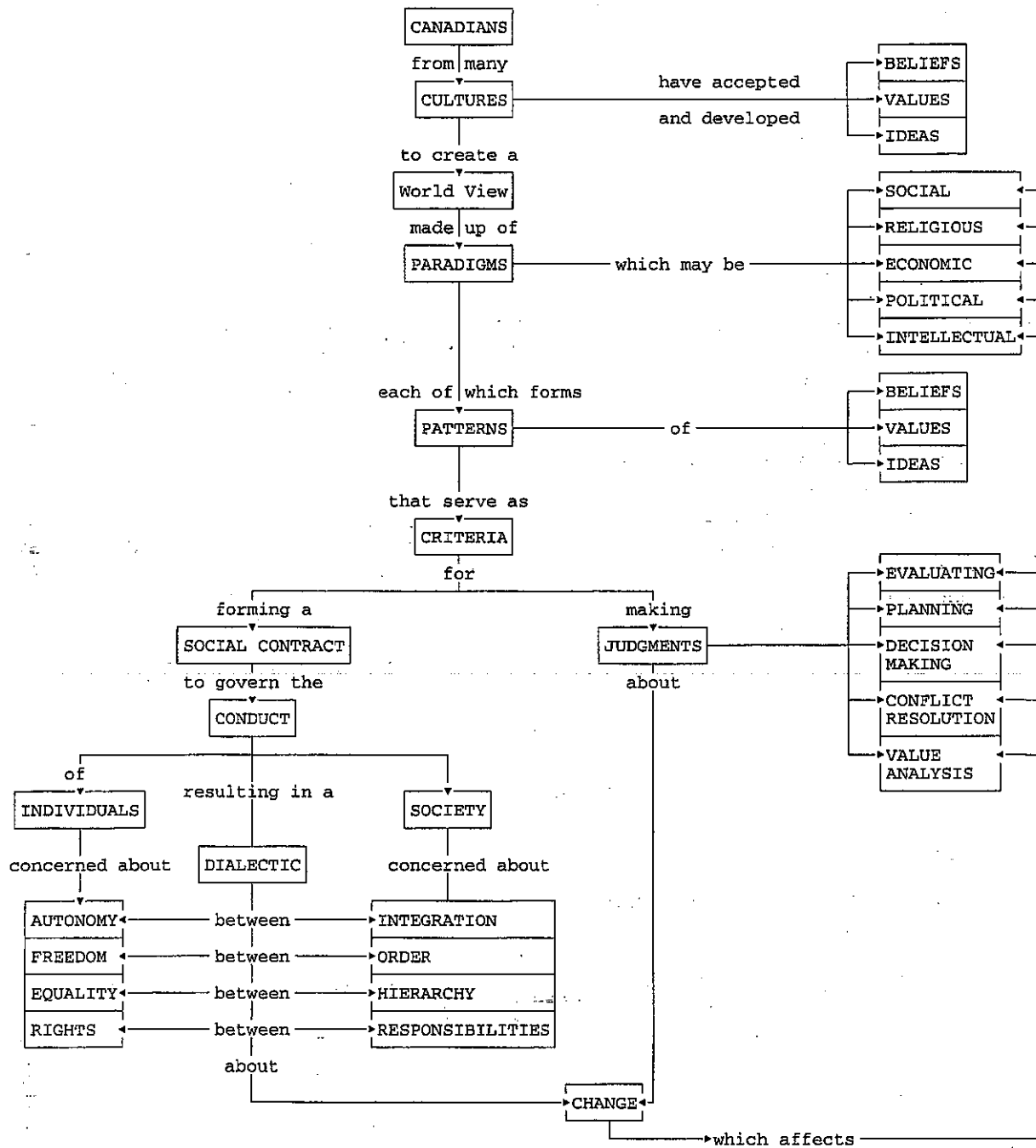
The Course Goals of Canadian Studies

The goal of Social Studies 30, Native Studies 30, and History 30 is to help students understand the major issues facing Canadians at the end of the twentieth century. The social studies program examines issues such as social change throughout Canadian history, people-land relationships, cross-cultural relationships, the governance of Canadian society, and Canada's relationship with the global community. The Native Studies program aims to develop appreciation for the influence of Aboriginal peoples on the development of Canada through an investigation of contemporary issues and their historical basis. Students of Native Studies will develop an understanding of their own cultural groups, and sensitivity to other cultural groups through a focus on development of positive self-identity. The history program examines the historical forces between the Aboriginal peoples who have always been here and the many different immigrants who came to make a new life for themselves. Canadians have had to deal with issues stemming from the environment and from working out ways of living with each other. The social studies and history programs examine the current state of these issues and alternative viewpoints for dealing with these issues within Canadian society.

Note:

- Students have the choice of taking one of history, social studies, or Native studies at the grade 10 level. This means it is possible to have students at the grade 11 level, who come from different grade 10 courses. The history and social studies programs use similar concepts so that students who take either history or social studies will have similar backgrounds in concepts and skills/abilities provided that these have been emphasized by the teacher.
- There is also some similarity in concepts between the grade 11 social studies and history programs. The skills/abilities objectives are the same for both grade 11 courses, so if these objectives have been emphasized students will share this background.
- It is important that the concept and ability foundational objectives for grades 9, 10 and 11 be emphasized, so that students will enter grade 12 with a solid base on which to build their understanding of Canadian issues. The grade 12 courses share the skills/abilities foundational objective of dialectical thinking with grade 11. Grade 12 uses many of the concepts developed in grades 9, 10, and 11: worldview (9) (11); paradigms (9) (10); social contract (10); ideology (10) (11); and integration (11) are some of the more important examples. As well students will need to bring a background of skills/abilities such as hypothesizing and analyzing. Mastery of concepts and abilities takes time and practise. **For students to be successful in grade 12, careful preparatory work needs to occur in the earlier grades.** The grade 12 programs should be seen as a culmination of much work begun earlier in the student's education.

A Conceptual Overview of Canadian Studies



A Summary of Canadian Studies From the Perspective of History, Native Studies and Social Studies

Unit One

History: A society's paradigms will be influenced and adjusted to reflect new realities. Students will learn that sustained contact between peoples of differing societies, is a catalyst that produces new realities for both peoples, and that the arrival of the Europeans began a process of social change for both the Aboriginal peoples and the Europeans.

Native Studies: This unit provides a framework for gaining insight into Canadian Aboriginal and Treaty rights. Common elements of Aboriginal knowledge and philosophy provide a basis for understanding Aboriginal and Treaty rights. Factors of diversity and the impact of Canada's expansionism of the 1800s are considered in the interpretation of Aboriginal and Treaty rights in Canada.

Social Studies: The central concept of this unit is social change. The objective is to help students evaluate the changes that are occurring in their lives and to understand that change has been a constant factor in the history of Canada. Canadian society, as we know it, is the result of many significant changes. Students will have an opportunity to consider some of the major change events that shaped Canada's history: first contact between the Aboriginal peoples and the Europeans, the Quebec Act, the Rebellions of 1837, the resettlement of the Canadian Northwest at the end of the nineteenth century, and the Quiet Revolution in Quebec.

Unit Two

History: Every society has to develop decision-making processes that secure the social and economic well-being of its members. Students will learn that competition exists within society for control of decision-making processes, that not all interest groups possess the necessary power to significantly influence societal decision making, and that Confederation was the process of seeking consensus among the competing interest groups.

Native Studies: Prior to contact, Aboriginal peoples were independent, autonomous, self-governing nations. This unit explores structures of governance in Canada with a focus upon the Aboriginal peoples. The influences of traditional leadership, decision-making processes, colonial rule, the *Indian Act*, and the *Constitution Act* are studied as a means to understanding contemporary issues and challenges.

Social Studies: The central theme of this unit is economic development. There has been a significant relationship between the people of Canada, the geography, and the people's standard of living. Students will learn that the environment and society act as systems and that people create models in order to understand and control these systems.

Unit Three

History: The unity and well-being of a society is significantly influenced by its ability to create a political and social climate that permits individual citizens and groups to "perceive" that their interests and well-being are being addressed. Students will learn that the existing social contract will be affected by society's ability to achieve an acceptable standard of living. They will also learn that the expansion of the Canadian state "incorporated" new peoples whose interests were not always accommodated by the existing political and social status quo.

Native Studies: In Canada, two types of Aboriginal land claims are recognized, comprehensive claims (where there were no treaties), and specific claims (where there were treaties). This unit will explore how cultural factors and worldviews influence peoples' relationship to the land and to the environment. The basis and procedures for resolving comprehensive and specific land claims in Canada will be examined.

Social Studies: The central concept of this unit is acculturation. Canadian society was created by the Aboriginal peoples and the many different groups who immigrated to Canada. Students will learn that the fundamental assumptions of a democratic society place limits on the ways ethnic differences are resolved and that the methods used in resolving ethnic differences have consequences.

Unit Four

History: The state has played a significant and leading role in the formation and implementation of a uniquely "Canadian" societal paradigm. The students will learn the assumptions that surround that paradigm, including the role of the state and that the state plays an instrumental role in enacting that paradigm particularly in working towards achieving equality of opportunity and services.

Native Studies: The utilization of natural resources is examined as it relates to Aboriginal rights, land claims, self-government, and worldview. Economic independence supports aspirations for Aboriginal self-determination and self-government and provides a context for gaining insight into contemporary issues. The influence of cultural factors relating to the environment and economic development will be explored. Connections between Aboriginal and Treaty rights and economic development are made to enhance student understanding of Canadian contemporary issues.

Social Studies: The central concept of this unit is constitutionality. Because Canada is a regional and multicultural nation with many competing interests, it is difficult to govern. Students will learn that the purpose of the political process in a democracy is to conciliate competing interests and that the constitution of a nation establishes the basic rules governing the political process.

Unit Five

History: The existing institutions and practices that have governed Canadian society are being presented with both global and domestic challenges. The students will learn that existing assumptions and practices will have to be revisited and, if need be, changed to respond to those challenges. The students will also learn that there are systematic procedures that can be used to investigate and evaluate possible responses to those challenges.

Native Studies: This unit deals with the social development of contemporary Aboriginal peoples of Canada. Justice, education, child welfare and health issues are analyzed in terms of their impact upon Aboriginal peoples in Canada. The factors affecting social relationships, conflict, and conflict resolution methods are studied in this unit.

Social Studies: The central concept of this unit is globalization. Canada is living in an increasingly interdependent world that limits the ability of Canadians to make decisions for themselves. Students will learn that environmental and economic changes are beyond the power of individual nations to control and that difficult choices need to be made between international interests and domestic interests.

<u>External Forces and Domestic Realities</u>	<u>Activist Government and the National Wellbeing</u>	<u>Challenges and Opportunities</u>
<p>The First World War and the Depression of the 1930s, demonstrated to Canadians how external forces could significantly influence the wellbeing of the Canadian nation.</p> <ul style="list-style-type: none"> new realities can represent challenges to existing beliefs and practices; significant external events were to cause Canadians to re-evaluate existing societal assumptions and practices concerning the role of government in securing the wellbeing of the citizenry. <p><u>Government</u> Ideology <u>Social Contract</u> Welfare State <u>Equalization</u></p> <p>Cause and Effect Criteria <u>Dialectical Evaluation</u> Evaluation</p>	<p>The forces of nationalism emerged in the decades following the Second World War and were to influence both Canadian policy makers and public.</p> <ul style="list-style-type: none"> Canadian nationalists hold concerns over the degree of U.S. influence on the wellbeing of the nation. Within francophone Quebec, nationalist sentiment was reflected in the re-emergence of a separatist movement. <p><u>Sovereignty</u> External Influence <u>Foreign Policy</u> Social Cohesion <u>Environment</u></p> <p>Cause and Effect Criteria <u>Dialectical Evaluation</u> Evaluation</p>	<p>Canadian society, in the last decades of the 20th century, has been challenged by global and domestic challenges.</p> <ul style="list-style-type: none"> the emergence of a global economy has raised the issue of whether Canadians have the ability to establish policies that reflect Canadian realities. there have emerged movements seeking to ensure that their membership have access and participation in national and societal decision making. <p><u>Diversity</u> Multiculturalism <u>Charter of Rights and Freedoms</u></p> <p>Cause and Effect Criteria <u>Dialectical Evaluation</u> Evaluation</p>
<u>Land Claims and Treaty Land Entitlements</u>	<u>Economic Development</u>	<u>Social Development</u>
<p>Aboriginal <u>land</u> claims are classified as comprehensive claims and specific claims.</p> <ul style="list-style-type: none"> cultural factors and worldviews influence all relationships. procedures for resolving comprehensive and specific land claims. procedures for settlement of Métis land claims. <p>Relationships <u>Interdependence</u> Worldview Tradition</p> <p>Research <u>Evaluation/Synthesis</u></p>	<p>Development of natural resources relates to Aboriginal rights, land claims and self-government issues.</p> <ul style="list-style-type: none"> <u>environmental</u> relationships influence economic development. cultural factors and worldview affect resource management practices. Aboriginal rights influence <u>economic</u> development. technical, social and cultural implications of economic development. <p>Economics Development Sustainable development Relationships</p> <p><u>Decision-making</u> <u>Dialectical Reasoning</u></p>	<p>Current social issues have an historical basis and continue to impact contemporary Canada.</p> <ul style="list-style-type: none"> societies experience conflict and develop strategies to resolve conflict. education is an instrument of cultural survival. health issues relate to socio-economic and cultural factors. Aboriginal peoples respond to justice, education, child welfare and health issues. <p>Change <u>Interdependence</u> <u>Diversity</u> <u>Acculturation</u></p> <p>Social action Reflective process</p>
<u>Culture</u>	<u>Governance</u>	<u>Globalization</u>
<p>Canadian society was formed out of the <u>Aboriginal peoples</u> and the many different groups who immigrated to Canada.</p> <ul style="list-style-type: none"> the fundamental assumptions of a democratic society. the issues involved resolving <u>diverse</u> ethnic identities within Canadian sovereignty. the methods used in resolving ethnic differences have consequences. <p><u>Social Change</u> Socialization <u>Acculturation</u> Social Contract <u>Model</u> Conflict</p> <p><u>Modelling</u> Criteria <u>Dialectical Evaluation</u> Moral Testing</p>	<p>Because Canada is a regional and multicultural nation with many competing interests, it is difficult to govern.</p> <ul style="list-style-type: none"> the constitution establishes the basic rules governing the political process. the constitution is a structure which attempts to balance the rights of: <ul style="list-style-type: none"> minorities and majorities regions and the nation individual and the state <p><u>Conflict</u> Political System <u>Political Culture</u> Legitimacy <u>Political Discourse</u> Cultural Change</p> <p><u>Conflict Resolution</u> Critical Thinking <u>Dialectical Evaluation</u> Dialectical Thinking <u>Criteria</u> Moral Testing</p>	<p>Canada is living in an increasingly interdependent nation that is affecting the ability of Canadians to make <u>decisions</u>.</p> <ul style="list-style-type: none"> the environmental changes are beyond the power of individual nations to control. the difficult choices to be made in balancing international interests and domestic interests. Canada's role in international <u>relations</u>. <p><u>International Society</u> Change <u>International Political System</u> Dialectical <u>Standard of Living</u> evaluation</p> <p><u>Dialectical Evaluation</u> Critical Thinking <u>Criteria</u> Testing</p>

The Basic Skills/Abilities Being Emphasized in *Canadian Studies 30*

The skills and abilities of dialectical thinking, dialectical evaluation, moral testing, and conflict resolution are emphasized in the 30 level *Canadian Studies* programs. On the following pages there is a more detailed breakdown of the sub-skills within these general skills.

Assessment of Skills/Abilities

Teachers can use the skills breakdown lists on the following pages as checklists to assess student progress. Each ability described on the following pages has a list of key skills which students must master before they can demonstrate the ability. The accompanying questions can be used to assess student performance in the skills. By using the key skills, teachers will be able to assemble data that can be used to monitor student progress. Checklists and rating scales are particularly suited to recording student information in this area.

Note to Teachers:

Refer to the Activity Guide for a detailed discussion of how to teach the above skills. Also you will find in the Student and Teacher Information Sheets more information on the description and application of these skills.

An Overview of the Fundamental Concepts Used in the Processes of:

Dialectical Research

Research - A search for facts or truth through the processes of inquiry and investigation.

Reality - That which exists in fact; the true state of affairs.

Viewpoint - Research may begin from a number of different viewpoints depending upon the purpose of the research:

- Questions/problems - It may begin as an attempt to find the answer to a question or to solve a problem.
- Choice - It may be an attempt to analyze available alternatives.
- Hypothesis - It may start with the intent of confirming or disconfirming an hypothesis.
- Moral Claim - Finally, it may begin with the need to analyze the consequences of a moral claim.

Thesis - A proposition or statement about an aspect of reality which has to be examined to determine its factual and moral validity.

Factual tests - Evaluating the relationship of a thesis to reality by systematically examining its effect on different situations.

Moral tests - Examining the moral consequences of a thesis using the:

- new cases test;
- role exchange test; or,
- universal consequences test.

Conclusion - Depending upon the initial purpose of the research the conclusion might be:

- acceptance of a thesis;
- rejection of one or both theses; or,
- modification of the theses.

Judgment - In the case of a research where there are competing and ambiguous conclusions, the researcher may have to judge whether:

- the theses are inadequate and should be rejected;
- the theses investigated are true even though they are contradictory; or,
- the theses can be modified and synthesized in some way.

Dialectical Communication

Communication - Exchanging information, usually through talking or writing.

Reality - That which exists in fact; the true state of affairs.

Viewpoint - Effective communication begins by defining viewpoints which are determined by the purpose of the communication:

- Questions/problems - It may begin as an attempt to explain or analyze a question or a problem.
- Choice - It may be an attempt to examine available alternatives.
- Hypothesis - It may start with the intent of confirming or disconfirming an hypothesis.
- Moral Claim - Finally, it may begin with the need to explain the consequences of a moral claim.

Thesis - A proposition or statement about an aspect of reality that has to be proved or maintained against the objections of those who have a different view of reality.

Argument - A logically arranged set of facts and reasons used to support a thesis. The argument will consist of:

- Factual tests - Evaluating the relationship of a thesis to reality by systematically examining its effect on different situations.
- Moral tests - Systematically examining the moral consequences of a thesis using the:
 - new cases test;
 - role exchange test; or,
 - universal consequences test.

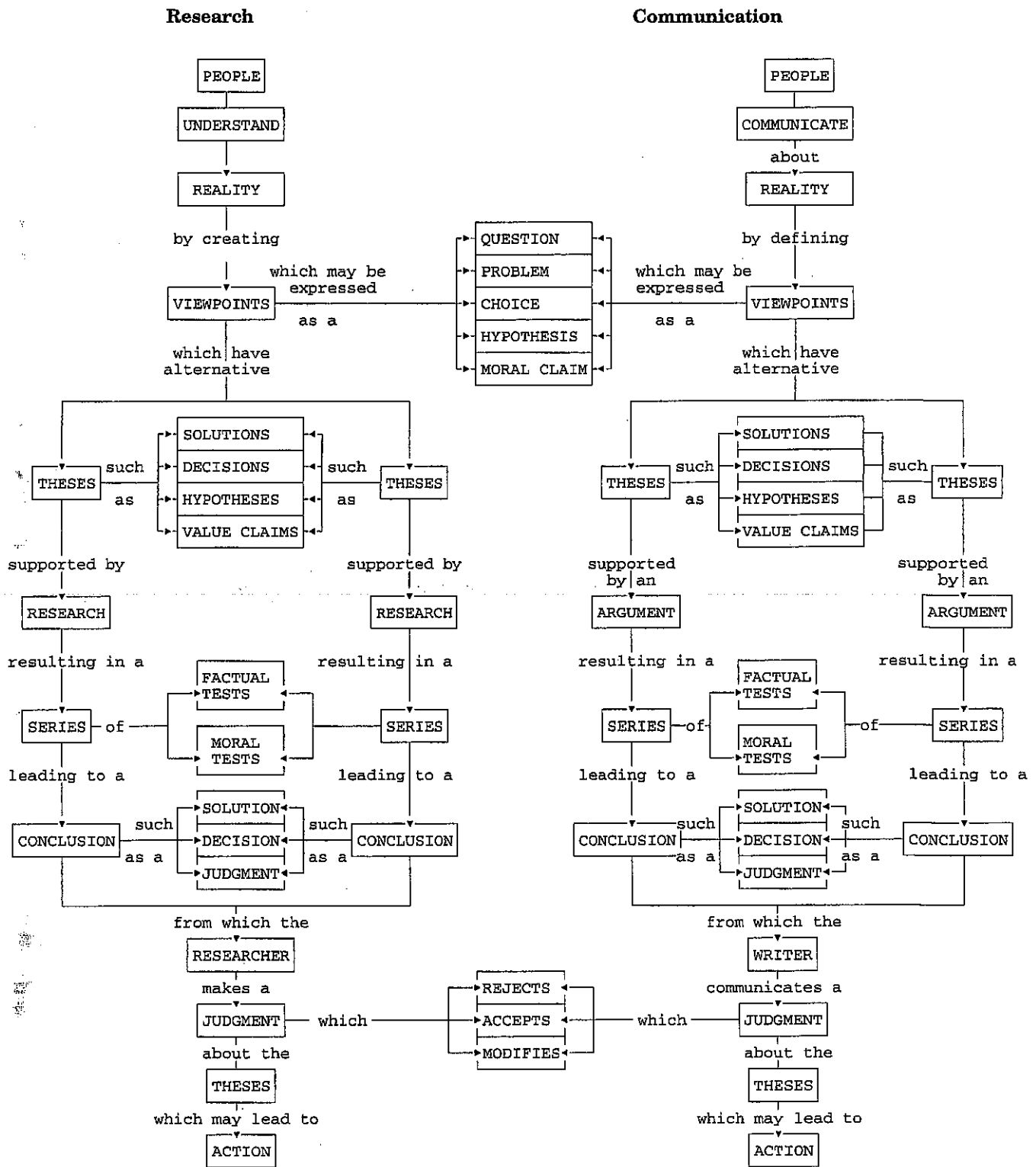
Conclusion - Evaluating the arguments supporting the theses being examined in order to determine whether the arguments should be accepted, rejected, or modified.

Judgment - Where there are the competing and ambiguous conclusions, the writer may have to judge whether:

- the theses are inadequate and should be rejected;
- the theses investigated are true even though they are contradictory; or,
- the theses can be modified and synthesized in some way.

Concept Map

A Conceptual Comparison of the Processes of Dialectical Research and Communication



Dialectical Evaluation

Key Skills of Dialectical Evaluation

The student will be able to:

- gather information;
- define the issues within the information;
- define relevant view points for each issue;
- test the view points for factual accuracy;
- moral test the viewpoints;
- evaluate the factual and moral testing; and,
- form a judgment about the issues.

Questions to Appraise Dialectical Evaluation

Has the student used a variety of techniques to gather information (research, brainstorming, discussion, etc.)?

Has the student organized the information (concept webs, analytical grids, etc.) so that it can be interpreted?

Has the student looked within the gathered information for patterns which suggest what the issues are?

Has the student defined the issues clearly and concisely?

Has the student determined the viewpoints for each issue?

Has the student identified the underlying value claims for each point of view?

Has the student created syllogisms in which s/he:

- uses the view points as the major premise?
- looks for facts which would form the minor premise in the syllogism?
- considers whether the facts of the minor premise do or do not support the major premise? and,
- determines what might be a valid conclusion that could be made about the view point?

Has the student applied the moral tests of role exchange, new cases, and universal consequences to each viewpoint in order to determine its moral validity?

Has the student based her/his conclusions about the moral validity of each viewpoint on the most demanding of the moral tests in that situation?

Has the student considered how well each value judgment was supported by the factual and moral testing process?

Has the student formed a judgment on the issue that is a logical and defensible extension of the student's evaluation process?

Moral Testing

Key Skills of Moral Testing

The student will be able to:

- determine whether a moral choice is involved in an issue the student faces;
- establish a systematic evaluative process in order to determine whether a proposed course of action is morally acceptable;
- determine the moral validity of the proposed approach by applying the moral tests;
 - the new cases test,
 - the role exchange test,

Questions to Appraise Moral Testing

Has the student:

- determined whether the problem, issue, or decision involves questions of honesty, the treatment of other people, acting responsibly, etc?
- indicated that s/he understands these are moral choices about right and wrong?
- determined whether the choices being made are good for others as well as for him or her personally?

Has the student:

- clearly defined the critical parts of the situation about which a moral choice is being made?
- made a preliminary choice for a course of action?
- clearly laid out the reasons for the choice?

Has the student:

- sought out all information about the effect of his/her proposed actions on others?
- tested the moral reasoning s/he is using and rejected it if it is faulty?

Is the student willing to:

- ask whether the same course of action could be applied to other similar situations?
- accept that if the action is not morally acceptable in another case, then it is not acceptable in the first situation?
- look at other moral tests for further confirmation if s/he finds that the value claim is acceptable in a new case?

Is the student willing to:

- imagine the effect of his/her actions on another person?
- imagine how s/he would react if s/he were in this situation?

Does the student understand that:

- another person might not accept everything s/he accepts?
- the issue is not whether s/he "likes" the treatment but whether the treatment is right for everyone?
- when the treatment for another person is clearly "needed" (by passing all moral tests) even though the individual may not "want" the treatment, then the choice may be carried out? (children not "wanting" to take the bad tasting

medicine they "need".)

- if the value claim has passed the role exchange test then s/he is ready to move to the next test?

Is the student willing to:

- imagine what the consequences would be if everyone carried out the proposed action?
- accept that an action is not acceptable if the consequences of acting upon it are unacceptable?
- accept that if it is wrong for everyone to take the proposed action, then it is wrong for anyone to take that action?

In the process of evaluation has the student:

- the universal consequences test, and
- select the most morally defensible course of action given the circumstances.

- reconsidered the proposed action if it fails any of the four tests?
- in selecting which of the four tests to apply, remembered that:
 - the most demanding test for any given situation should be applied?
 - not all cases apply to every situation?
 - the new cases, and role exchange fit well for situations where an action will have negative consequences for one or more persons?
 - the universal consequences test suits situations where the effect of many people performing the action will have negative consequences for others?
- continued to apply the tests until the most demanding test has been applied?

Assessment of Conflict Resolution

Key Skills in Conflict Resolution

The student will be able to:

- confront the opposition to discover whether something can be done about the conflict;
- define with the opposition what the conflict is about so that misunderstandings are not taken into the conflict-resolution process;
- communicate her/his intention to cooperate with the conflict-resolution process before and during the conflict-resolution process;
- examine the other person's perspective accurately and fully during the conflict-resolution process;
- communicate clearly and honestly any changes of positions and feelings during the conflict-resolution process; and,
- work to negotiate an agreement that achieves a balance between the goals of both sides.

Questions to Appraise the Conflict-Resolution Process

Have both sides been able to express their feelings and perceptions about the conflict?
Have the sides described each other's behaviour without being insulting?
Does everyone involved in the confrontation want to accept responsibility for solving the conflict?

Has the conflict been clarified so that everyone clearly understands it?
Have both sides carefully examined what led to the conflict?
Do both sides know what they really want and what they can give up to reach an agreement?

Has each side indicated to the other side that it is prepared to discuss the conflict honestly and openly?
Are both sides showing through their behaviour they are willing to listen and respond honestly and frankly to the other side?

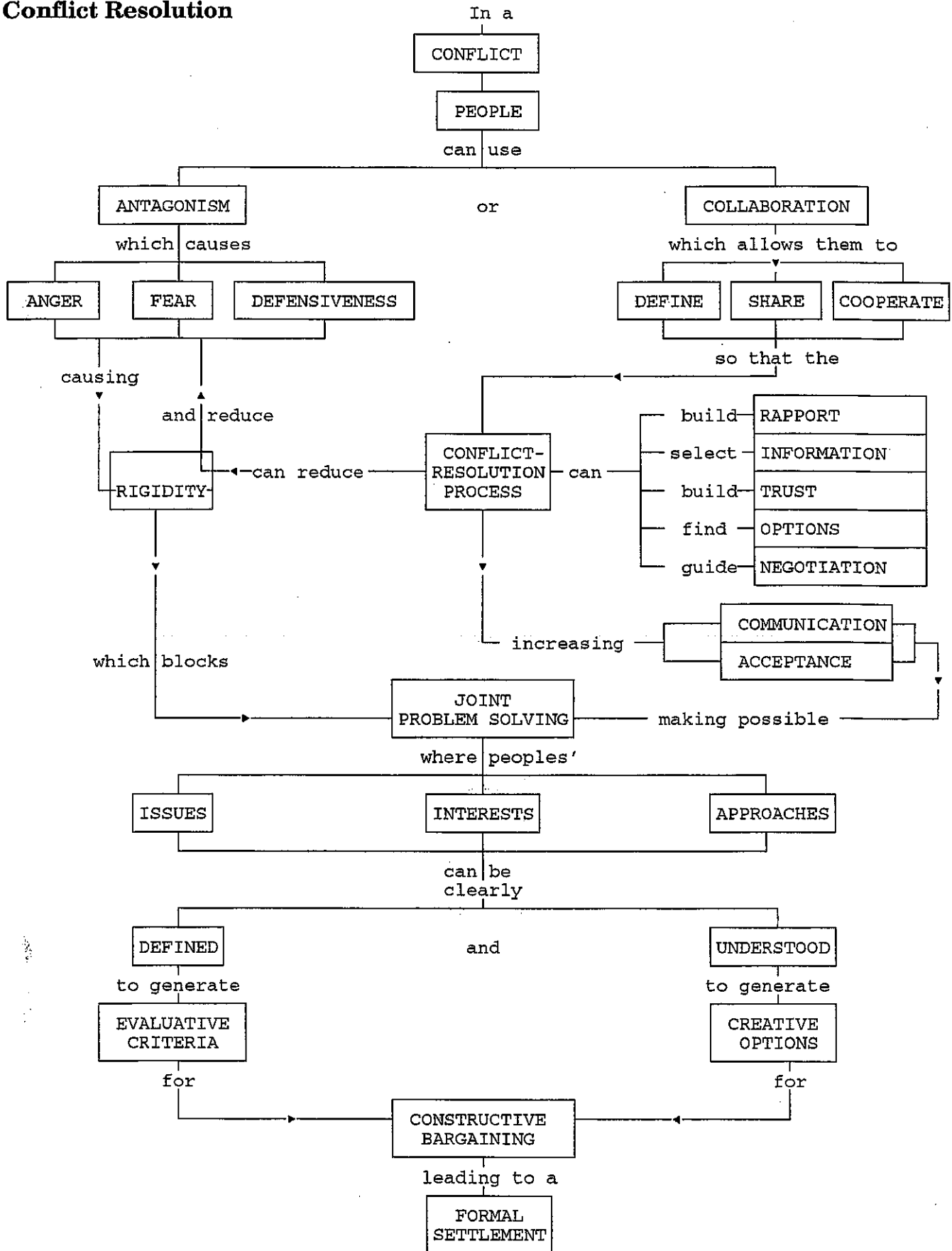
Have both sides listened carefully enough to the other side's position so they clearly understand it?
Have both sides argued the other side's viewpoint as if it were their own?
Have both sides looked at where there might be agreement and where there is disagreement?

Are both sides continuing to send signals they want this process to be successful?
Have both sides carefully considered what is being gained and lost by continuing this conflict?
Are both sides openly expressing their discomfort with behaviours and decisions as they arise?

Does the agreement clearly specify for both sides:

- what has been agreed?
- how people will behave differently?
- how things will be corrected in the future if one side or the other breaks the deal?

Conflict Resolution





Organization of the Curriculum Documents

General Objectives

The general objectives for this course are outlined as knowledge, skills, or values objectives. In the skills/abilities section of the required learnings, the learnings are prefaced with either "learn" or "practise". The word "learn" indicates that this will be the first time the skill is formally presented in the students' education. "Practise" indicates that the skill has been formally presented at some earlier point.

Note that there are specific knowledge objectives for each part of the content and strategies. **However, the skills and values objectives also apply to several parts of both content and strategies.** Thus skills and values objectives should not necessarily be read as belonging to only one part of the content.

Teaching Strategies

The teaching strategy column contains ideas which teachers may use at their discretion. The teaching strategies have been developed to incorporate the C.E.L.s and to develop concepts, skills, and values. The activities always attempt to achieve more than one objective at a time. The purpose of the suggested strategies is to help teachers design teaching strategies which will link content with skills so that the Common Essential Learnings are achieved.

Activity Guide

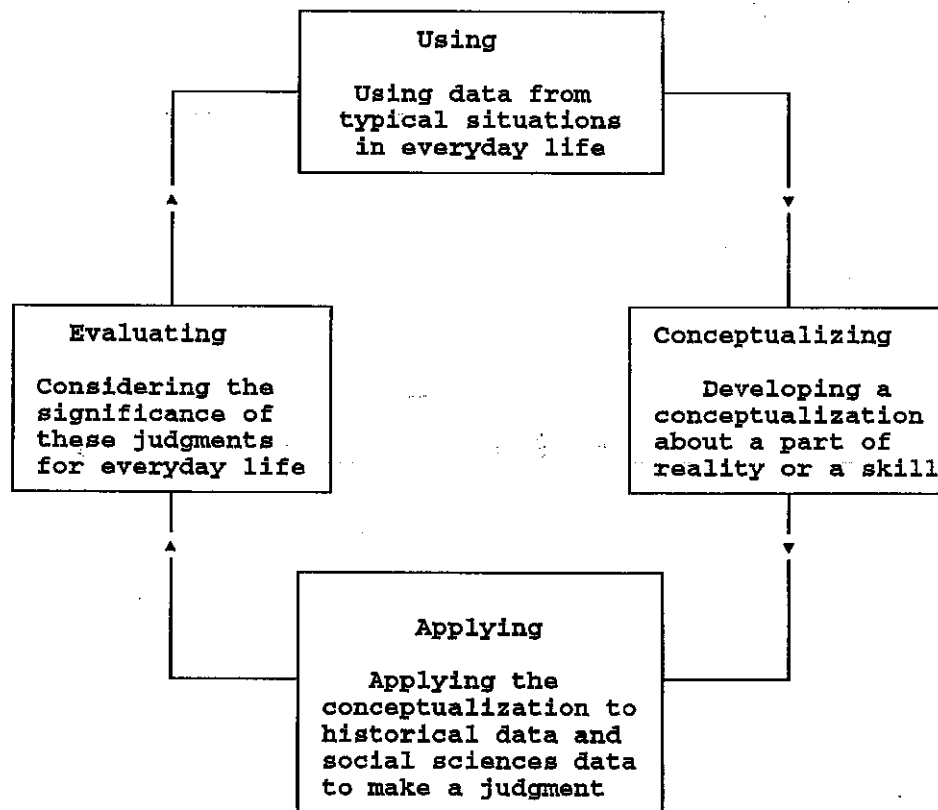
An activity guide has been prepared to provide teachers with detailed teaching strategies that can be used to achieve the above-mentioned objectives. The suggested activities tend to be student-centred rather than teacher-centred. This was done deliberately because teachers indicated that they would appreciate support in this area. It is possible, with some adjustment, to modify many of these activities into a lecture-discussion approach.

Note: The list of teaching strategies is not intended to be prescriptive. Teachers may use as many or as few of the strategies as they wish. All of the strategies can and should be modified and adapted for use in different classrooms.

Further details pertinent to teaching strategies as well as other relevant information, will be found in the Saskatchewan Education publications which complement this guide. These are the *History 30 and Social Studies 30: Canadian Studies, A Teacher's Activity Guide* and the *Canadian Studies: A Bibliography for History 30, Native Studies 30, Social Studies 30*. Both of these publications can be obtained from the Learning Resource Distribution Centre.

Learning Cycle

All of the units in secondary social studies and history have been organized according to the learning cycle diagrammed below. Students are always introduced to concepts and skills/abilities using familiar material (concept development). This is done to make it easier for students to concentrate on learning either the concept or the skill. Once students are familiar with the concept or skill, then they are ready to extend it by using it to understand and evaluate the past as a way of better understanding the present and the future (concept application).



Identifying The Core Content

The content and objectives which appear in **bold** are **core material**.

Teachers may choose to work through some, all or none of the remainder of the material. This material should be seen as an opportunity to individualize instruction for students with different levels of ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the core knowledge, skills, and values objectives.

The Adaptive Dimension

Adaptations to the programs are based on the understanding that students learn in differing ways and at differing rates. The Adaptive Dimension of Core Curriculum allows instructional approaches to be modified to accommodate the varying learner needs found in the classroom.

The majority of students in a class are able to achieve the foundational objectives related to curricular content. This does not mean that all students have similar abilities to take part in and benefit from a common lesson or that it is necessary for them to have identical individual goals. Adaptive teaching strategies permit the teacher to consider individual abilities and to establish goals based on individual abilities in the context of wider curricular goals and objectives.

Adaptive Instructional Techniques

Teachers who are prepared to use flexible instructional approaches and classroom procedures are already adapting for individual needs. Teachers who use resource-based learning rather than relying on single texts, and who have flexible seating plans can use techniques such as peer tutoring and volunteers to free up time which can be used to attend to individual differences.

Adaptive Evaluation

Carefully chosen evaluation instruments can mean the difference between having an involved, motivated learner and one who feels rejected by the system. Homogeneous, competitive grading systems can seem highly punitive to students who do not fit the system. Such grading systems may not be appropriate in many situations.

There are a number of approaches to individualized, fair evaluations. For example:

- mastery level/criterion systems can be highly individualized so that activities and testing are individualized; and,
- particular students can use adjusted examination formats which are congruent with a particular need(s): i.e., oral instead of written exams, altered time requirements, adjusted level of questions, or a reduced written component.

Planning A Year of Study: Choosing A Sequence of Units

Social Studies

There are sound reasons for the order in which units appear in this curriculum, but that order does not have to be entirely prescriptive. Units 4 to 5 may be sequenced according to teacher preference and professional judgment. Unit 1 is intended to be an introductory unit in which students are introduced to the concept and process of dialectical evaluation. Unit 1 also is intended to give students an introductory historical overview of the major events that led to the formation of Canadian society.

The order as outlined in the social studies curriculum:

• Unit 1 - Change	Canadian society has been forced to make choices about change throughout its history.
• Unit 2 - Economic Development	Canadian economic development policy has been guided by a number of different models throughout Canadian history. Students will examine the merits of the different approaches.
• Unit 3 - Culture	Canada has, throughout its history, attempted the difficult task of accepting people from many different cultures and classes and bringing them together under one sovereign, national state. Canadians have struggled with the best approach to this problem.
• Unit 4 - Governance	Canada is a large, geographically diverse nation with a culturally diverse population. Canada as a pluralistic, culturally diverse, regional nation is difficult to govern. Canadians have struggled to find a constitutional formula that accommodates these diverse needs.
• Unit 5 - Globalization	Canada has been and is now an international nation. Canadians have always had to trade for a living. Canadians have played an active role in international political affairs.

Alternatively, the units could be taught in this order:

• Unit 1 - Change	Canadian society has been forced to make choices about change throughout its history.
• Unit 4 - Governance	Canada is a large, geographically diverse nation with a culturally diverse population. Canada as a pluralistic, culturally diverse, regional nation is difficult to govern. Canadians have struggled to find a constitutional formula that accommodates these diverse needs.
• Unit 3 - Culture	Canada has, throughout its history, attempted the difficult task of accepting people from many different cultures and classes and bringing them together under one sovereign, national state. Canadians have struggled with the best approach to this problem.
• Unit 2 - Economic Development	Canadian economic development policy has been guided by a number of different models throughout Canadian history. Students will examine the merits of the different approaches.
• Unit 5 - Globalization	Canada has been and is now an international nation. Canadians have always had to trade for a living. Canadians have played an active role in international political affairs.

History

The order in which the units appear in the curriculum has a chronological framework. Each unit stresses several key themes and concepts which focus study on a series of events and time periods. The magnitude of the course will require teachers to be knowledgeable about the foundational objectives, skills and values of this course. The choice of curriculum content and instructional strategies by the teacher should reflect those objectives, skills and values.

The foundational objectives have been designed on the belief that all societies will evolve a worldview that includes assumptions and practices that surround certain key societal relationships, including:

- the relationship between the members of a society and the societal decision-making processes that impact their lives;
- the relationship among the members of the society;
- the relationship of the society towards other societies; and,
- the relationship between the peoples and the land.

The units provide a historical description of how succeeding generations of Canadians have evolved assumptions and practices, surrounding those relationships. It is, therefore, possible for teachers to implement a thematic approach to the curriculum on the basis of those key societal relationships.

Such an approach would allow teachers to either:

- focus on contemporary issues surrounding those relationships and then undertake a study of the historical roots of the associated issues; or,
- undertake the study of those relationships through a historical-chronological approach.

Native Studies

When it has been determined that students require an overall introduction to Native Studies, it is recommended that the *optional* Introduction Unit be the starting point. If students have a basic understanding in Native Studies, teachers should begin by ensuring that students have a sound understanding of Unit One as outlined by the foundational objectives. Students require specific knowledge of who the Canadian Aboriginal peoples are; philosophy and worldview; and Aboriginal and treaty rights before moving to subsequent units.

It is recommended that all units be delivered; however, student abilities, needs, and interests, and community priorities and resources, should determine the order in which content will be implemented.

Unit Planning Guide

Major Concepts	Minor Concepts	Day	Objectives

Procedure/Methods/Activity	Materials	Evaluation

Lesson Planning Guide

Unit	Date
Topic	Time
Specific Issue	
Objectives	
Materials	
Procedure	
Activity and Strategy	Key Questions

Extension (Application)

Evaluation

Assessment Strategies

The following strategies may be used at the teacher's discretion.

For more information about these strategies see:

Saskatchewan Education (1991). *Student Evaluation: A Teacher Handbook*. Regina, SK.

Methods of Data Recording

- Anecdotal records
- Observation checklists
- Rating scales
- Peer and self-assessment

Student Classroom Performance

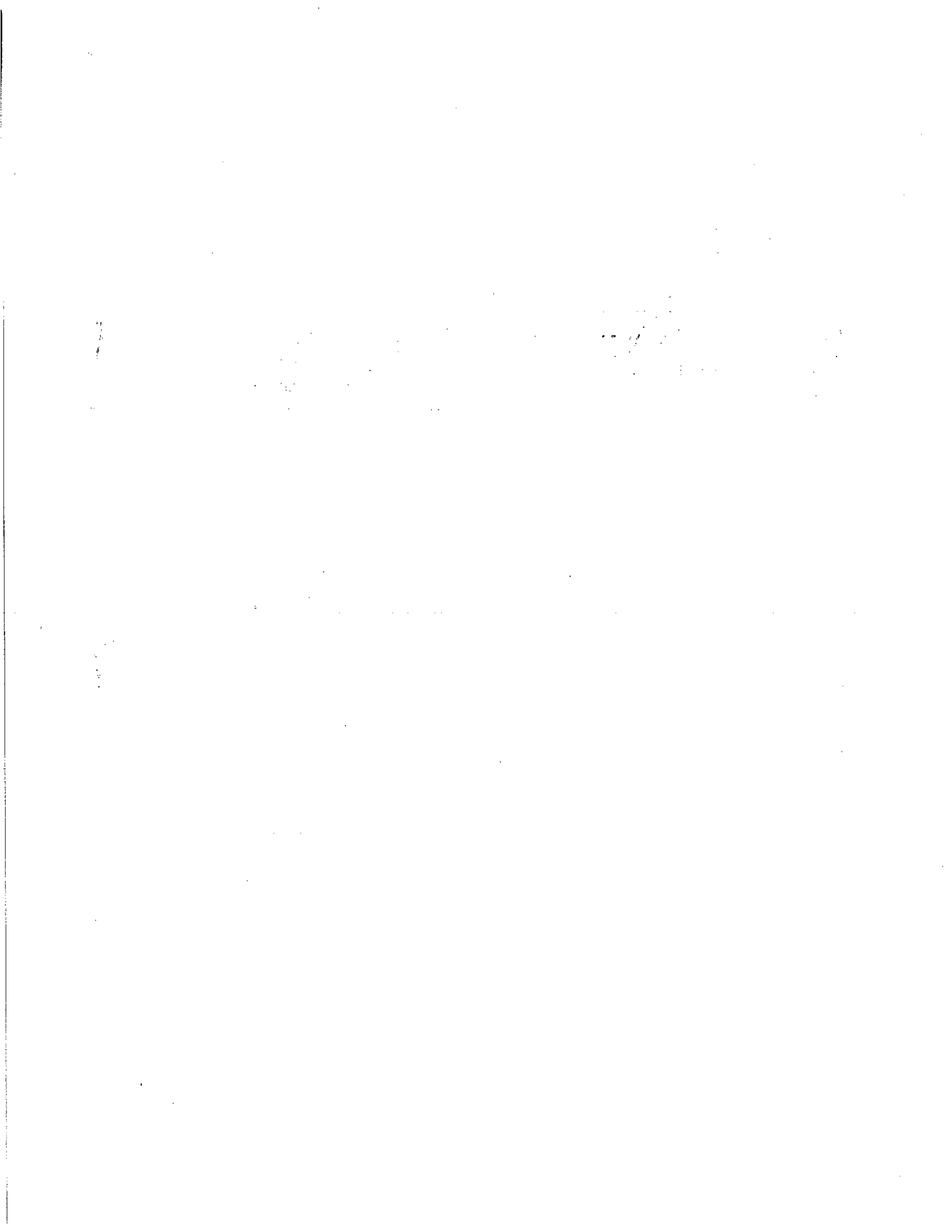
- Role play/simulation/debate
- Concept mapping
- Analyzing data using grids
- Essay writing
- Major projects and written reports
- Portfolios of student work
- Oral presentations

Student Test Performance

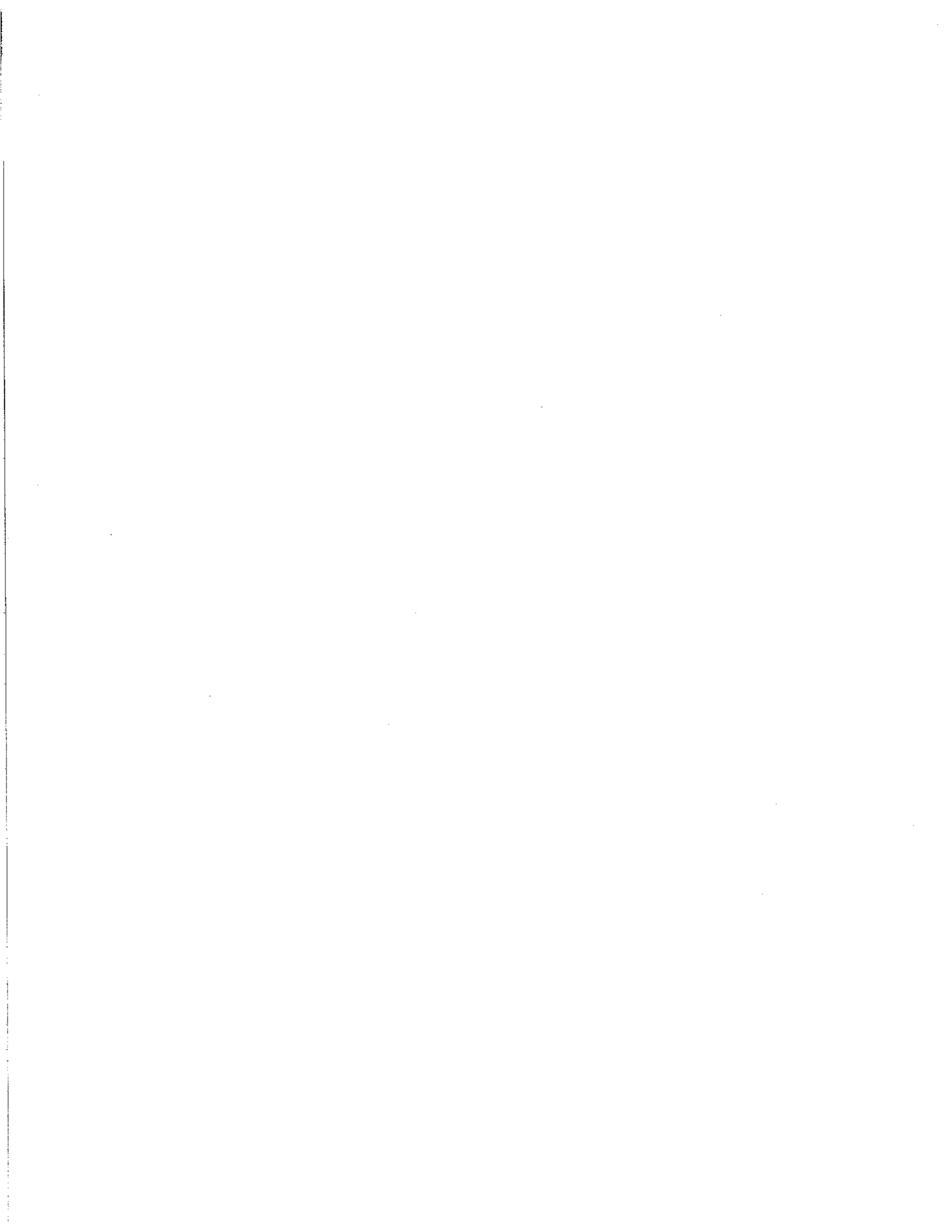
- Concept mapping
- Analytical grids
- Essay tests
- Matching-item tests
- Multiple-choice tests
- Oral presentations
- Performance tests
- Short-answer tests
- True/false tests

Matching Assessment Techniques With Learning Outcome Categories

Assessment Technique	Learning Outcome Category										
	Information	Concepts	Learning Generalizations	Psychomotor Skills	Cognitive Skills	Thinking Skills	Critical Thinking Skills	Creative Thinking Processes	Social Skills	Values	
Written Assignments	•	•	•		•	•	•	•	•	•	
Presentations - debate - simulations	•	•	•		•	•	•	•	•	•	
Performance Assessments - concept mapping - analytical grids	•	•	•	•	•	•	•	•	•	•	
Portfolios of Student Work	•	•	•		•	•	•	•	•	•	
Oral Assessment Items	•	•	•		•	•	•	•	•	•	
Performance Test Items - concept mapping - analytical grids	•	•	•	•	•	•	•	•	•	•	
Extended Open-Response Items	•	•	•		•	•	•	•	•	•	
Short-Answer Items	•	•	•		•	•	•	•	•	•	
Matching Items	•	•	•		•	•	•	•	•	•	
Multiple-Choice Items	•	•	•		•	•	•	•	•	•	
True/False Items	•	•	•		•	•	•	•	•	•	



Unit One
Relationships:
Peoples and Paradigms



Unit Overview: Introductory Unit

This unit will focus on two key societal relationships - the relationship between the peoples and the "land," and the relationship between the members of a society and the decision-making processes that govern their society. The unit will investigate the assumptions and practices held by the major population groups from precolonial times to the beginning of the nineteenth century. Those populations included the First Nations, the European colonizers, and the peoples residing in the colonies. The assumptions and beliefs held by each of the groups influenced how the various peoples interacted, and shaped the history of the Canadian nation.

The encounter and sustained contact between these peoples produced change, conflict and accommodation. A "distinct" Canadian experience was a "product" of that interaction.

Precontact North America was not an empty land. The First Nations had successfully adapted to the continent's varied geography, its resources and climates. They had developed beliefs and practices that defined their relationship with the land, and provided structure to their societies.

The European explorers and colonizers encountered some First Nations societies that possessed societal attributes equal to those present in Europe at that time. One of those societies, the Iroquois Confederacy, possessed a "constitution" that governed decision making, individual rights and the parameters of government.

The Europeans challenged the beliefs, practices and sovereignty of the First Nations. European military and political supremacy allowed them to impose European paradigms and practices throughout North America. The "agendas" and well-being of the First Nations were not of paramount concern to most Europeans. For generations, the decisions and policies that greatly influenced the lives of the First Nations peoples were aligned with the agendas of the European colonizers.

The First Nations and the Europeans held different paradigms and beliefs concerning the land and its resources. The belief that the land and its resources should be at the disposal of those willing to expend the energy and costs of exploiting those resources, was to define how the Europeans saw North America. North America was viewed as a resource hinterland existing to serve the economic and political agendas of the colonizing power.

The European colonizers replicated the existing European system of governance and decision-making practices in the European colonies. Colonial political and economic decision making were largely the prerogative of the colonial power and its appointed officials. The majority of the European populace in the colonies and the First Nations were excluded from meaningful participation in colonial decision making.

With the end of the Seven Years' War and the fall of New France in 1763, Britain assumed control of virtually all of North America. The former New France was a colony unlike Britain's other North American colonies. This colony was home to a society of 60,000 francophone Catholics. Britain was faced with the issue of how to "deal" with that population. British policies towards that population fluctuated between attempts at assimilation and attempts at accommodation.

Following 1763, colonial politics was dominated by a struggle between Britain and the Thirteen Colonies, for control over colonial decision making. The population of the Thirteen Colonies was mainly of British ancestry, and expected the same rights enjoyed by citizens in the British Isles. As the colonies acquired political sophistication through the operation of elected assemblies, they demanded a greater say in the decisions that affected their lives. They challenged the authority and powers of the British-appointed governors and non-elected Councils. Continued conflict led to the American Revolution.

The creation of the United States had geographic, economic and political consequences for the peoples of British North America, and later, Canada. The Loyalists, who arrived following the American Revolution, were particularly "fearful" of the intentions of the new Republic. They particularly feared the danger of the U.S. annexing British North America. Their fears were not without some basis. Within the U.S., the concept of "manifest destiny" was heralded by American politicians who called for political and military action, to fulfil that "destiny."

In the early 19th century there was a struggle for control over political decision making in British North America between entrenched "oligarchies" and reformers, who advocated "responsible government." A lengthy struggle between the oligarchies and the elected assemblies, in both Upper and Lower Canada, culminated in the Rebellions of 1837. Although not successful, the rebellions led to implementation of responsible government throughout the colonies of British North America.

Economic uncertainties and political instability characterized British North American life during the first half of the 19th century. Those conditions "forced" British North Americans into seeking new political and economic solutions. Confederation and the National Policy were the consequences of seeking those new "solutions."

Core Material for Unit One

Core Content	Core Concepts	Time Allotment
<p>A Collision of Peoples and Paradigms: The Arrival of the Europeans (p. 100)</p> <ul style="list-style-type: none"> • First Nations Societies and Sovereignty (p. 102) 	<p>Worldview Paradigms Dialectical Thinking</p>	3 hours
<p>The People and the Land (p.104)</p> <ul style="list-style-type: none"> • The First Nations and the Land (p. 106) • A "Storehouse" of Resources (p. 108) • The Fur Trade: Pattern of Exploitation (p. 110) 	<p>Sovereignty Decision Making Land</p>	3 hours
<p>Decision Making in Colonial North America (p. 112)</p> <ul style="list-style-type: none"> • Britain and Policy for Quebec: Assimilation or Accommodation (p. 116) • Britain and the American Revolution (p. 118) • The Loyalists: The Rejection of Republicanism (p. 120) • The Constitutional Act (p. 122) 	<p>Dialectical Evaluation Criteria Acculturation Accommodation Assimilation Loyalists</p>	3 hours
<p>Road to Responsible Government: The Oligarchies and Reformers (p. 124)</p> <ul style="list-style-type: none"> • Defining the State and Society: Competing Visions (p. 126) • Governance: The Exercise of Privilege (p. 128) • Road to Rebellion: Issues of Conflict (p. 130) • Lord Durham and the Union Act of 1840 (p. 134) 	<p>Representative Government Responsible Government Oligarchy Reformers</p>	3 hours
<p>Time available to teach optional concepts, to enrich or reinforce, or to modify the pacing and timing factors through the use of the Adaptive Dimension.</p>		3 hours
Total Class Time		15 hours

Core material appears in **bold** type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit One: Foundational Objectives

Foundational Objective 1

Know that the organization of a society and its behaviour is influenced by a number of assumptions that surround certain relationships.

Core Concepts

Worldview

- Know that a worldview is a comprehensive viewpoint that explains the nature of reality, creates expectations, and provides meaning and purpose for people's lives.
- Know that every society will evolve a worldview that includes assumptions and practices that surround certain key societal relationships, including:
 - the relationship between the members of a society and the societal decision-making processes that impact their lives;
 - the relationship among the members of the society;
 - the relationship of the society with other societies; and,
 - the relationship between the peoples and the land.
- Know that both First Nations and European societies had evolved paradigms and assumptions that surrounded those key relationships which formed their respective societal worldviews.
- Know that members of a society will, to varying degrees, adhere to their societal worldview.
- Know that when two societies come into sustained contact, the differences in the respective societal worldviews can shape the interaction between the two peoples.

Paradigms

- Know that the Europeans operated with a set of paradigms, concerning sovereignty, property, and equality of peoples and societies, that differed greatly from the paradigms of the First Nations.
- Know that these paradigms influenced the perceptions and actions of both individuals and groups within European and First Nations societies.

Foundational Objective 2

Know that every society will evolve assumptions and practices that surround the key societal relationship between the peoples and the "land".

Core Concepts

Land

- Know that the term "land" as applied to the relationship between societies and the land, is used to describe all aspects of the environment including fauna and flora, land formations/composition, resources, and climatic conditions.
- Know that every society will evolve a relationship with the land that best accommodates the needs of that society.
- Know that First Nations assumptions about ownership of the land did not mirror those held by the colonizing Europeans.
- Know that the Europeans viewed North America as being a vast reservoir of resources to be utilized by those willing to extend the effort and expend the costs of acquiring those resources.

Foundational Objective 3

Know that within every society, there will exist a contest among groups to gain influence over the societal decision-making processes.

Core Concepts

Decision Making

- Know that decision making within the First Nations societies was based on the assumption that the process should involve all the members of the society.
- Know that the colonizing powers were determined to institute their decision-making paradigm on their colonies in North America.
- Know that colonial decision making was the prerogative of the governing European power rather than either the residents of the colonies or the First Nations.
- Know that the contest for control of colonial decision making, in 19th century British America, was dominated by two opposing paradigms advocated by the Reform movement and the Tories.

Sovereignty

- Know that sovereignty asserts that a nation-state is the supreme decision-making power within a delineated territory, and is subject to external authority only through its consent.

Responsible Government

- Know that the process leading to the implementation of responsible government involved an active debate among competing ideological paradigms, each defining the relationship between the individual and the societal decision-making processes and institutions.
- Know that responsible government permits those who govern to administer laws on the basis of the authority they obtain from the elected representatives of the general population.

Representative Government

- Know that representative government is practised when the public elects persons to act on its behalf in deliberations surrounding political decision making.
- Know that those elected representatives are periodically accountable to the public.

Loyalists

- Know that the Loyalists constituted a sizable segment of the population of the Thirteen Colonies and were opposed to the efforts of those promoting American independence, preferring to continue a political connection with the British Crown.
- Know that half of the Loyalists migrated north to British North America and significantly influenced the political evolution of British North America.
- Know that the Loyalists expected to retain their existing political rights, including representative government, upon their migration to British North America.

Oligarchy

- Know that an oligarchy is a political structure in which societal decision making is controlled by a small group of individuals.
- Know that political and economic elites held significant control over the decision-making processes in both Upper Canada and Lower Canada, and were reluctant to entertain meaningful political change.
- Know that members and supporters of the economic and political elites in early nineteenth century British North America were often referred to as "Tories."

Reformers

- Know that between 1820 and 1850, reform movements emerged in all the British North American colonies, and competed for influence over the political decision-making processes and institutions.
- Know that Canadian reformers believed that society needed a government that represented the interests of the general population, not a wealthy elite.
- Know that reformers believed that government should be held accountable to the general populace by means of an elected assembly and periodic elections.

Foundational Objective 4

Know that the well-being of every society will be influenced by sustained contact with other societies.

Core Concepts

Acculturation

- Know that acculturation is the process of two or more cultures adapting to each other, so that people within the respective cultures can interact with each other.
- Know that in acculturation there are four possible approaches to cultural change each with a set of assumptions about power and social change. Those approaches are annihilation, segregation, assimilation and accommodation.
- Know that British colonial policies, directed towards French Canadians and the First Nations, fluctuated between attempts to assimilate those populations and attempts to accommodate them.

Accommodation

- Know that accommodation occurs when two or more cultures come into sustained contact and evolve a relationship that permits each of the cultures to interact while maintaining their distinctive identity.

Assimilation

- Know that assimilation is the belief that when a weaker and supposedly inferior culture comes into contact with a superior culture, people from the inferior culture can be educated to understand and practise the norms of the superior culture.
- Know that British authorities believed that long-term political stability in British North America would require the assimilation of the francophone population of the former New France.

Foundational Objective 5

Know that dialectical thinking is a system of reasoned exchange between points of view in which the merits of each case (thesis) are discussed and evaluated.

Dialectical Evaluation

- Know that dialectical evaluation is the process of:
 - defining relevant viewpoints within the information;
 - testing the viewpoints for factual accuracy;
 - testing the viewpoints for their morality;
 - evaluating the factual and moral testing; and,
 - forming a conclusion about the issues.

Criteria

- Know that criteria are rules or standards which are accepted and used to provide a consistent basis for making judgements.

Evaluation

- Know that in determining whether a viewpoint is based on a legitimate moral principle, a variety of moral tests could be applied, including:
 - role exchange: is the principle still considered valid when it is applied to oneself?
 - universal consequences: would the principle still be considered valid if everyone behaved according to its dictates?
 - new cases: is the principle still valid when it is applied to a different but logically relevant case?

Foundational Objective 6

Know that every society will evolve, through debate and consensus, assumptions and practices concerning key societal relationships.

- Know that within each society, there exists a divergence of views concerning key societal relationships, including:
 - whether relations between peoples within the society should be governed by the principles of accommodation or assimilation;
 - whether all members of the society are entitled to "meaningfully" participate and influence societal decision making processes; and,
 - whether society has established a balance between group rights and the rights of the collective society.

Content

The cohesiveness and well-being of a society is influenced by a number of assumptions that surround certain relationships. Those relationships include:

- the relationship between the members of a society and the societal decision-making processes that impact their lives;
- the relationship between the peoples and the "land";
- the relationship among the members of the society; and,
- the relationship of the society with other societies.

The assumptions and practices that surround those relationships form the core of a society's worldview.

A Collision of Peoples and Paradigms: The Arrival of the Europeans

Catastrophic events, such as wars and massive environmental disasters, can disrupt the relationships that guide the actions of a the society.

- The European arrival and colonization of North America, in the sixteenth century, proved to be such a "catastrophic" event. It was to fundamentally change the lives of entire First Nations societies.

The encounter between these peoples was not a mere accident but rather a consequence of the paradigms and forces that influenced the decision makers of 16th and 17th century Europe.

- The theories of mercantilism equated a nation's strength with the goal of national self-sufficiency. Self-sufficiency could be achieved through the acquisition of valuable resources and markets. Colonization seemed to be a "means" to achieve that goal.

An expanding population and increasing economic diversification were depleting Europe's resources.

- It was necessary to find new sources of valuable resources and new markets for the expanding manufacturing sector. Colonies could serve both objectives.

Concepts (Knowledge Objectives)

Society

Know that the organization of a society and its behaviour, is influenced by a number of assumptions that surround certain relationships.

Worldview

Know that a worldview is a comprehensive viewpoint that explains the nature of reality, creates expectations, and provides meaning and purpose for people's lives.

Know that every society will evolve a worldview that includes assumptions and practices that surround certain key societal relationships, including:

- the relationship between the members of a society and the societal decision-making processes that impact their lives;
- the relationship among the members of the society;
- the relationship of the society with other societies; and,
- the relationship between the peoples and the land.

Know that both First Nations and European societies had evolved paradigms and assumptions that surrounded key relationships which formed their respective societal worldviews.

- Know that members of a society will, to varying degrees, adhere to their societal worldview.

Know that when two different societies come into sustained contact, the differences in the respective societal worldviews can shape the interaction of the two peoples.

Paradigms

Know that Europeans operated with a set of paradigms concerning sovereignty, property, and equality of peoples and societies that differed greatly from those of the First Nations peoples.

- These paradigms influenced the perceptions and behaviour of European nations and citizens.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Learn to define the assumptions that underlie a paradigm.

Practise stating how the parts are related to each other and to the whole.

Practise developing and applying criteria as a basis for making judgements.

What factors (criteria) should a society use to evaluate its assumptions and practices that surround key social relationships?

Should the well-being of all citizens within a society be considered a necessary criterion in evaluating key societal relationships?

In a democracy society, who is responsible for transmitting the society's beliefs and practices to succeeding generations?

Is it possible for individuals within a society to influence the assumptions and practices surrounding social relationships?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Development Lesson for: Society, Worldview, Colonization, Sovereignty, Decision Making, Change, and Social Relationships.

See Activity One of the Unit One Activity Guide for a more detailed outline of the suggested activity.

Note that the organization of a society and its behaviour are influenced by a number of assumptions that surround certain relationships.

Using key issues/questions, have the students identify and discuss the assumptions, held by contemporary Canadian society about social relationships.

Have student groups investigate **one** of the four social relationships and record their findings on an analytical grid. The task for each group would include:

- formulate a list of some common societal assumptions surrounding a particular social relationship;
- identify forces/events that reinforce or disturb the existing assumptions that surround the specific relationship;
- provide illustrations of how contemporary Canadian society is being influenced by forces/events that reinforce and/or disturb the specific social relationship;
- identify the forces and beliefs that contribute to the contemporary societal assumptions; and,
- identify whether those influences are the result of domestic events/forces or the product of external conditions.

The groups could construct an analytical grid to classify and record their findings, and report their findings to the class.

Content

The Reformation initiated an intense religious fervour to seek out new converts to Christianity.

- Both Catholic and Protestant missionaries sought to use the power of the state to gain control over distant lands and peoples, thus making them "available" for conversion.

Europe possessed the technology to acquire those distant lands.

- Advances in such areas as navigation, shipbuilding and weaponry gave the European powers the ability to extend their sovereignty over the peoples of distant lands.

The decision to colonize distant lands was easily made. Sixteenth-century European societies were governed by elites who governed in a manner that served their interests and needs.

- **Neither the general citizenry nor the Indigenous populations of distant lands, were consulted over the "merits" of colonization.**

First Nations Societies and Sovereignty

Long before the arrival of the Europeans, the First Nations peoples had evolved societies that operated on principles and assumptions quite different from those prevailing in sixteenth- and seventeenth-century Europe.

One such society, the Iroquois Confederacy, possessed a "inclusive" character that stood in stark contrast to the hierarchial decision-making processes popular in Europe.

The Confederacy's decision-making processes were governed by a "constitution," the "Great Law," which possessed many of the attributes found in twentieth century constitutions.

- It identified the rights of citizens, delineated the parameters of the powers of leaders, formalized societal decision-making processes, and prescribed the conduct of foreign affairs.

Provisions within the Great Law encouraged public participation in societal decision making.

Concepts (Knowledge Objectives)

Dialectical Thinking

Know that dialectical thinking is a system of reasoned exchange between points of view in which the merits of each case (thesis) are discussed and evaluated.

Mercantilism

Know that the theories of mercantilism influenced the beliefs and actions of 17th century European leaders.

- Know that mercantilism viewed colonies as suppliers of resources/wealth that benefited the colonizer and that development in the colony was aimed at fulfilling that policy.

Colonization

Know that there were economic reasons to colonize distant lands.

- The growing population and an expansion of manufacturing and commercial enterprises were depleting the resources available in Europe.
- New sources of resources and markets for European-produced goods had to be found outside of Europe.

Acculturation

Know that acculturation is the process of two or more cultures adapting to each other, so that people within the respective cultures can interact with each other.

First Nations

Know that for centuries before European colonization, the First Nations peoples had evolved societies with established systems of decision making and defined sovereignty.

Sovereignty

Know that sovereignty asserts that a nation-state is the supreme decision-making power within a delineated territory, and is subject to external authority only through its consent.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Dialectical Thinking, Paradigms, Worldview, Colonization, Resources, Sovereignty, and Decision Making.

See Activity Two of the Unit One Activity Guide for a more detailed outline of the suggested activity.

Learn the critical attributes of the dialectical thinking process.

Is a particular society's worldview superior to another society's worldview?

Discuss the application of the dialectical thinking process with the class. Emphasize the following points:

- how the dialectical thinking process is fundamentally different from debating;
- how the process helps clarify issues;
- how dialectical thinking is an essential step in the processes of decision making and conflict resolution; and,
- the factual testing of the claims of the opposing viewpoints.

Learn to define the assumptions that underlie a paradigm.

On what bases can one objectively compare the worldviews and societal assumptions of another people to one's own?

Discuss the application of the dialectical thinking process to the concepts of worldview and paradigms.

Practise developing and applying criteria as a basis for making judgements.

Does the passage of time necessarily invalidate the paradigms and assumptions once held by a society?

Have the students examine the paradigms and assumptions surrounding the four societal relationships that influenced the actions and beliefs of 16th- and 17th-century Europeans.

- Note the forces and beliefs that were present in Europe that contributed to the assumptions and practices surrounding each of the relationships.
- Focus the class discussion on the European paradigms and assumptions surrounding decision making about land and resources.
- Have the students focus on the issue of decision making and accountability surrounding colonization.

Practise making hypotheses based on reasonable assumptions and inferences.

Compare the assumptions and paradigms held by contemporary Canadian society with those held by 16th- and 17th-century Europeans.

Content

- There were provisions for referenda, recalls of leaders, and publicly-sponsored initiatives.

Decision making in the Confederacy was not solely a male prerogative as in Europe. Women possessed influence and rights enabling them to have a meaningful and critical role in the selection of leaders. Although members of the Grand Council were male, most had to be nominated by women of their extended family.

Leadership was accountable to a degree not paralleled in Europe at that time.

- The Great Law insisted that Chiefs had to be tolerant and attentive to criticisms from members of their nation.
- Individuals, both male or female, could bring complaints against a chief to the Council.
- The Council could remove the chief if it was deemed that he was not acting in the best interest of his people, or not obeying the rules of the Great Law.

The sovereignty of each of the member nations of the Confederacy was addressed in specific provisions of the Great Law.

- A complex system of checks and balances ensured that all member nations would participate in the Confederacy's paramount decision-making body, the Grand Council.
- Measures, such as a declarations of war, could only be enacted by the Grand Council with the approval of the representatives of all five nations. The representatives could convey the decision of their nation to the Council only after a lengthy debate within their respective nations.

The People and the Land

Every society will evolve a relationship with the land that best accommodates the needs of that society. That relationship will be influenced by how that society views the land and its resources.

The land has had a profound influence on the lives of generations of Canadians, and will likely continue to influence the well-being of Canadians.

Concepts (Knowledge Objectives)

Constitution

Know that a constitution is a body of rules and practices, written and unwritten, according to which the people and the political institutions of a society are governed.

Iroquois Confederacy's Constitution

Know that the Iroquois Confederacy, composed of six Indigenous nations, the Mohawk, Seneca, Cayuga, Oneida, Onondaga, and Tuscarora (after 1716), possessed the Great Law of Peace.

Decision Making

Know that decision making within First Nations societies was based on the assumption that decision making should involve the members of the society.

- Know that the individual citizens within the Confederacy possessed rights/powers that exceeding those possessed by citizens in Europe, including freedom of religion.

Know that the Great Law indicated the procedure for the selection of leaders and decision-making processes including:

- the process for decision-making on behalf of the entire Confederacy;
- the process of selection of chiefs;
- the process of selection of War Chiefs for battle; and,
- the process by which leaders who did not fulfil their responsibilities or exceeded their designated powers could be removed.

The Great Law gave the population, both male and female, access to the decision-making processes which was not matched in Europe at that time.

Land

Know that the term "land" as applied to the relationship between humans and the land, is used to describe all aspects of the environment including fauna and flora, land formations/composition, resources and climatic conditions.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise identifying the assumptions that underlie a paradigm.

Practise identifying the critical attributes of relevant concepts.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise applying the critical attributes of concepts and paradigms to historical and contemporary situations.

Is one decision-making process style morally superior to other decision-making styles?

What criteria should be used to compare the worldviews and societal assumptions of different societies?

Does a society's worldview influence its relations and actions towards other societies?

Is it valid to compare the beliefs and practices of one society with the beliefs and practices of other societies?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Activity for: Decision Making, Rights, Accountability, Democracy and Constitution.

See Activity Three of the Unit One Activity Guide for a more detailed outline of the suggested activity.

The students will identify the assumptions surrounding **key societal relationships** that provided organization and structure within the Iroquois Confederacy.

Using excerpts from the Great Law, focus the class discussion on the assumptions and practices that defined decision-making practices within the Confederacy.

The students could focus their analysis on the following areas:

- provisions that define the rights of citizens to influence the decision making of the respective nations and the Confederacy's Grand Council;
- provisions that ensured the representatives of the people, and particular nations were accountable;
- equality of opportunity for all citizens to participate in societal decision making; and,
- processes that promoted a consensus among the member states of the Confederacy.

Have the class formulate a number of assumptions the Iroquois Confederacy held concerning societal decision making.

- Discuss whether any of the attributes found in contemporary constitutions were present in the Iroquois Confederacy's Great Law.

Content

- First Nations peoples had evolved societies and technologies that reflected their respective surrounding environments long before European colonization.
- The Europeans were attracted to Canada by its bountiful resources and those resources were used to promote European colonization.
- The lives and actions of Canadians have been influenced by geographic realities such as the Grand Banks, the Canadian Shield, the Rockies, and the St. Lawrence River.
- Geography has resulted in Canada sharing the North American continent with the United States. That nation has had a profound influence on Canada's history and well-being.
- Geography has given us a nation of distinct regions. The populations of each region evolved economies, social institutions and organizations, that reflected each region's geographic and climatic realities.
- The abundance of resources and the exporting of those resources have generated a high standard of living for most Canadians.

The depletion of specific resources, acid rain, and global warming are all signs of the need for Canadians to redefine their relationship with the land.

- **The future well-being of Canadians will be greatly influenced by how Canadians respond to the challenges of pollution and environmental degradation.**

The First Nations and the Land

While each First Nations society constructed a set of relationships that accommodated its members' needs, the many First Nations shared a common view of the world as being composed of many constituencies - lakes, wind, animals, forests and humans. Humans were but one part of the world and in no way superior to the other parts.

- All of nature had an equal right to exist and humans should limit their disruption of nature. The exploitation of the land through trapping, fishing, and hunting, should only be done to meet the essential needs of the family and community.
- **People should accommodate to, rather than attempt to alter or transform, the land.**

Concepts (Knowledge Objectives)

Land

Know that the land and its resources have presented each generation of Canadians with challenges and opportunities. Their response has been shaped by the prevailing societal assumptions surrounding society's relationship with the land.

- Know that the "land" has shaped each generation of Canadians in terms of settlement patterns, economic activities and organization, social and political decision making, and relationships within the Canadian community.
- Each generation will define its relationship with the land in response to contemporary societal needs, issues and realities.
- It is likely that future generations will continue to redefine that relationship in light of contemporary issues, realities and concerns.

Know that the relationship between Canadians and their land and resources has fundamentally changed in recent times.

- For thousands of years, the geography of a region largely defined the parameters of the lives of the people in that region.
- People lacked the technological sophistication to significantly ameliorate the conditions presented by the physical environment.
- Technology has now provided societies with the equipment to significantly impact and change with their physical world.
- The application of technology has also led to the harvesting of resources to a degree that threatens the ability of the specific resources, whether lumber or cod, to regenerate themselves.

Technology

Know that technology refers to the tools and methods available to and used by a population to produce those things which are essential for its survival and comfort.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying cause and effect relationships.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise using consequences as a means of evaluating practices and actions.

Do geographic realities, such as the presence of distinct regions, work against the unity of the Canadian nation?

In what sense can the geography of Canada be considered a two-edge sword?

What are contemporary Canadian assumptions concerning the state of the environment?

How is the well-being of the Canadian citizenry influenced by the well-being of the environment?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Issues
- Independent Learning
- Numeracy

Concept Development Lesson for: Land, Technology, Change and Consequences.

See Activity Four of the Unit One Activity Guide for a more detailed outline of the suggested activity.

Present the students with a number of geographic realities such as:

- Canada encompasses 9 972 800 square kms which makes it geographically the second largest country in the world.
- Canada has a population of nearly 30 million people. The United States, which is geographically nearly as large as Canada, has a population nearly ten times larger than Canada's population.
- There exists no major physical barrier such as a mountain range that separates Canada from the United States.
- There are distinct geographic regions within the Canadian community.
- The Canadian Shield, which accounts for over half of Canada's area, is located in the "middle" of the nation.
- Canada possesses the longest coastlines in the world.
- In many areas of the nation, there are severe winters.
- Approximately 11 percent of Canada's land can support agricultural production and only 5 percent of that total is capable of supporting crop production.
- In 1865, 60 percent of Canada's people lived on farms. Today, 10 percent of Canadians live on farms.

Have the class describe other important geographic and demographic realities that affect their lives and their nation.

- Discuss the historical and contemporary consequences of several of these geographic realities.

Content

The First Nations developed technologies that responded to the need to adapt to regional environments.

- River rapids, swamps, mountains, severe climatic conditions that made travel and contact difficult led to the development of kayaks, canoes, dog sleds, and parkas. Available resources such as corn, white potatoes, squash, peppers, pumpkins, tomatoes and beans were cultivated.

The First Nations believed that although specific lands could be used by a particular Nation, that Nation could not "own" the land. Consequently, any treaties between peoples, including the Europeans, could not involve any transfer of "title" to the land.

A "Storehouse" of Resources: North America and Europe

European explorers and merchants encountered North America while seeking a convenient route to the markets of the Orient.

- While the route to the Orient did not materialize, the explorers were able to return to Europe with more mundane "rewards" such as furs and fish.

Fishermen from England, Portugal, France and Spain found vast cod stocks on the Grand Banks off the coast of Newfoundland.

- The process of drying cod involved landing on shore, construct drying racks and storehouses, and establishing temporary residence. Cod fishing led to contact and trading between the First Nations and Europeans.
- Some First Nations peoples were prepared to trade furs for the exotic European goods.

European assumptions about the relationship between the people and the land, differed greatly from those held by the First Nations.

The Europeans believed that the land and its resources were at the disposal of individuals, groups and nations.

- Those willing to expend the energy, costs, and possessing the organization and means to acquire the land, were entitled to the rewards of the lands.

Concepts (Knowledge Objectives)

Change

Know that the ensuing interaction between the two peoples was a catalyst that challenged the paradigms and assumptions of both peoples.

Paradigms

Know that every society will evolve a relationship with the land that best accommodates the needs of that society.

Know that First Nations assumptions about ownership of the land did not mirror those held by the Europeans. Those assumptions included:

- The belief that the Great Creator had established different hunting grounds and territories and boundaries between different nations and such boundaries should be respected.
- Hunting grounds and territories were considered to belong to the original owners of that land. Those lands could be used by a particular society, but it could not "own" the land.

Know that Europeans, during the period of colonization, held assumptions concerning the land that differed greatly from those held by First Nations.

- Know that the Europeans viewed North America as being a vast reservoir of resources to be utilized by those willing to extend the effort and expend the costs of acquiring those resources.
- Know that the Europeans believed that Aboriginal title to the land should not be an obstacle to obtaining the rewards of the lands.
- The absence of European technology and of European-styled state institutions were seen as evidence of the inferiority of various Indigenous peoples, and justified the colonization of those peoples and their lands.

Skills/Abilities Objectives

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historic and contemporary situations.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Values Objectives

Is it inevitable that a larger society's values, beliefs, and practices will dominate over the values, beliefs, and practices of a smaller society?

What factors allow one society to exert its influence over other societies:

- population size?
- economic well-being of the society?
- military capacity of the nation?
- cultural factors? and/or,
- social cohesiveness of the society?

What criteria should a society use to determine the benefits and costs of a relationship with another society and the influence that society exerts:

- economic well-being?
- national sovereignty?
- social cohesiveness of the society? and/or,
- cultural well-being?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Issues
- Independent Learning

Concept Development Activity for: Assimilation, Accommodation, Segregation, Annihilation, Decision Making, and Consequences.

Explain to students that relationships between cultures can take a number of forms.

- accommodation which occurs when two or more cultures live side by side maintaining their own identity yet sharing specific aspects of each culture;
- segregation which occurs when one population exists apart from another population so that contact and sharing of cultures does not readily occur;
- assimilation which occurs when a less powerful culture is merged with another dominant culture so that the identity of the assimilated culture is lost; and,
- annihilation which occurs when the culture of a weaker society is destroyed by the culture of a more powerful society.

Provide the students with twentieth century illustrations of each of the forms of relations between different peoples and societies.

Have the students attempt to identify attributes of the four relationships in contemporary Canadian society.

Have the students identify and discuss the assumptions that surround the four relationships.

Content

Europeans operated on the belief that their rights of discovery overrode any Aboriginal claims to ownership.

- The absence of European technology and of formal state institutions on the European model, were seen as "proof" of the inferiority of various Indigenous peoples.
- The perceived inferiority of non-Europeans provided "just" cause for the occupation of distant lands and peoples.

The Fur Trade: Pattern of Exploitation

The first Europeans were interested in exploiting the resources of the New World rather than in establishing colonies. The fur trade became the first major European economic activity in North America. **The fur trade established a pattern of resource exploitation that was to be replicated in the following centuries.**

- **It involved the exporting of a relatively unprocessed raw resource to meet the demands of a foreign market.**
- **There existed little concern over exploitation practices. As geographic regions were depleted of fur-bearing animals, new sources of furs were sought.**
- The fur trade permitted an opportunity to apply European technology, in the pursuit of European economic and political goals.
- The trade and technology associated with the trade had profound consequences for both the First Nations and the land.

While the Europeans were primarily engaged in the fur trade and fishery, there was little conflict with the First Nations over the ownership of the land

- Indeed, those engaged in the fur trade wished to maintain good relations with the First Nations. Their trade depended it.

The fur trade promoted increasing contact between the Europeans and the First Nations.

- The Europeans needed the trapping and geographic expertise of the First Nations to obtain valued beaver pelts.
- European goods, received in exchange for furs, became increasingly desired by many of the First Nations peoples.

Concepts (Knowledge Objectives)

Acculturation

Know that in acculturation there are four possible approaches to cultural change each with a set of assumptions about power and social change. Those approaches are annihilation, segregation, assimilation, and accommodation.

Annihilation

Know that annihilation is the belief that some cultures, because of their supposed superiority and power, have the right to destroy other cultures.

Segregation

Know that segregation is the belief that certain aspects of culture should be protected from contact with other cultures because of the risk of contamination and change.

Assimilation

Know that assimilation is the belief that when a weaker and supposedly inferior culture comes into contact with a superior culture, people from the inferior culture can be educated to understand and practise the norms of the superior culture.

Accommodation

Know that accommodation occurs when two or more cultures come into sustained contact and evolve a relationship that permits each of the cultures to interact while maintaining its distinctive identity.

Know that accommodation is the belief that all cultures have positive and constructive aspects which will be adopted by other cultures on a voluntary basis and that such adoption will be enriching.

Consequences

Know that the application of an acculturation model creates change and, therefore has consequences.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise using consequences for the purpose of evaluating actions.

Practise applying the critical attributes of concepts and paradigms to historical and contemporary situations.

Are there circumstances in which the well-being of the majority population should take precedence over the well-being of the minority population?

Are there circumstances in which the well-being of the minority population should take precedence over the well-being of the majority population?

What is acceptable social policy:

- doing what is good for the interests and well-being of the majority of the people within a society; or,
- balancing the interests and well-being of all groups of peoples within the society?

Continuation of the Concept Development Activity for: Assimilation, Accommodation, Segregation, Annihilation, Decision Making, and Consequences.

- What are the assumptions of the majority culture towards the minority culture, that would prompt them to develop a specific form of relationship with the minority?
- What are the consequences for the minority if a particular form of relationship is developed with a majority culture?

Note that cultural conflicts, in which the values and beliefs of cultural groups have to be conciliated so that people can live together peacefully, have occurred many times throughout Canada's history, for example:

- the meeting of First Nations and the newly-arrived European colonizers;
- the arrival of waves of immigrants and the expectations surrounding their arrival as to their "place" in "Canadian" society;
- the on-going relationship between French Canada and English Canada; and,
- reconciling urban and rural norms and lifestyles.

Have student groups focus on **one** of the following historical situations:

- The relationship that evolved between the First Nations and the European colonizers; or,
- Britain's acquisition of New France and determining what policy to apply to the non-British population of that new colony.

Have student groups identify the policies and events that significantly impacted the relationship between the differing populations.

- The students should attempt to determine the presence or absence of the attributes of the **four** forms of relationships in those policies and events.

Content

Decision Making in Colonial North America

The establishment of colonies, the arrival of European settlers, and the activities of Christian missionaries strained relations between the European and the First Nations.

- The First Nations viewed the establishment of European colonies and settlements as a direct threat to their traditional lands, and consequently, as a threat to their way of life.

The system of governance planned for newly established colonies directly challenged the sovereignty of the First Nations.

- The intention of the European powers was to transfer the European system of governance and decision making to their newly-established North American colonies.

The decision-making model implemented by the European powers in their colonies was in stark contrast to the democratic structure of the Iroquois Confederacy.

- The colonies were established to benefit the colonizing nation. Therefore, colonial decision making was designed to meet the needs of those who held power in Europe.
- The majority of European residents of the new colonies had little input into colonial decision making.

In 1663, New France became a Royal Colony.

- The colony's chief colonial officers and decision makers included the governor-general; the local governors in Montreal, Trois-Rivières, and Acadia; and the Intendant. These officers were all appointed by the monarch. They were all accountable to the government in France, not to the residents of the colony.

Most of New France's residents had little input in colonial decision making.

- Colonists were not allowed to sign petitions, and no elected assemblies were established.

Concepts (Knowledge Objectives)

Colonial Decision Making

Know that colonial decision making was the prerogative of the governing European power rather than either the residents of the colonies or the First Nations.

- Decision making within the colony was aligned with the priorities/agendas of the controlling European parties.
- Those parties established their authority within the colony to ensure that their agendas were fulfilled.
- The agendas of the First Nations peoples and the European residents in the colonies were not a priority.

Governance

Know that governance is the process of decision making and policy determination aimed at maintaining social stability within society.

Know that the colonizing powers were determined to impose their decision-making paradigm on their colonies in North America.

- Know that France was more successful than Britain in imposing the prevailing European system of political decision making in its colonies.

Decision Making

Know that prior to 1791, colonial governments in both the British and French colonies were neither democratic nor representative.

Know that there were attempts by colonial officials to respond to the needs and interests of the colonial population.

- Public gatherings were held on a number of critical occasions to seek public opinion.
- The merchants of Quebec and Montreal had institutionalized access to the government through Chambres de commerce.
- The habitants were encouraged to meet on local matters and convey their concerns to the capitaine de milice, who in turn, reported to the Intendant.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise using the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

What are the assumptions and practices that surround a policy of accommodation?

What are the assumptions and practices that surround a policy of assimilation?

Is it possible to attribute certain behaviours and beliefs to an entire society?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Activity for: Dialectics, Criteria, Moral Tests, Assimilation, Accommodation, Segregation, Annihilation, Worldview, Decision Making, and Consequences.

See Activity Seven of the Unit One Activity Guide for a more detailed outline of the suggested activity.

Note: Activity Six of the Unit One Activity Guide uses contemporary issues to provide a detailed model of the dialectical evaluation process.

Indicate to the students that they will be engaged in a dialectical evaluation, focusing on the concepts of assimilation and accommodation and their application to the historical period covered by this introductory history unit.

Clearly articulate the major issue that will be dialectically evaluated.

- Did a policy of accommodation characterize the relationships among the peoples of present-day Canada, during the contact and early colonial period?

Discuss contemporary examples of assimilation and accommodation to clarify the meaning of these concepts.

- Discuss whether both concepts continue to influence contemporary Canadian society.
- Discuss how a society's worldview can influence how that society reacts towards other societies and peoples.

Students should articulate Viewpoint A, which supports the contention that a policy of accommodation characterized relations among the various populations, and the counter viewpoint, Viewpoint B, which rejects this claim.

Content

- First Nations peoples living within the colony were not allowed to participate in the colony's political decision-making processes.

The organization of society in New France was similar to that of European society.

- Women, residing in New France, were denied the meaningful participation in decision making enjoyed by women in the Iroquois Confederacy.
- Society was patriarchal, with farms and businesses passed on from fathers to sons.
- While many women in New France entered holy orders, most women in the colony married. Early marriage was encouraged by economic and social factors, particularly the absence of a recognized role for single women outside of the Church.
- High birth rates accompanied the high marriage rate. Throughout the eighteenth century, women on average bore seven children. Childbirth, in the colonial hinterland, was both difficult and dangerous.

Despite social and legal constraints, women in New France made significant contributions to colonial life.

- The desire to seek converts to the "true" religion, and to "educate" First Nations peoples, drew a number of women to New France. Jeanne Mance established a hospital, the Hôtel-Dieu, at Ville-Maire in 1642. It served the medical needs of the Huron population.
- Marie Guyart, (Mère Marie de l'Incarnation) established schools for both the colony's European and First Nations residents. She was also active in providing food for the colony's needy, and in preparing dictionaries in the French-Algonquin and French-Iroquois languages.

The efforts of European missionaries to convert First Nations peoples to Christianity created mistrust and was sometimes met with active opposition.

- The missionaries challenged, and often condemned, the traditional First Nations beliefs and values and promoted the acceptance of European customs, religion, and beliefs.

Concepts (Knowledge Objectives)

Colonization

Know that for the 250 years that preceded Confederation, the lands and peoples encompassed by today's Canada were governed as colonies.

- Between 1605 and 1759, France controlled the region. During much of that time, Britain and France were engaged in a world-wide rivalry and that rivalry extended to North America.
- Between official wars, there existed recurring conflict between English and French fur traders and the First Nations allies.
- The Treaty of Paris of 1763, that ended the Seven Years' War, ceded virtually all French possessions in North America to Britain.

Women in New France

Know that women played a pivotal role in the commercial life of New France.

- Travel was difficult and time-consuming in New France. Husbands were often away from the home community for long periods of time.
- Many women assumed the responsibilities of operating commercial and artisan activities as diverse as taverns and sawmills in their husband's absence.

Know that during the economic and military struggle between Britain and France, both nations sought alliances with First Nations.

- Know that the First Nations, because of their knowledge of the terrain and appropriate military tactics, proved to be valuable warriors and allies for the Europeans.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Activity for: Dialectics, Criteria, Moral Tests, Assimilation, Accommodation, Segregation, Annihilation, Worldview, Decision Making, and Consequences.

One possible example of Viewpoint A is the statement:

- During the contact and early colonial period, a policy of accommodation characterized relations among the differing populations of Canada.

One possible example of Viewpoint B is the statement:

- During the contact and early colonial period, a policy of assimilation characterized relations among the differing populations of Canada.

Practise identifying and applying the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Are the assumptions and practices of one society morally superior to the assumptions and practices of another society?

Provide the students with the **Student Information Sheet: *Dialectical Evaluation Model***, and the **Student Worksheet: *Dialectical Evaluation Model***. The students can use the models as guides for their dialectical evaluation exercise.

Practise identifying the assumptions that underlie a paradigm.

Have the students identify key factors, issues and questions that should be addressed in the evaluation process.

- Did the assumptions and practices embodied in the various societal worldviews promote the policy of accommodation or the policy of assimilation?
- Did the economic, political and social agendas of the specific populations, influence the form of the relationships that evolved among those populations?

Practise developing and applying criteria as a basis for evaluation.

Is it valid to apply contemporary assumptions and beliefs when evaluating the actions and behaviours of past societies?

Have student groups provide evidence, arguments, and reasons that support the two viewpoints.

- Students should address the same key issues/questions in both the viewpoints.

Content

Britain and Policy for Quebec: Assimilation or Accommodation

Britain and France competed for economic, political, and military supremacy in North America. North America was just one theatre in a global conflict between the two European superpowers.

- The British-French contest for hegemony in North America culminated in the Seven Years' War. The Treaty of Paris of 1763 that ended the War virtually ceded all French possessions in North America to Britain.

The ending of the French military threat did not remove all the challenges Britain had to face in North America.

- Britain had to determine how to deal with its new colony of Quebec, and with its French-speaking Catholic population.

The former New France was home to nearly 60,000 French-speaking Catholics, all of European descent. Those inhabitants had evolved a complex society with practices and beliefs that reflected the challenges of colonial life. They viewed themselves as belonging to a distinct society.

- British policies towards Quebec's population fluctuated between attempts at assimilation, and attempts at accommodation.

In the Royal Proclamation of 1763, the British hoped to assimilate the French Catholic population by swamping the resident population with English-speaking settlers from the Thirteen Colonies.

- Few such settlers migrated to Quebec and the colony's population remained overwhelmingly French and Catholic.

At specific times, attempts were made to win the support of the leadership of French Canadian society.

- The Quebec Act of 1774 provided the Catholic Church and Quebec's Catholics, with rights that exceeded the rights enjoyed by Catholics in Britain. It permitted Catholics to hold civil office and practice their religion.

Concepts (Knowledge Objectives)

Decision Making

Know that the First Nations were not involved nor consulted in the negotiations between the British and French that ended the Seven Years' War in 1763.

Know that in developing policies towards the French-Canadian population and First Nations, Britain, alone, determined and imposed the policies. Neither population was greatly involved in policy determination.

- Know that the various North American populations possessed conflicting agendas that often necessitated the involvement of the British government and military.

Dialectical Evaluation

Know that dialectical evaluation is the process of:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Criteria

Know that criteria are rules or standards which are accepted and used to provide a consistent basis for making judgements.

Assimilation and Accommodation

Know that British colonial policies towards the French-Canadians and First Nations, fluctuated between attempts to assimilate those populations and attempts to accommodate them.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the assumptions and practices that surround paradigms.

Practise identifying cause and effect relationships.

Practise constructing concept maps as a means of identifying relationships, including cause and effect relationships.

Practise constructing an analytical grid for the purpose of comparing and contrasting.

Practise drawing inferences and conclusions based on valid data.

Should the needs and priorities of one's own society take precedence over the well-being and concerns of other societies?

Are societies entitled to share in the resources of other societies?

How is the well-being of the Canadian people influenced by the well-being of the environment?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Colonization, Mercantilism, Resources, Worldview, Paradigms, and Decision Making.

Note that economic motives play a critical role in European decision making surrounding colonization.

Have the class discuss how the assumptions and practices surrounding each of the societal viewpoints held by seventeenth-century Europeans, promoted the desire to colonize distant lands.

- What resources attracted the European colonizers?
- Why were the resources, extracted from North America largely unprocessed?
- Why was manufacturing and processing of resources in the colonies not encouraged?

Have the students construct a concept map or analytical grid that explains the major tenets of mercantilism. The map should clearly illustrate how the colony would benefit the colonizing nation.

Note that the economic well-being of successive generations of Canadians has greatly depended on exporting resources and products.

Have the class discuss whether exporting resources to foreign markets still has a significant influence on the economic well-being of the Canadian people.

- Note the importance of the export market to the economic well-being of the nation.
 - Note that a considerable reliance on foreign trade has produced benefits for various generations of Canadians.
 - Note that contemporary Canadians enjoy a high standard of living.
 - Note the importance of export markets to the economic well-being of western Canada.
-

Content

- To win the support of the colony's economic elites, the seigniorial landholding system was retained, and the rich fur-trading regions of the Ohio and Mississippi Rivers were added to the colony of Quebec.

Britain and the American Revolution: Issues of Governance

Within the Thirteen Colonies there was a growing belief that British interests were frustrating the interests and well-being of the colonists.

- The popularly elected assemblies competed for control over local decision making with the British-appointed Governors.
- The assemblies rejected British attempts to have the colonies assume some of the costs of their own defence. Many colonies believed that because the colonies were not represented in the Parliament in London, the British Parliament had no right to impose taxes on the colonies.

The issue of land and expansion strained relations between the American colonists and the British government.

- The ending of the French threat seemed to many in the Thirteen Colonies to remove the major obstacle to westward expansion.
- However, Britain then had to focus on the growing tension between the First Nations and the settlers who were moving west of the existing American colonies.
- **The Royal Proclamation of 1763 attempted to prevent future conflicts, such as Pontiac's uprising between the First Nations and the colonists.**
- The Proclamation's restriction on the expansion of European settlement frustrated those in the colonies who coveted the rich agricultural and fur-bearing lands in the interior.

The so-called "Intolerable" Acts of 1774, such as the Boston Port Act, also eroded the loyalty of many colonists towards Britain.

The growing discontent led to the American Revolution and the creation of the United States.

Concepts (Knowledge Objectives)

Royal Proclamation of 1763

Know that British authorities believed that long-term political stability in British North America would require the assimilation of the francophone population of the former New France.

Know that the terms of the Proclamation indicate that the British government intended to make Quebec a British colony like the others. One goal was to have the resident French-speaking populace assimilated into the Empire.

- British courts were established, lands were set aside for the support of the Protestant clergy and schools, the English language was made the official language, and a democratic assembly was granted.

Know that the British policy of assimilation by means of encouraging the immigration of English-speaking Protestant settlers to Quebec, in the eighteenth century was largely unsuccessful.

American Revolution

Know that the American Revolution ended in 1783 and the creation of the United States produced several geographic and economic consequences for British North America.

- The Revolution initiated a sizable migration of Loyalists to the remaining British possessions in North America.
- The Revolution resulted in the creation of a political barrier which both restricted and directed exploration and settlement in British North America.
- The creation of the United States also made it urgent that the British assert their sovereignty over the West and discourage the Americans from annexing Rupert's Land.

Political Influence

Know that within every society, there will exist a contest among groups to gain influence over the societal decision-making processes.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise defining assumptions that underlie a paradigm.

Practise applying the critical attributes of concepts and paradigms to historic and contemporary situations.

Practise identifying consequences as a means of evaluating actions.

Is the majority within a society entitled to establish policies and practices that govern relations among groups within that society?

Who should be involved in the establishment of societal expectations concerning relations among groups within the society?

What assumptions should govern relationships between different populations within a society?

What assumptions should govern relationships between population of different nations/societies?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Development Lesson for: Change, Worldview, Interest Groups, Accommodation, Assimilation, Relationships, Expectations, Decision Making, and Consequences.

See Activity Nine of the Unit One Activity Guide for a more detailed outline of the suggested activity.

Discuss with the students that contemporary Canadian realities are the product of a steady accumulation of change that has occurred throughout the nation's history.

- Note that change is often the result of challenges facing peoples and societies.

Discuss with the students that challenge of governing societies that are composed of many-interest, ethnic/cultural groups.

- Note the contemporary challenges of reconciling the interests/agendas of francophone Quebec and English-speaking Canada.

Review the concepts of worldview and social contract, and discuss how those concepts influence how a people will relate to other peoples.

Note that following the Seven Years' War, Britain controlled virtually all of North America. It had to institute policies that would accommodate the major populations in North America - the First Nations, the American colonists, and the francophone population of newly-acquired Quebec.

Following the American Revolution, the British had to evolve policies that would accommodate the populations of British North America - including the Loyalists, the francophone population of Quebec, and the First Nations.

- Discuss the changes that were necessitated by the arrival of the Loyalists following the American Revolution.

Content

The Loyalists: The Rejection of Republicanism

The American Revolution ended in 1783. The new republic immediately influenced the course of events in the remaining British colonies.

- The Revolution led to a sizable migration of Loyalists from the former Thirteen Colonies. Many migrated to the remaining British possessions in North America.

The Loyalists brought an intense mistrust of the newly-established United States and the political ideals that precipitated the American Revolution.

- The Loyalists significantly influenced colonial and, later Canadian politics.
- Although they were determined to retain the political connection with the British monarchy, the Loyalists were equally determined to retain the political rights they had enjoyed in the former Thirteen Colonies. Those rights included an elected assembly.

The Revolution significantly impacted First Nations people.

- Some First Nations, including the Mohawks, led by Chief Joseph Brant, had actively supported the British during the American Revolution. Following the Revolution, they were forced to leave their traditional lands and migrate to British North America.

The British desired to avoid conflict with the First Nations over the granting of lands to the arriving Loyalists.

- The British government prohibited the private purchase of land from the First Nations and concluded treaties with various First Nations to the West.
- A number of First Nations peoples were displaced by the influx and settlement of the Loyalists. By 1783, more than three million acres had been provided for the Loyalists.
- The newly-arriving Loyalists did not settle in areas already occupied by the French-speaking population. They preferred to settle in sparsely populated areas and create their own islands of settlement.

Concepts (Knowledge Objectives)

United Empire Loyalists

Know that the Loyalists constituted a sizable segment of the population of the Thirteen Colonies and opposed the efforts of those promoting American independence, preferring to continue a political connection with the British Crown.

- A number of regiments composed of Loyalists actively fought alongside British forces during the Revolutionary War.
- Those who chose to remain loyal to Britain were harassed during the war. Close to one hundred thousand Americans emigrated by the end of the Revolutionary War.
- Half of that number migrated north to British North America.

Know that the Loyalist migration changed the political structure of British North America.

- Nearly 12,000 Loyalists settled on the shores of the Bay of Fundy. Feeling that the government in Halifax was not responding to their needs, that population pressured the British government into creating a new colony. In 1784, the new colony of New Brunswick was established. Over 80 percent of its population were Loyalists.

Know that nearly ten thousand Loyalists migrated to Quebec. Most of that population were farmers and desired to pursue that vocation.

- The British government provided land for the new settlers in the western region of the colony around Lake Ontario.

Representative Government

Know that, although the Loyalists held a strong allegiance to Britain, they were not content to live under the terms of the existing Quebec Act.

- It would be necessary for Britain to devise a political arrangement that satisfied both the French- and English-speaking populations.
- Know that the Loyalists expected to retain the same political rights, including representative government, upon their migration to Quebec.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise making hypotheses based on reasonable assumptions and inferences.

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Do the interests of a particular region or population of a nation take precedence over the interests of the entire nation?

Do social relationships between peoples, based on the principle of accommodation, benefit the society's:

- economic well-being?
- political well-being?
- social cohesion? and/or,
- national sovereignty?

Do social relationships between peoples, based on the principle of assimilation, benefit the society's:

- economic well-being?
- political well-being?
- social cohesion? and/or,
- national sovereignty?

Continuation of the Concept Development Lesson for: Change, Worldview, Interest Groups, Accommodation, Assimilation, Relationships, Expectations, Decision Making, and Consequences.

Have student groups, representing each of the groups, prepare agendas that secure the well-being of their groups. The agendas would include:

- economic goals;
- cultural goals;
- political goals;
- rights associated with decision making; and,
- relationship with Great Britain.

The group representing the Loyalists should focus attention on the Loyalists' assumptions surrounding:

- the decision-making processes that govern the society;
- social beliefs about the organization of individuals into a society; and,
- beliefs about non-British peoples, most notably, the French Canadian population of the former New France.

One group of students can construct the agenda of the French Canadian population of Quebec.

One group can construct the agenda of the Mohawk people who migrated to British North America following the American Revolution.

- Include the assumptions and expectations the Mohawks would have brought with them to British North America concerning their rights and culture.

A fourth group should represent the British government and attempt to develop a set of policies that accommodate each and all of the populations.

Each group will present its agenda to the class in a conference setting. The groups will attempt to achieve an agreement that meets the needs/interests of all the groups.

Content

The Constitutional Act: Representative, Not Responsible Government

The Constitutional Act of 1791 was Britain's attempt to placate the Loyalists.

- The Loyalists did not want to reside in a francophone-dominated colony. Therefore, Quebec was divided into two colonies along the Ottawa River to create Lower and Upper Canada.
- The new colony of Upper Canada was dominated by English-speaking settlers.
- Each of the new colonies was given an elected assembly.

Although the Constitutional Act provided for an elected Legislative Assembly in each colony, the Assemblies were neither democratic nor responsible.

- In each colony, the Governor and his appointed Councils, possessed veto power that enabled them to override or cancel the decisions of the elected Assembly.
- The British-appointed governors came to rely on the opinions and predilections of the members of the Councils.
- Council membership became the preserve of a privileged oligarchy that implemented policies that did not threaten their continued control over colonial commercial and political life. Council members were reluctant to relinquish their monopoly over power and privileges.
- The ruling oligarchies equated the application of the concept of "responsible government" as a challenge to their privileged positions. Those promoting responsible government were often labelled as being pro-American and anti-British.

The American attempt to conquer British North America in 1812, seemed to justify the fears and suspicions, held by many in Upper Canada, of American ideals and intentions.

- The War fuelled an anti-Americanism particularly among the governing and wealthy elites.
- Immigration from the United States was discouraged. American settlers were viewed with suspicion.

Concepts (Knowledge Objectives)

Representative Government

Know that representative government is practised when the public elects persons to act on its behalf in deliberations surrounding political decision making.

- Know that those elected representatives are periodically accountable to the public.

Responsible Government

Know that responsible government permits those who govern to administer laws on the basis of the authority they obtain from the elected representatives of the general population.

Know that the application of responsible government requires that elections be held on a regular basis to ensure that the public can control the actions of those who govern.

- The elected representatives can support or oppose the actions of the government.

Know that the process leading to the implementation of responsible government involved an active debate among competing ideological paradigms, each defining the relationship between the individual and societal decision-making processes and institutions.

Constitutional Act 1791

Know that the Constitutional Act of 1791 divided Quebec into Lower Canada and Upper Canada. The Act:

- provided an elected assembly for each of the colonies; and,
- allowed the French peoples of Lower Canada to retain their civil law, their language in the courts, the seigniorial system and their Catholic religion.

Change

Know that many of the practices and assumptions that guided political decision making in early nineteenth century British North America were a reaction to the American Revolution.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise constructing concept maps for the purpose of identifying relationships, including cause and effect relationships.

Practise constructing an analytical grid for the purpose of classifying and analyzing information.

Should all citizens have equal influence on societal decision-making processes?

Should a past society be evaluated on the basis of contemporary values and beliefs?

Should a past society be analyzed on the basis of the assumptions and practices that guided that society?

Are there circumstances/conditions under which a citizen's right to participate in societal decision-making processes should be reduced?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Activity for: Decision Making, Oligarchy, Reformers, Accountability, and Responsible Government.

Have students examine the institutions and decision-making processes that were created by the Constitutional Act of 1791.

- Provide the students with the **Student Information Sheet: *The Constitutional Act.***

The following questions could be used to focus the discussion:

- Who appointed the governors of each of the Canadas? Were they accountable to the populations within the colonies?
- Who appointed the members of the Executive Council in each of the colonies? Were the Executive Council members accountable to the general public or to an elected assembly?
- In what ways were the Legislative Council members not accountable to the general public or elected assembly?

Have the students compare the political decision making process, as defined by the Constitutional Act of 1791, with the assumptions that contemporary Canadians have concerning:

- the relationship between the citizenry and societal and political decision making;
- the responsibility of government towards the citizenry; and,
- making government and politicians accountable to the citizenry.

Have students construct either an analytical grid or concept map that illustrates the decision making institutions that existed in British North America at the end of the eighteenth century.

Content

- "True" Canadians opposed the American ideas of responsible and representative government, republicanism, equality and liberty.
- The elite felt that because they had led the defence of Upper Canada during the War, they should continue to lead the colony after the war.

Road to Responsible Government: The Oligarchies and Reformers

During the first decades of the nineteenth century, there emerged forces and events that challenged the existing political status quo in British North America.

- Those forces resulted in the peoples of the colonies creating Canadian solutions that were distinct from both the colonial motherland, and the American republic to the South.
- British North America underwent a political transformation that resulted in the transfer of considerable political and economic decision-making powers, from Britain to the elected representatives of the people in British North America.

Between 1815 and 1855, one million people immigrated to British North America. Their arrival was a catalyst for both political and economic challenges to the colonial status quo.

- Within the increasingly diversified colony, there emerged groups with distinct economic and political agendas. These interest groups tried to influence the political decision-making processes in a manner that would further their respective agendas.
- The needs of a larger population and a growing economy also required more decision making by the colonial government.

Those who held power and those who sought political power held vastly different views about how society should be structured, and how the decision-making process should operate. There was competition over who would direct the colonial decision-making processes.

Concepts (Knowledge Objectives)

External Influence

Know that the American Revolution created the United States. That nation has had a continuous influence on the political evolution of the Canadian nation.

Know that the "new" United States influenced British North American political and economic decision-making processes.

- The new neighbour far surpassed British North America in terms of population and economic and military power.
- The War of 1812 demonstrated the influence of the United States. Although American forces were not able to attack Britain directly, they launched several unsuccessful invasions of British North America.

Responsible Government

Know that responsible government involves appointed office holders being accountable to the elected representatives of the people.

Political Decision Making

Know that the assumptions that governed societal decision making within the colonies were challenged in the years following the War of 1812.

- The political status quo was challenged by events and certain political ideals.
- The colonies experienced a significant population increase. With that increase came economic diversification.
- With the population growth and expanding economic activity, came a parallel growth in colonial political sophistication.
- Industrialization made the colonial economies more complex, and the need for local decision-making powers seemed more urgent to colonial governments and business communities.
- The following decades saw increased competition among the populace for influence over colonial decision-making processes.
- The competition was between the ruling oligarchies and the reformers.
- The struggle focused on the implementation of the concept of responsible government.

Skills/Abilities Objectives

Learn to define the assumptions that underlie a paradigm.

Practise stating how the parts are related to each other and to the whole.

Practise developing and applying criteria as a basis for making judgements.

Values Objectives

Should the rights of the individual take precedence over collective rights?

Should collective rights take precedence over individual rights?

On what basis should a government's policy/action be evaluated?

- "openness" of the decision-making processes used to arrive at the particular policy/action?
- impact on the rights and freedoms of the society's citizenry?
- impact on personal well-being?
- impact on the well-being of the majority?
- impact on the well-being of a particular people within a society?
- impact on the environment? and/or,
- impact on the cohesiveness of the society?

What are a citizen's responsibilities to ensure that governments are accountable?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Activity for: Decision Making, Accountability, and Responsible Government.

Discuss with the class assumptions that contemporary Canadian society holds concerning the relationship between the Canadian public and the societal and political decision making that affects their lives.

- What are the assumptions concerning the rights of citizens to influence and participate in societal decision making?

Do the assumptions include:

- that all citizens should have an opportunity to influence the formation of policies and actions that affect their lives?
- the actions and policies of government should not intrude upon or suspend the rights and freedoms of the citizens? and/or,
- that the citizen should have recourse available to challenge the actions of government?

Have the students discuss whether those assumptions are fully translated into actual attitudes and practices.

- Equality of participation for all citizens in societal decision-making processes is a belief that is commonly espoused to describe a democratic society such as Canada.

Pose a number of questions to the students such as:

- Do all citizens have equal influence on societal decision-making processes?
- What conditions/factors will influence the extent to which an individual or group affects the decision-making processes?
- What is the impact of poverty, gender, age, region, education, and ethnicity on the ability of an individual or group to influence decision making?

Content

Defining the State and Society: Competing Visions

Both the ruling oligarchies, and the reformers who challenged them were influenced by the French and American Revolutions; however, each group had differing interpretations of those Revolutions.

To the members of the oligarchies, the Revolutions represented everything they feared and despised.

- The disorder accompanying the Revolutions proved that the unenlightened masses lacked the ability to control society. The masses were ill-educated and not prepared to make sensible decisions. If they gained power, disorder would result, threatening both property and order.
- Society should be governed by an educated and enlightened elite. Some members of the oligarchy equated their material wealth with qualities necessary to govern and lead the unenlightened masses.
- A strong executive, with appointed Councils, was necessary to act as a counterweight to the elected assemblies. Such an arrangement was necessary to maintain the political status quo.

The reformers advocated a very different vision of society and decision making.

- They viewed the Revolutions as expressions of the people's will to wrest the decision-making processes from the non-representative and non-responsible elites.

Reform leaders, such as William Lyon Mackenzie, believed that the existing political structure was controlled by an elite and therefore, not accountable to the will of the people.

- An elected assembly, representing the interests of the general populace, should be the principal forum for decision making.
- That assembly should control both the revenues and the general conduct of government.

Concepts (Knowledge Objectives)

Oligarchy

Know that an oligarchy is a political structure in which societal decision making is controlled by a small group of individuals.

- Know that political and economic elites held significant control over the decision-making processes in both Upper Canada and Lower Canada, and were reluctant to entertain meaningful political change.
- Know that the elites that controlled the Councils in Upper Canada were referred to as the "Family Compact."
- Know that the elites that controlled the Councils in Lower Canada were referred to as the "Chateau Clique." The Clique represented the interests of the English minority that controlled the colony's commerce.

Know that members and supporters of the economic and political elites were often referred to as "Tories."

Reform Movements

Know that between 1820 and 1850, reform movements emerged in all the British North American colonies.

- Although influenced by political ideals and practices exhibited in the United States, the reform movements within British North America were able to achieve the goal of responsible government while retaining the political link with Britain, the monarchy, and parliamentary government.

Political Paradigms

Know that the government policies, priorities and expenditures, were all influenced by whether the Reform paradigm or the Tory paradigm dominated the political decision-making processes in the colonies.

- Know that the struggle between the ruling elite and the reformers was, in part, an ideological clash over the state and its role in society.

Skills/Abilities Objectives

Practise using an analytical grid to categorize and classify information so that it can be analyzed.

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Practise making hypotheses based on reasonable assumptions and inferences.

Values Objectives

Should there be criteria that determine a citizen's right to influence societal and political decision making:

- education?
- age?
- economic status? and/or,
- contribution to the larger society?

Do citizens' have a responsibility to participate in societal decision-making processes?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Application Activity for: Decision Making, Accountability, and Responsible Government.

What are the assumptions and practices concerning the responsibilities of government towards the citizenry?

- Should elected representatives of the people protect the "interests" and rights of their electorate (constituents)?
- Should a government govern in the interests of all Canadians and all Canadian regions, not just in the interests of a particular population or region?
- Should government institute laws or policies that restrict the rights of the citizenry, or particular groups of citizens?

What are the assumptions and practices concerning making our political decision-makers and government responsible and accountable to the general public?

- Note the role of elections, plebiscites, petitions, referenda, participation in political parties, tactics of individuals and groups, role of interest groups, use of the media, public opinion polls, etc.

Have the students generate ideas about how citizens can influence the decision-making process. Providing a hypothetical scenario may facilitate the discussion.

- How would an individual citizen, a group of citizens, or a community influence a particular decision or policy of a government?

Content

The issue of controlling government revenues and expenditures was central to the political debate.

- When reformers formed a majority in the elected assemblies, they often refused to authorize money necessary for the operation of government unless the Assembly was given total control over all government revenues and expenditures.
- The governors and Councils argued that the executive administration of the colonies had to be independent of popular control. To be independent meant not having salaries and expenditures contingent on the approval of the elected Assembly.

Throughout the 1830s, political deadlock ensued.

Governance: The Exercise of Privilege

The existence of popularly elected assemblies and reform movements did not mean that all the colonial population was actively engaged in the political process.

- Women and First Nations peoples were not permitted to vote in the elections for the assemblies.
- Even among the colonial male population, property qualifications restricted the number of males who could vote.
- Members of the elected assemblies were not paid, which made it difficult for the non-wealthy to run for office.

A number of electoral practices actually limited public participation in elections.

- Polling was centralized in the chief market towns, which limited the number of voters who were able to be present at the limited number of polling locations.
- Voting was frequently manipulated by election officials in favour of one candidate.
- Balloting was open to public scrutiny rather than conducted in secret. Voters were often being bribed or intimidated during the public balloting.
- Protests concerning electoral abuses were common in British North America.

Concepts (Knowledge Objectives)

Tories

Know that Canadian Tories believed that society needed a strong and active government.

- Canadian Tories believed that society needed a government controlled by an educated political and economic elite.
- A strong, centralized government, controlled by the executive branch i.e., the governor and his Councils were necessary.
- Many Tories believed that the American Revolution was a product of a political system in which the executive authority within the colonies lacked necessary powers.

Reformers

Know that between 1820 and 1850 reform movements emerged in all the British North American colonies and competed for influence over the political decision-making processes and institutions.

Know that Canadian reformers believed that society needed a government that represented the interest of the general population, not a wealthy elite.

Know that reformers believed that government should be held accountable to the general populace by means of an elected assembly and periodic elections.

Interest Groups

Know that the struggle reflected the response of specific interest groups to the expansion of economic activities within the colonies and to questions about who would benefit from that expansion.

- Government policies and actions could significantly benefit the interests of specific groups within the colonies.
- Know that the elites largely represented the interests of the commercial sector, and the reformers most often echoed the concerns of the small farmers.

Skills/Abilities Objectives

Learn to define the assumptions that underlie a paradigm.

Practise applying the criteria from the critical attributes of a relevant concept.

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Values Objectives

Are all citizens equal within the Canadian nation?

Should some citizens receive special considerations in terms of rights?

Should Parliament be always supreme within a democracy?

Are there situations in which it is justifiable for a group to resort to illegal actions to promote its agendas?

Suggested Teaching and Evaluation Strategies

Concept Application Activity for: Interest Groups, Decision Making, Oligarchy, Reformers, Accountability, and Responsible Government.

Note that within a society, there are groups that support the continuance of the political, economic, and social status quos.

- Identify reasons why a particular group within a society would be satisfied with existing conditions.

Note that within a society, there are groups that seek to change the political, economic, and social status quos.

- Identify reasons why a particular group within a society would seek to change radically the way the society is presently structured.

Have the students generate examples of groups within contemporary Canadian society that support the status quos, and groups that seek to change the status quos.

Discuss the assumptions concerning political and societal decision making that were held by members of the ruling oligarchies, and members of the reform movements:

- Students should identify the "rationales" that served as a basis for each group's beliefs about the relationship between those who govern and those who are governed.

Students should address:

- the contemporary conditions that support their particular decision making paradigm;
 - the prevailing external influences that affected the opinions and behaviour of the people of British North America;
 - the relationship between economic and political issues;
 - fundamental issues of disagreement between the two opposing groups; and,
 - the extent to which their beliefs correspond to contemporary Canadian assumptions and practices about political and social decision making.
-

Content

Road to Rebellion: Issues of Conflict

The flow of immigrants into Upper Canada focused attention on the issue of land.

- The new settlers needed land. However, they were restricted from expanding by the existence of large tracts of Clergy or Crown land reserves. These tracts were most often controlled by members of the oligarchy, some of whom were engaged in land speculation.
- The reformers represented the agrarian majority in the colony. Projects that would aid farmers, such as improving roads, were continually blocked by the Councils who preferred to spend public funds on projects such as canals that benefited their commercial ventures.
- Other projects, such as improving the school system, were impossible without the revenues that could be obtained from the sale of Clergy and Crown land reserves.

In Lower Canada, the conflict was complicated by an ethnic/linguistic factor.

- **The Councils were controlled by the colony's English minority, while the Assembly was dominated by the colony's French-Canadian majority.**
- The leader of the reformers was Louis Joseph Papineau, who served as speaker of the Assembly from 1815 to 1837.

A central priority of the francophone reformers was to secure political power in order to protect French Canada's culture and identity.

- The proposed Union Bill of 1822 illustrated the tension and fears that existed between Lower Canada's two linguistic populations.

Members of the Anglophone community asked London to unite the two Canadas. They believed a union would offer several advantages.

- An united colony would reunify the St. Lawrence commercial system and make it easier to raise the credit needed for an ambitious program of canal construction.
- A union would allow the growing population of Upper Canada to eventually override the power of the French-Canadians in the legislature of the united colony.

Concepts (Knowledge Objectives)

Franchise

Know that while the political franchise extended to most adult male property owners, generally only members of the local elites ran for election to the Assembly.

- Members of the elected assemblies were not paid and in many cases, not even reimbursed for their travel and living expenses. Therefore, members of the local elites were the only ones able to afford the time and money necessary to serve constituents in the often distant capital.

Public Discontent

Know that widespread public discontent, with the existing political status quo, manifested itself differently in Upper and Lower Canada.

Know that in Upper Canada, the availability of land became a pivotal issue that caused agrarian interests to challenge those who held political and economic power. This issue also helped to give rise to a reform movement in the colony.

- The interests of the small farmers were often in opposition to the interests of the governing elites, who tended to represent the urban commercial interests.

Know that the francophone majority sought to control the state (government) as a means of securing their collective culture, language and religion.

- After 1791, the newly-created elected Assembly allowed the French-speaking majority to influence the colony's political decision-making processes and promote its political and cultural agendas.

Know that the political conflict in Lower Canada strained relations between the French majority and English minority within Lower Canada.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise developing and applying criteria as a basis for making judgements.

Practise the skills of dialectical evaluation:

- **defining relevant viewpoints within the information;**
- **testing the viewpoints for factual accuracy;**
- **testing the viewpoints for their morality;**
- **evaluating the factual and moral testing; and,**
- **forming a conclusion about the issues.**

Practise using the moral tests of:

- **role exchange;**
- **universal consequences; and,**
- **new cases.**

Do the ends justify the means?

Do the means justify the ends?

Is the use of violence justified in a democratic society such as Canada?

Should an individual or group that uses violence as a tactic to achieve a goal be held responsible for the consequences of that violence?

Are there legitimate or moral reasons to use violence to seek social and/or political change?

Incorporating the C.E.L.s

- **Critical and Creative Thinking**
- **Personal and Social Values and Issues**
- **Independent Learning**

Concept Application Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Change, Interest Groups, Violent and Non-violent Tactics, Representation by Population, and Consequences.

Discuss with the students the various methods individuals and groups use to seek changes to the political status quo. The discussion could focus on the following issues:

- **What are some tactics these populations could use to seek change?**
- **What are the consequences of using non-violent or violent tactics to change the status quo within a society?**

Provide the students with a number of contemporary examples of populations seeking to change the political, economic, and/or social status quos within a society.

- **Provide students with examples of groups seeking change through peaceful means, and groups seeking change who are willing to use violence or force to achieve their goals.**
- **Note the consequences of using violent or non-violent tactics to seek social change.**

Discuss with the students the issue of violence as a means to seek social change.

- **Are there legitimate or moral reasons to use violence to seek social and/or political change?**
 - **Are there merits in using non-violent tactics to achieve social change?**
 - **Is the use of violence to seek social change justified within a democratic society?**
 - **What are the consequences of using violent or non-violent tactics to seek social/political change?**
-

Content

French-Canadians viewed the union proposal as another English attempt to assimilate French Canada. Their widespread opposition led to the Union Bill of 1822 being dropped.

1837: Years of Frustration and Rebellion

Years of frustration and the failure to implement responsible government, radicalised elements of the reform movements in both Canadas.

In Lower Canada, the political deadlock led to violence. During an election riot in 1832, government troops killed three French-Canadians.

- **Papineau used this event to attract support for his reform movement. In 1834, he introduced the Ninety-Two Resolutions which criticized the ruling oligarchy and listed numerous grievances.**

Rural overpopulation, bad farming practices and a wheat-fly infestation combined to both impoverish the farm community, and produce an economic depression. The economic hardships of the 1830s heightened political frustration.

- **In November of 1837, extremists supporting the governing elite clashed with extremists within the reform movement. In response, the government ordered the arrest of Papineau and other reform leaders.**
- **The attempt to arrest the leaders led to violence on December 23. Papineau fled to the United States and the rebellion was leaderless.**

Upper Canada: William Lyon Mackenzie

Following the 1828 election, William Lyon Mackenzie assumed leadership of a radical element of the reform movement in Upper Canada. His increasingly radical pronouncements split the reform movement in the 1830s.

The moderate reformers, led by Robert Baldwin, differed with the radicals on the goals of the reform movement and on how to achieve political reform.

Concepts (Knowledge Objectives)

Reform Movements

Know that the reform movements did not openly question the relationship with Britain.

- A radical minority within the reform movement advocated a political separation from Britain.
- Only until circumstances evolved into rebellion against the existing government, did elements of the reform movements imperil the colonial link with Britain.

Ninety-Two Resolutions

Know that the Ninety-Two Resolutions contained a number of recommendations that would have substantially changed the existing political status quo in Lower Canada. Recommendations included:

- the Assembly would have total control over finances;
- the Legislative Council would be elected; and,
- the Executive Council would be made responsible.

Rebellion in Lower Canada

Know that the rebellion in Lower Canada started with an armed clash at St. Denis on November 23, 1837. Further clashes occurred at St. Charles and St. Eustace. In both later cases, the rebel forces were defeated by government troops.

- Know that a second insurrection that occurred in November of 1838, also failed.

Moderate Reformers

Know that Egerton Ryerson and Robert Baldwin split from Mackenzie and the more radical elements of the reform movement in the early 1830s.

Maritime Reform Movement

Know that the struggle between the ruling oligarchies and the reform movements did not lead to open rebellion. The attainment of responsible government in the maritime colonies was achieved without violence.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying cause and effect relationships.

In a representative democracy, should the will of the majority be compromised by the interests of the minority?

Continuation of the Concept Application Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Change, Interest Groups, Violent and Non-violent Tactics, Representation by Population, and Consequences.

Have the students examine the struggle for political reform that dominated the "politics" of British North America during the first half of the nineteenth century.

- Apply the questions that guided the initial discussion concerning the reasons and methods groups use to seek changes to the political status quo.
- Also have students discuss the issues that are raised concerning the tactics a group will use to seek change.

Does the use of violence challenge the legitimacy of the resulting changes?

Have students focus on several populations who seek to change the existing political and social structure of contemporary Canada. Possible examples could include:

- the struggle of First Nations peoples to gain a measure of political, economic and social equality and independence;
- the separatist advocates within the province of Quebec; or,
- the dissatisfaction expressed by particular regions of the nation.

Practise the skills of dialectical thinking by:

- making a value claim concerning the issue;
- providing support for the value claim;
- setting out counter-arguments to the first value claim;
- providing support for the counterarguments; and,
- coming to a dialectic conclusion.

Does the larger society have a right to influence the agendas of particular groups within that society?

Have the students apply the questions that guided the initial discussion concerning the various reasons and methods individuals and groups use to seek changes to the political status quo.

- Have students also apply the questions/issues raised by the tactics that could be used to seek change.

Do groups within a larger society have responsibilities and obligations that go beyond the interests and well-being of the group?

The value issues could also be used to address the issue of the appropriateness of using violent and/or non-violent tactics to achieve political or social goals.

Students could engage in a dialectical activity focusing on the following value claim:

- The use of violence to achieve social change is not appropriate within a democratic society.

Content

- The moderate reformers favoured implementation of the British cabinet system, in which the government is responsible to the majority in an elected assembly.
- Mackenzie increasingly advocated an American-style democracy, in which the Councils and the Assembly would both be elected by the people.

Upon hearing of the armed resistance in Lower Canada, Mackenzie and his followers took up arms.

As in Lower Canada, the rebellion lacked leadership and was poorly organized.

- The first clash between the rebels and the government forces occurred on December 7, 1837, and resulted in the rebel forces scattering.
- Mackenzie fled to the United States.

Lord Durham and the Union Act of 1840

The rebellions prompted Britain to take measures to bring about responsible government in the Canadas.

- The British government charged Lord Durham to investigate the causes that precipitated the rebellions and to propose solutions.

Durham recommended that responsible government be instituted, and that jurisdiction over imperial and local matters be clearly delineated and separated.

- He recommended uniting the legislatures of the two Canadas into one legislature.
- Representation in the legislature would be based on the principle of "representation by population."
- Since Upper Canada's population was growing faster than Lower Canada's, the francophone population of Lower Canada would eventually be assimilated by the growing English-speaking majority.

The Union Act that reunited the two provinces did not completely follow Durham's advice.

- The principle of representation by population was not enacted. Despite population differences, the two former colonies were each given 42 members in the new legislature.

Concepts (Knowledge Objectives)

Rebellions

Know that the Rebellions of 1837 were military disasters for the rebels. Neither Papineau in Lower Canada nor Mackenzie in Upper Canada, was successful in gaining the active support of large numbers of colonists.

- Know that although the Rebellions failed, their occurrence forced Britain to take measures that brought about responsible government in British North America.

Assimilation

Know that Lord Durham believed that political stability in British North America could only be accomplished through the assimilation of the francophone population.

- Know that assimilation would be achieved by having thousands of anglophone immigrants overwhelm the francophone population.

Act of Union

Know that the government of the united colony of Canada, created by the Act of Union of 1840-41, reflected the distinct and separate nature of the two ethnic populations.

- The cabinets, in successive governments, included representatives from both linguistic groups.
- There was no single prime minister but rather two party leaders, one from each of the two linguistic groups.
- The former Lower Canada retained French Civil Law.
- For a period, the capital of the united province alternated between Toronto and Quebec City.

Responsible Government

Know that the principle of responsible government was actualized in 1849 when the governor, Lord Elgin, agreed to sign into law the Rebellion Losses Bill that had been passed by a majority in the Canadian Assembly.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise making hypotheses based on reasonable assumptions and inferences.

Practise using the skill of role-playing to gain a better understanding of concepts and paradigms.

Practise developing criteria that can be used to evaluate policies and actions.

Do the interests of the nation take precedence over the interests of a particular region or population of that nation?

Do the interests of a particular region or population of a nation take precedence over the interests of the entire nation?

Does the larger society have a right to influence the agendas of particular groups within that society?

Are there situations in which it is justifiable for a group to resort to illegal actions to promote their agendas?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Activity for: Decision Making, Accountability, Consequences, Interest Groups, and Constitution.

See Activity Eleven of the Unit One Activity Guide for a more detailed outline of the suggested activity.

Have students discuss ways citizens can influence decision making in the formulation of political policies and the actions of government.

- How can governments be made accountable for their actions?
- Discuss several contemporary examples of how citizens can influence government policies and actions and make government accountable.

Discuss how the Canadian public is able to show its displeasure towards specific government policies/actions.

- Note that there are methods that are acceptable to the existing legal system and there are methods/actions that are considered illegal under existing laws.
- Provide students with contemporary examples of legal and illegal acts of public opposition to government laws/actions.

Present the students with a hypothetical situation in which their community opposes the establishment of a prison in their neighbourhood.

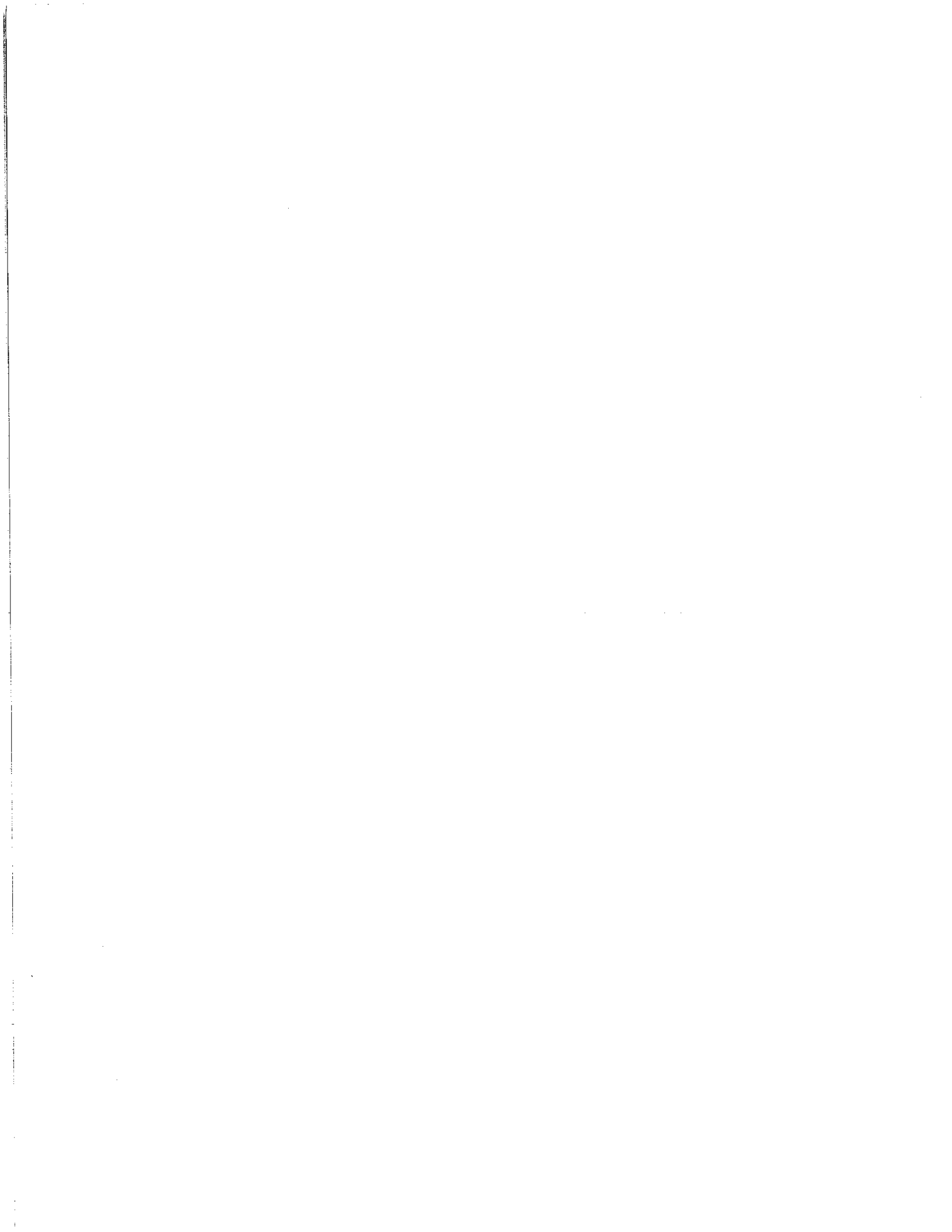
- Have student groups develop a plan of action to oppose the establishment of the prison.

Their plans should:

- identify mechanisms they could use to influence political decision makers;
- identify methods to gain public support and exposure to the issue;
- identify possible dangers involved in opposing official policies; and,
- indicate the chances of their plan of action being successful.141



Unit Two
The Nineteenth Century:
The Road to Democracy



Unit Overview: The Road to Democracy

This unit will focus on two key societal relationships - the relationship between the members of a society and the decision-making processes that govern their society, and the relationship between the peoples and the land. During the 19th century, the peoples of British North America faced challenges and issues surrounding both of those relationships.

Resource exploitation was aimed at meeting the needs of European and other foreign markets. The pattern of development, starting with the fur trade, continued into the nineteenth century. The reliance on foreign markets secured the economic well-being of the colonies, but also placed them in a vulnerable position. Their economic well-being depended on access to foreign markets, and foreign decision makers could determine whether those markets would be available. If access to those markets was restricted, the economic well-being of the colonies was endangered.

Events during the first half of the nineteenth century demonstrated the vulnerability inherent in depending on foreign markets. The uncertainties associated with the repeal of the Corn Laws, and later the cancellation of a reciprocity agreement with the United States, convinced many that there were advantages to developing a larger domestic economy. That interest contributed to the political union of the colonies and the creation of Canada.

The advent of responsible government politicized the debate between the two linguistic communities, forcing elected members of each population to form political alliances to fulfil their respective agendas. The political alliances were fragile, and a succession of short-lived governments and legislative paralysis characterized the politics of mid-nineteenth-century British North America.

Some political leaders in the colonies saw a possible solution to legislative paralysis and economic uncertainties in the political union of all the colonies of British North America and the development of a national economy.

The political process that led to the creation of Canada was largely a dialogue between the English-speaking and French-speaking communities of central Canada. Within the two communities, there were lively debates concerning the merits of creating a new nation and what form such a nation take. For French Canada, the paramount political goal was to ensure the continuation of the French language and French-Canadian culture. French-Canadian political leaders were determined that if there was to be a new nation, French Canada would possess the means to protect its identity and culture. A federal structure, which provided Quebec with a provincial government possessing sovereignty in a number of jurisdictions, seemed the only solution.

External forces influenced public opinion within British North America and promoted the proposal for a political union of British North America. The U.S. Civil War was a period of crisis in Anglo-American relations. British North America became involved/intertwined in the international politics of that crisis in relations. Many Americans in the northern states felt that Britain was siding with the rebellious Confederacy. The British textile industry depended on importing cotton from the southern states. It was in Britain's interest to continue that trading relationship even during the Civil War. Confederate agents used British North America as a base to launch raids on northern U.S. settlements. The St. Albans Raid, the Trent Affair and the Fenian raids all strained relations between Britain and the United States.

A number of leading U.S. politicians proposed invading and annexing Britain's colonies. Although possessing adequate military power, the U.S. did not invade British North America. If the military option were not to be pursued, then other means of punishing the northern neighbour would be utilized. In early 1865, the U.S. government gave notice that it planned to end the Reciprocity Treaty with British North America, terminate the Rush-Bagot Treaty, and force British North Americans to have passports when entering the U.S. The ending of reciprocity generated support among British North Americans for a political union of the colonies.

The terms of the British North America Act of 1867 reflected the agendas of English and French Canada. Significant segments of the population of the new nation were neither consulted nor involved in the decision making surrounding Confederation. Women, First Nations peoples, and many non-Aboriginal adult males were denied the vote.

The B.N.A. Act created the institutions necessary for a federal state in which power and responsibilities were divided between a central government and the provincial governments. The Act also established the parliamentary structure that is still in operation today.

The proponents of Confederation had argued that a political union would promote economic growth and prosperity for all regions of the new nation. Confederation was now a reality and a strategy was needed to achieve the promised economic growth and prosperity. That strategy rested on securing access for Canadian products and resources in the markets of the world, and on developing a viable national economy that would generate economic activity and significantly contribute to the national well-being.

The National Policy, which envisaged a nation-wide economy influenced economic policy in the following decades. That Policy assigned economic roles to each region of the nation. The newly acquired Canadian West was to develop an agricultural-based economy that supplied resources for both the Canadian market and foreign markets, and serve as a market for the manufactured goods of Central Canada.

The Aboriginal peoples of the Prairies, although greatly impacted by the National Policy, were not consulted in developing or implementing it. The imposition of the Indian Act and the Department of Indian Affairs largely deprived First Nations peoples of control of the decision making that affected their lives.

Canadian women were also deprived of the right to participate in the political decision-making processes that governed the new nation of Canada. Their struggle to obtain the vote marked the first concerted attempt by a distinct population to challenge the political status quo and the assumptions underlying that status quo.

Core Material for Unit Two

Core Content	Core Concepts	Time Allotment
<p>Forces of Change: The Road to Confederation (p. 200)</p> <ul style="list-style-type: none"> • Export Markets: Colonial Prosperity and Vulnerability (p. 200) • Colonial Political Instability and The American Threat (p. 202) 	<p>Economic Well-being Manifest Destiny Reciprocity</p>	2 hours
<p>Constructing a New Nation: Political Realities, Power, and Federalism (p. 206)</p> <ul style="list-style-type: none"> • Quebec Conference: Framework for a New Nation (p. 210) • Foundational Principles of Canadian Democracy (p. 218) 	<p>Interest Groups Federalism Regionalism External Influence</p>	4 hours
<p>The Search for Economic Well-being: The National Policy (p. 222)</p> <ul style="list-style-type: none"> • The Canadian West and the Euro-Canadian Vision (p. 226) • Securing the Canadian West: New Canadians and Their Well-being (p. 228) • The Treaties and the Indian Act (p. 234) • Unrest in the West: Riel and National Unity (p. 240) 	<p>National Policy Decision Making</p> <p>Métis First Nations Treaties Indian Act</p>	4 hours
<p>The Movement for Inclusion: Suffragettes and the Struggle for Equality (p. 244)</p>		2 hours
<p>Time available to teach optional concepts, to enrich or reinforce, or to modify the pacing and timing factors through the use of the Adaptive Dimension.</p>		3 hours
Total Class Time		15 hours

Core material appears in **bold** type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit Two: Foundational Objectives

Foundational Objective 1

Know that within societies, there exists a competition among interest groups for influence over the society's decision-making processes, and that those groups will vary in terms of their ability to influence those processes.

Core Concepts

Interest Group

- Know that societies are composed of competing interest groups each with a power base (resources, numbers, organization) and each desiring decisions that will satisfy its needs/wants.
- Know that the francophone and anglophone populations of Central Canada possessed the economic and political power to influence the political structure of the proposed new nation.
- Know that the paramount concern of francophone leaders was to secure protection for French Canada's culture, language and religion, and that Confederation would only be possible if that protection was secured.

Regionalism

- Know that both regions and populations within the nation often act as interest groups seeking to influence national decision-making processes to secure their respective well-being.
- Know that there exists regional disparity in terms of political and economic influence over national decision making.
- Know that the forces of regionalism were to work against centralization of political and economic decision making controlled by one national government.

Federalism

- Know that the Canadian federal system of government is one in which political decision making is constitutionally allocated to either the national government or to provincial governments.
- Know that federalism balances the desire for overall unity with a desire to retain local or regional autonomy.
- Know that establishment of provincial governments reflected the concern of the both the francophone population of Quebec, and the Maritime Provinces, that a single national government would be dominated by Central Canada and would not represent the interests and well-being of other regions and populations of the nation.

Decision Making

- Know that the regions of Canada have varying degrees of political and economic influence over national decision making.
- Know that Central Canada's population had considerable political power, in terms of voters, and that translated into ensuring that Central Canada had a significant influence on how the National Policy was constructed.
- Know that national political leaders were aware of the economic and political power of Central Canada and that awareness influenced policy making.
- Know that the federal government did not involve the Aboriginal population and other residents of Rupert's Land in determining their opinions and needs.

Métis

- Know that Canadian acquisition of the North West had consequences for the Métis people of that region.
- Know that large-scale migration of Euro-Canadian settlers to the North West was seen by the Métis as a threat to their traditional economy and cultural identity.
- Know that the Métis sought, through negotiations, recognition and protection of their rights and landholdings.
- Know that provisions of the Métis Bill of Rights included:
 - that the territories must have the right to enter Canada's Confederation as a province;
 - that the people would have the right to send four members of Parliament to Ottawa;
 - that the Métis had the right to control their own local affairs;
 - that the Métis wanted French and English languages to be equal in the schools and law courts; and,
 - that the Métis wanted to keep their customs and their Métis way of life.
- Know that the policies and actions of the Canadian government towards the Métis had a negative impact on the unity of the nation.

First Nations

- Know that one of the goals of the Canadian government was to implement policies that would lead to assimilation of the First Nations who resided in the former Rupert's Land.
- Know that the Canadian government planned to relocate the First Nation peoples to reserves and thereby make the land available for European settlers to establish an agricultural-based economy.

Treaties

- Know that the Canadian government planned to acquire the lands of the Canadian West by negotiating treaties with the First Nations and that those treaties extinguished First Nations' land claims.
- Know that the First Nations and the Canadian government held differing assumptions concerning the terms and meaning of the treaties.

Indian Act

- Know that the Indian Act regulated most aspects of the lives of First Nation peoples.
- Know that the Indian Act defined who was considered to be an "Indian."

Foundational Objective 2

Know that the nation's economic well-being depended on the exporting of Canadian products to foreign markets and the development of a national consumer economy.

Core Concepts

Economic Well-being

- Know that dependence on exporting primary products made the British North American economy vulnerable to the trade policies of its significant trading partners, particularly Britain and the United States.
- Know that the economic well-being of the peoples of Canada, both before and after Confederation, has been closely tied to exporting resources and products to foreign markets.

Reciprocity

- Know that the policies of Canadian governments have tended to seek access to the American domestic market for Canadian products, particularly primary products.
- Know that there are geographic realities that have contributed to the desire to seek reciprocity with the United States.

National Policy

- Know that the National Policy articulated different economic roles for the different regions of the nation and that implementation of policies to fulfil those roles have had long-term consequences for the peoples of those different regions.
- Know that the prevailing economic paradigm provided a compelling need to secure the West.
- Know that to fulfil the Canadian West's economic role, as envisaged in the National Policy, it would be necessary to accomplish a number of tasks, some of which were to have profound consequences for the peoples of Rupert's Land.

Foundational Objective 3

Know that the history of the Canadian peoples has been greatly influenced by external forces and events.

Core Concepts

Manifest Destiny

- Know that many American politicians felt that it was the "manifest destiny" of the United States to take control of all of North America.
- Know that the perception that the U.S. represented a significant threat to British North America became a catalyst promoting Confederation and the expansion of the nation.

External Influence

- Know that a number of incidents that inflamed relations between Britain and the United States had consequences for British North America.
- Know that the actions of other nations revealed the vulnerability of an export-driven economy.
- Know that the U.S. Civil War was a period of crisis in Anglo-American relations and that crisis influenced the well-being of British North America.
- Know that there were a number of consequences emerging from the Civil War that promoted the political process leading to Confederation.

Foundational Objective 4

Know that dialectical thinking is a system of reasoned exchange between points of view in which the merits of each case (thesis) are discussed and evaluated.

Dialectic Evaluation

- Know that dialectical evaluation is the process of:
 - defining relevant viewpoints within the information;
 - testing the viewpoints for factual accuracy;
 - testing the viewpoints for their morality;
 - evaluating the factual and moral testing; and;
 - forming a conclusion about the issues.

Criteria

- Know that criteria are rules or standards which are accepted and used to provide a consistent basis for making judgements.

Evaluation

- Know that in determining whether a viewpoint is based on a legitimate moral principle, a variety of moral tests could be applied, including:
 - role exchange: is the principle still considered valid when it is applied to oneself?
 - universal consequences: would the principle still be considered valid if everyone behaved according to its dictates?
 - new cases: is the principle still valid when it is applied to a different but logically relevant case?

Foundational Objective 5

Know that every society will evolve, through debate and consensus, assumptions and practices concerning certain key societal relationships.

Know that within every society, there will exist a divergence of views concerning key societal relationships, including:

- whether individuals, groups, and regions within the nation, possess the means to influence societal and national decision making in a manner to benefit their respective well-being; and,
- whether society has achieved a balance in securing the interests and well-being of particular populations, groups and/or regions of the nation, and securing the interests and well-being of the entire nation.

Content

Forces of Change: The Road to Confederation

Confederation was the product of forces/conditions that were both domestic and external in origin.

- Within the colonies, economic necessities and political deadlock were forcing traditional political foes, the two linguistic communities and the differing regions, to jointly devise a new and workable political structure.
- The politics, agendas and actions of both Britain and the United States, promoted the need for a new political framework for British North America.

Export Markets: Colonial Prosperity and Vulnerability

The years following the War of 1812, were years of economic growth and prosperity for most regions of British North America.

- A migration of Irish and Scottish people generated economic activity and spurred an expanded manufacturing sector.
- York, Montreal and Hamilton all grew as people migrated in search of employment in the expanding manufacturing sector.

Most immigrants to British North America desired to become farmers; however, the Canadian Shield restricted the amount of land suitable for agriculture.

- Whereas the granite Shield occupied the centre of British North America, the United States was blessed with the rich agricultural Mississippi region. Many new immigrants to British North America simply moved to the United States for available land.
- A sizable number of French-Canadians migrated to New England's factory towns, while others worked in the lumber camps and sawmills of the Shield.
- A number of Scottish settlers migrated to the Red River region of Rupert's Land.

Economic prosperity seemed assured as long as Britain's Corn Laws continued to provide a protected market for the colonies' wheat, fish, and lumber.

Concepts (Knowledge Objectives)

Immigration

Know that British immigration contributed to a massive increase in the population of British North America.

- Know that between 1812 and 1842, the population of Upper Canada increased from 90 000 to 487 000. Only 50 000 immigrants settled in Lower Canada during the same period.
- Know that most settled in the region which is now southern Ontario, and established a largely English-speaking and Protestant population.
- Know that others settled in specific areas along the Atlantic. Many Scots settled in northern Nova Scotia.
- Know that York, renamed Toronto in 1834, grew from a population of 2 235 in 1828 to over 30 000 in 1851.

Economic Well-being

Know that the economic well-being of the peoples of Canada, both before and after Confederation, has been closely tied to exporting resources and products to foreign markets.

- Know that dependence on the exporting of resources was established in colonial times.
- Know that the basic structure of British North America's economy had not fundamentally changed since the beginning of the fur trade.

Know that although wheat and lumber now competed with furs and fish as the major resources being exploited, economic prosperity remained dependent on exporting primary products to foreign markets.

Skills/Abilities Objectives

Practise using consequences for the purpose of evaluating policies and actions.

Practise identifying cause and effect relationships.

Practise the analytical skills of:

- describing the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Values Objectives

Does a significant dependence on foreign markets to secure a nation's well-being influence the ability of that nation to determine the well-being of its citizens?

Is the use of political and/or military force the only means a nation has to influence the actions and well-being of another nation?

Should a nation's economic and trade policies take into account the well-being of its foreign trading partners?

Do the interests and well-being of the domestic population take precedence over the interests and well-being of foreign populations?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning
- Numeracy

Concept Development Lesson for: Economic Vulnerability, Decision Making, External Markets, and Reciprocity.

Review the economic motivation for Europeans to remain in North America.

- Note the export of resources to foreign markets.
- Provide students with some statistics that reveal the importance of exports to the economic well-being of Canadians.
- Note the importance of export markets to the well-being of Canadian agriculture.

Discuss how reliance on foreign markets makes a nation vulnerable to the actions of other nations.

- Have the students generate examples of how other nations can impact the economic well-being of contemporary Canadians.

Note that throughout Canada's history, other threats to the economic well-being of Canadians have emerged.

Provide the students with some historical instances in which the markets for Canadian exports were restricted.

- Note the economic, social and political impact on Canadians.

One example could be the actions of nations in restricting foreign imports during the global depression of the 1930s.

- The imposition of high tariffs on imports reduced world trade. The markets for Canadian goods were either closed or severely reduced.
- Briefly discuss the economic and social impact on Canadians.

Another example would be the agricultural trade subsidy war of the 1970s and 1980s, involving the European Community, the United States and Canada.

Content

- However, the prosperity produced by exports also made the colonies' economies vulnerable to the actions of other nations.
- Prosperity could only continue if there were export markets and other nations could determine access to those markets.

The colonial governments were prepared to expend revenues to support the export trade. Economic prosperity could only continue if the resources reached the foreign markets. The transportation infrastructure had to be able to handle increasing volumes of exports.

- The inadequacies of the existing St. Lawrence transportation system led to the construction of the Welland and Rideau Canals during the 1830s.

By the mid-nineteenth century, Britain was the leading industrial power, and British manufacturers wanted access to the world's markets. Support for free trade increased, and the Corn Laws and Navigation Acts, that provided the colonies with trade preferences, were repealed.

- British North America now had to face stiff American economic competition for the once-protected British marketplace.
- Britain's action doomed the optimism of Montreal's business elite that their city could challenge New York as the outgoing terminal for North America's exports.

Colonial Political Instability and The American Threat

The challenge for the colonies was to adjust to the new economic realities brought about by the repeal of the Corn Laws. The challenge was made more difficult by a political climate characterized by instability and deadlock.

One of the political goals of the Act of Union of 1840-41 was to improve the workings of colonial government.

- That did not happen. In the fifteen years following implementation of the Act of Union, the united colony had fifteen different governments and numerous elections.

Concepts (Knowledge Objectives)

Economic Well-being

Know that dependence on exporting of primary products made the British North American economy vulnerable to the trade policies of its significant trading partners, particularly Britain and the United States.

Corn Laws

Know that the Corn Laws allowed certain imports from the colonies to enter Britain free from import duties which were applied to imports from non-colonial sources.

- Know that the Corn Laws gave Canada's farmers, with their wheat surplus a duty-free market in Britain which was not available to their American competitors.
- Know that wheat became a major exporting crop in Upper Canada during the first half of the nineteenth century.
- Know that the Atlantic regions also benefited from the Corn Laws and increased timber exports to Britain.
- Know that by 1810, timber had become the most important export to Britain for both Canada and New Brunswick. Between 1810 and 1840, timber exports accounted for half of the value of all exports from British North America.

Trade Fluctuation

Know that events during the first half of the nineteenth century amply demonstrated the inherent dangers of over-relying on the export of primary products.

- Know that Britain's need for Canadian wheat imports declined in the late 1830s as domestic harvests improved. The decline in wheat exports depressed the export-dependent Upper Canadian economy.

Corn Laws

Know that the Corn Laws were repealed in 1846. However, the decline in Canadian exports and its impact on economic life was moderated by a continuing influx of settlers, which in itself generated economic activity.

Skills/Abilities Objectives

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Practise developing and applying criteria as a basis for making judgements.

Practise evaluating historical policies and practises as a means of evaluating contemporary policies and practices.

Values Objectives

Does a colonizing nation have any moral responsibility for the well-being of the colonized peoples?

When formulating foreign policies, should a nation consider the consequences of those policies on other nations and peoples?

Should the interests and well-being of the nation determine the nation's external policies?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: Economic Vulnerability, Decision Making, External Markets, and Reciprocity.

- What was the impact on the economic and social well-being of Western Canadians?

Remind the students of the threats to the economic well-being of British North America in the 1840s.

Identify the forces/actions that threatened the economic well-being of British North Americans in the mid-19th century.

- Have the students discuss the economic options open to British North Americans following repeal of the Corn Laws.

The options included:

- replace the British market with other foreign markets, primarily the U.S. market;
- promote the expansion of domestic markets within British North America. An expanding population would mean an expanding demand for food, staples and manufactured goods; or,
- a policy that combined both of the above objectives.

Discuss the response of British North Americans to the repeal of the Corn Laws.

- Note that some business persons called for a political union with the United States in order to participate in that nation's growing economy.
- Note that most British North Americans did not desire a political union with the United States, but did desire reciprocity with the United States.
- The desire to create a nation-wide domestic market contributed to Confederation.

Have the students prepare a strategy for present-day Canadians that would reduce the nation's vulnerability inherent in relying on exports and foreign markets.

Content

Various issues, such as the issue of representation by population, were to create tension between the francophone and anglophone communities.

- By 1861, the population of Canada West was nearly 300 000 greater than the population of Canada East.
- George Brown voiced the attitude of many in Canada West when he demanded the implementation of representation by population.
- The French-speaking population felt that representation by population was a threat to its language and culture.

The challenges caused by political deadlock and securing economic prosperity were compounded by external influences and realities.

Throughout the 1840s, many Americans believed that it was their nation's manifest destiny to expand and occupy all of the North America. Such pronouncements promoted a sense of urgency in efforts to unite the colonies of British North America.

The American threat seemed real to many in both British North America and London.

- The American war against Mexico added large areas of the southwest of the continent to the Republic.
- There was fear that the U.S. might use military force to incorporate the northern half of the continent into the Republic.
- The thinly populated Rupert's Land seemed particularly vulnerable to American encroachment.

For many British North Americans, political considerations collided with economic necessities.

- While fearing the intentions of the Americans, they realized that colonial economic prosperity greatly depended on access to the expanding U.S. domestic market.

To compensate for the loss of British preferential trade, the Canadian colonies entered into a reciprocity treaty with the United States in 1854.

Concepts (Knowledge Objectives)

Responsible Government

Know that the principle of responsible government was actualized in 1849 when the governor, Lord Elgin, agreed to sign into law the Rebellion Losses Bill that had been passed by a majority in the Canadian Assembly.

Representation by Population

Know that although the population of Canada West (formerly Upper Canada) became considerably larger than the population of Canada East (formerly Lower Canada), each of the former colonies was given 42 members in the single assembly.

Know that representation by population is often seen by minority groups as meaning that their interests will be subordinated by the interests of the majority group.

External Influence

Know that the actions of Great Britain were not the only external force to bring about change in the colonies of British North America. The presence of the United States proved to be a two-edge sword for the colonies.

Sovereignty

Know that sovereignty over the continent's interior was not totally clarified by the negotiations which ended the American Revolution.

- Know that both the new United States and Britain had conflicting claims to various regions in the continent's interior and in the Pacific Northwest.

Manifest Destiny

Know that there arose during the 1840s a belief among some Americans that it was their nation's destiny to control the entire North American continent.

- Know that manifest destiny was translated from a popular electoral slogan into forceable action when the U.S. declared war on Mexico in 1846.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the critical attributes of concepts and paradigms.

Practise applying the critical attributes of concepts to historical and contemporary situations.

Is it possible to have a democracy that does not apply the principle of representation by population?

Does representation by population threaten the rights and influence of less populated regions of the nation?

What criterion should be used to determine representation in the elected assemblies of the nation:

- population?
- economic contribution?
- cultural and/or linguistic factors?
- and/or,
- regional parity?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Activity for:
Representation by Population, Majority Rule, Minority Rights, Constitutional Rights, and Decision Making.

Have the class discuss the objectives that Durham hoped to achieve in his Report and identify whether the Report reflected those goals.

Note that differing communities within British North America had different responses to the recommendations in the Report. Discuss the response of anglophones and francophones in the two Canadas.

Have the class focus on the concept/issue of representation by population.

- Have the class generate a definition of this concept.
- What are some contemporary examples of representation by population?

Note regional representation in Parliament.

- Have the students investigate current representation in the House of Commons.
- What regions possess the greatest number of seats in the House of Commons.
- What are the political ramifications of a region possessing the greatest number of seats in the Commons?

Have the class discuss why many francophones, in Canada East, were opposed to representation by population.

- How was representation by population a threat to the political and social agendas of many francophones in the mid-1800s?

Have the class respond to the contemporary Canadian political context.

- Are minorities or less populated regions of the nation threatened by the principle of representation by population?

Content

- The American market seemed a logical choice for British North America. It was close and it was expanding rapidly.

The Reciprocity Treaty symbolized the new economic path to colonial prosperity, namely a growing reliance on the U.S. market. The Treaty stimulated economic development within the colonies.

- Government subsidies helped to increase the number of railways - railways necessary to sustain export trade and the development of industries within the colonies.
- The industrial development that was generated did not benefit all of British North America. The railways contributed to a growing concentration of industries in Central Canada. Industrial development in regions such as the Maritimes actually declined.

The political deadlock that characterized colonial government led a increasing number of colonial leaders to seek a new political arrangement. The proposal to unite all the colonies of British North America gained support.

Constructing a New Nation: Political Realities, Power, and Federalism.

The debates surrounding a possible political union of the colonies reflected a number of political realities of the day.

The discussions and decisions that led to Confederation were the prerogative of a governing elite in each of the colonies.

- With the exception of New Brunswick, no referenda or elections were held to solicit the opinions of the electorate.
- Women and Aboriginal peoples were excluded from deliberations regarding a possible framework for a new nation.

The form of any political union was to be largely decided by the agendas of the English-speaking and French-speaking populations of Central Canada.

- The size of the two linguistic communities dictated that their interests and agendas would shape the constitutional framework of the new nation.

Concepts (Knowledge Objectives)

Reciprocity

Know that the policies of Canadian governments have tended to seek access to the American domestic market for Canadian products, particularly primary products.

Know that geographic realities have contributed to Canada's desire to seek reciprocity with the United States.

- Know that throughout the nineteenth century, the United States was expanding across the continent. Many immigrants were attracted to the nation's urban centres. This expanding market created a demand for raw resources.
- Know that no significant geographic barrier such as an ocean or mountain ranges, existed between Canada and the United States.

Know that by the early 1860s, there was growing support for a political union of all of British North America.

Political Instability

Know that continuing political instability led to the creation of a legislative committee, in May of 1864, with a mandate to find a political formula to end the political deadlock.

- Know that within the colonies, political deadlock and economic necessities were forcing traditional political foes, the two linguistic communities, and the differing regions, to devise jointly a new and workable political structure.

Interest Groups

Know that societies are composed of competing interest groups each with a power base (resources, numbers, organization) and each desiring decisions that will satisfy its needs/wants.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Practise identifying and describing cause and effect relationships.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Do particular interest groups exercise too great an influence in societal and political decision making within Canada?

Should a group's agenda to secure its well-being, take into account the well-being of the larger society?

Should a group's agenda to secure its well-being, take precedence over the well-being of the larger society?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Interest Groups, Regionalism, Expressions of Power, Influence, and Decision Making.

See Activity One of the Unit Two Activity Guide for a more detailed outline of the suggested activity.

Discuss and identify types of interest groups found in contemporary Canadian society.

- Note that interest groups can be based on a geographic region of the nation, ethnicity, religion, language, economic interests, gender, age and occupation.

Have the students identify reasons and factors that contribute to the formation of groups within a larger society.

- Have the students identify groups of which they are members.
- Note that belonging to a group is sometimes the choice of an individual and other times occurs because of factors such as gender or age.

Have students assume the role of an advocate (spokesperson) for some contemporary Canadian interest group.

The task of each spokesperson includes:

- identify the overriding reason for the group's formation and continued existence;
- identify the group's needs and goals;
- indicate why the interest group's goals are good for the members of the particular group; and,
- indicate (rationale) why the group's goals are good for the entire nation.

As a class, work through the above tasks using an example such as a union, or an occupational group such as nurses or farmers.

Content

The U.S. Civil War convinced many in English-speaking Canada, including John A. Macdonald, that there was a danger in creating a political arrangement that gave the regional (state) governments more powers than those allocated to the central government.

- It would be preferable to create a nation that had a strong, centralized government with paramount decision-making powers.
- Macdonald's first option was to have a legislative union in which there would be only a single central government.

Macdonald's vision of an "ideal" state, with a strong central government, was not shared by many francophones, nor by many in the Maritimes.

Francophones feared a political arrangement in which a growing English-speaking majority would control the national government.

- Any political arrangement had to provide French Canada with control over those jurisdictions necessary to ensure the survival of French-Canadian culture, language and religion.

A federal system, with a national government and provincial governments, each level being delegated specific powers, seemed the only option acceptable to French Canada.

- Quebec's provincial government would have to possess sufficient powers to protect its francophone character and culture.
- It was necessary therefore, that the provinces be given jurisdiction over education, civil and religious institutions.

At the national government level, Quebec would have sufficient representation and political power to ensure that future constitutional changes would not threaten the rights of French Canadians.

- The federal government would also be obliged to protect the rights of French-speaking people throughout the Dominion.

Concepts (Knowledge Objectives)

Interest Group

Know that the francophone and anglophone populations of Central Canada possessed the economic and political power to influence the political structure of the proposed new nation.

French Canada

Know that the paramount concern of francophone leaders was to secure protection for French Canada's culture, language and religion, and that Confederation would only be possible if that protection was secured.

Know that two premises influenced Quebec's francophone political decision makers during negotiations:

- any political union would have to be an agreement between two distinct and equal groups - French-Canadians and English-Canadians; and,
- any new political arrangement had to secure French Canada's paramount concern of protecting its distinct identity.

Legislative Union

Know that Sir John A. Macdonald envisaged a political union which would be characterized by an strong central government to counter the regional interests inherent within the new nation.

- Know that Macdonald initially supported a legislative form of union, in which there would be a single central government and no provincial government.
- Know that Macdonald viewed the U.S. Civil War as being a product of a political system that gave the individual states greater rights than those given the central government.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: Interest Groups, Regionalism, Expressions of Power, Influence, and Decision Making.

Focus the discussion on the regions of the nation and their ability to act as an interest group in influencing national decision making.

Note that the existence of regions has presented Canada with numerous challenges. It is often difficult to reconcile the interests of each region.

- Note that the interests and well-being of a region may be in conflict with the interests and well-being of another region of the nation or even the well-being of the entire nation.
- Discuss some historic and contemporary instances where the interests of a particular group threaten or work against the well-being of the larger society.
- Provide students with several historic and/or contemporary examples of regions maintaining that their interests were being neglected in favour of the interests of another region.
- How have the interests of Western Canada been in opposition to the interests of other regions of the nation?
- Note that the awarding of government contracts and the locating of industries and employment opportunities have often led to conflict between regions of the nation.

Discuss and generate a list of attributes that contribute to the ability of a region to influence national decision making.

- Factors could include: population, economic power, political representation in Parliament, influence over national political parties, geographic location, etc.

Students could use that list as a template to compare the ability of regions to influence contemporary national decision making. Provide students with the **Student Information Sheet: Attributes of Regional Power and Influence**, as a possible grid outline.

Practise using an analytical grid to categorize and classify information so that it can be analyzed.

Learn to consider and use consequences as a test for evaluating logical arguments.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Should all regions within a nation have an equal degree of influence in determining national policies?

Does a citizen have a responsibility to support the well-being of citizens in other regions of the nation?

Should regions that are experiencing prosperity share that economic well-being with other regions of the nation?

Should all regions of the nation receive a comparable and equitable distribution of federal programs, opportunities, and benefits?

Content

Quebec Conference: Framework for A New Nation

In September of 1864, a Canadian delegation led by John A. Macdonald, George Cartier and George Brown, attended a Maritime-sponsored conference at Charlottetown. The purpose of the conference was to discuss a possible union of the Maritime colonies.

- The Canadian delegation was successful in promoting the merits of a union of all British North America, and in achieving a consensus on the principle of a federal union. It was agreed that delegates from all the colonies would attend a conference in Quebec City.

The Quebec Conference of October 1864, was the first constitutional convention in Canada's history.

- This conference was the first time colonists were able to determine the constitutional framework that would govern their lives.

Thirty-three delegates, representing all the colonies of British North America met to address the specifics of a new federation.

- The delegates sought to secure the well-being of the populations and regions they represented in any new political union.

Maritime delegates joined the French-Canadian delegates in resisting Macdonald's proposal for a legislative union with a strong centralized government.

- Each of the Maritime colonies had experienced responsible government, and were reluctant to share political decision making with the larger and more populated colonies who would dominate a national government.

Macdonald realized that French Canada would not accept a legislative union with only one central government. The new nation would be a federal state.

There were considerable negotiations over the divisions of powers between the national government and the provincial governments. The delegates at Quebec arrived at a consensus enunciated in the Seventy-two Resolutions.

Concepts (Knowledge Objectives)

Federalism

Know that the Canadian federal system of government is one in which political decision making is constitutionally allocated to either the national government or to provincial governments.

- Know that federalism balances the desire for overall unity, with a desire to retain local or regional autonomy.

Know that many French-Canadians feared that the French-Canadian minority within the new nation of Canada, dominated by an English-speaking majority, would face assimilation.

- Know that within French Canada there was widespread agreement that French Canada needed a counterweight to a national government controlled by the larger English-speaking population.
- Know that some form of federal union, with two levels of government, each "sovereign" in assigned areas, was essential.
- Know that the union had to make Quebec a distinct province with a provincial government possessing sufficient legislative power to ensure the well-being of the French language and culture within Quebec.

Regionalism

Know that the forces of regionalism worked against a centralization of political and economic decision making controlled by one national government.

Quebec Conference

Know that at the Quebec Conference of 1864, the 33 delegates, representing all the colonies, sought to devise a political union that would secure the well-being of their respective regions.

- The Conference marked the first time the colonists determined that changes in the existing constitution were necessary, and addressed the form that those changes should take.

**Skills/Abilities
Objectives**

Learn to define the assumptions that underlie a paradigm.

Learn to consider and use consequences as a test for evaluating logical arguments.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Values Objectives

Are there decisions that should be the prerogative of a particular region rather than the larger national community?

Are there decisions that should be the prerogative of the larger national community rather than the particular region?

Is the well-being of a particular region or population necessarily in opposition to the well-being of other regions or populations?

**Suggested Teaching and
Evaluation Strategies**

Concept Application Lesson for: Interest Groups, Power, Influence, Constitution, Equality, Representative Government, and Decision Making.

See Activity Two of the Unit Two Activity Guide for a more detailed outline of the suggested activity.

Have the students construct a list of regional interest groups present in British North America during the period leading to Confederation. The groups would include:

- francophone population of Canada East;
- anglophone population of Canada West; and,
- Maritime colonies.

Have student groups represent specific regions of British North America. Their task will be to identify the agenda of their region.

The groups should outline what their interest group (region/population) would seek in a political union of the colonies. Their task would include:

- indicating what type of government organization that would "best" represent the interests of their particular region;
- indicating how the political union should benefit the region they represent;
- indicating the powers and responsibilities that should remain the prerogative of the new provinces;
- indicating whether the provinces or the central government should possess the greater powers; and,
- indicating whether the new nation should continue to have a significant relationship with Britain.

Have the interest groups come together in a conference setting.

- The goal of the conference is to attempt to have the representatives of the regions agree on the structure and division of powers for a new political union.

Content

The Quebec Resolutions that articulated the constitutional framework for the proposed new nation precipitated an intense debate in all the colonies.

- The colonial leaders present at Quebec City did not have an electoral mandate to support a confederation of the colonies.
- In the era of growing emphasis on responsible government and democratic principles, it was necessary for the Quebec delegates to return to their home colonies and persuade their legislatures to adopt the agreed upon terms.

Support for the Seventy-two Resolutions was largely limited to Canada West where supporters argued that Central Canada would be the major economic benefactor in the proposed political union.

- The completion of the Intercolonial railway would open the Maritime markets to the products of Central Canada.
- The acquisition and European settlement of Ruperts' Land could also stimulate both manufacturing and mercantile activity in Quebec and Ontario.

In other regions of British North America, there was not a great deal of support for Confederation.

In the legislature of the Canadas, French-Canadian proponents of Confederation argued that the proposed federal union provided adequate protection for Quebec's francophone society and culture.

- Cartier and the Quebec delegation claimed success in ensuring that the provinces would have important "enumerated powers." They argued that the Quebec's legislature, dominated by the province's French majority, would possess the necessary powers to protect the French culture and language, and the Catholic religion.
- French-Canadian opponents of the proposed union, were led by A. A. Dorion. Dorion claimed that the new nation would be overwhelmingly anglophone. That English-speaking majority presented French Canada with the threat of being assimilated.
- The English minority within Canada East feared the creation of the province of Quebec with a provincial government dominated by the French-speaking majority.

Concepts (Knowledge Objectives)

Regionalism

Know that the federal union offered possible rewards for each of the regions:

- for prosperous and growing Canada West, a political union offered prospects for economic expansion to the West;
- for Canada East, a federal union could further the protection of the French language and culture; and,
- for the Maritimes, a union might lead to economic gains through construction of a transcontinental railway and promised federal subsidies. This potential led some of the Maritime colonies to reluctantly support a federal union with the larger Canadas.

Federalism

Know that establishment of provincial governments reflected the concern of the both the francophone population of Quebec, and the Maritime Provinces, that a single national government would be dominated by Central Canada and would not represent the interests and well-being of other regions and populations of the nation.

French Canada and the Federal Union

Know that at different times, before and since Confederation, French Canadians have perceived their culture and language as being threatened.

- Know that at those times, a vigorous debate ensued over how best to secure the future of French Canada's culture and the French language.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise defining the assumptions that underlie a paradigm.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise developing and applying criteria as a basis for coming to a conclusion.

What criteria should one develop to investigate the merits of major societal issues:

- impact on yourself?
- impact on your community?
- impact on your region? and/or,
- impact on the nation?

Should the well-being of a region or a particular population, take precedence over the well-being of the entire nation?

Should the well-being of the nation take precedence over the well-being of particular regions or populations within the nation?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Region, Influence, Power, National Decision Making, and Confederation.

See Activity Four of Unit Two Activity Guide for a more detailed outline of the suggested activity.

Indicate to the students that they will be engaged in the dialectical evaluation of the historical issue of francophone Quebec becoming part of the newly proposed nation of Canada.

Discuss with students some of contemporary issues and challenges that are threatening the unity of the Canadian nation.

- Inform students that one of the key challenges is the struggle between the provinces and the national government over jurisdiction in a number of areas.
- Note that the most significant manifestation of that issue is the issue of Quebec's future within the Canadian nation.

Point out that struggle over decision-making powers is not a new issue, and represented a significant challenge during the negotiations leading to Confederation.

- In each of the colonies, there was fierce resistance to transferring decision-making powers from the colony to the national government.

Provide the students with the **Student Information Sheet: *English-French Relations from the Colonial Period to Riel***. It provides a chronology of significant events/policies that influenced the relationship between English and French Canada.

Content

There was significant opposition to Confederation in the Maritime colonies.

- Each of the Maritime colonies initially rejected the Seventy-two Resolutions and the notion of Confederation. New Brunswick, the only colony to vote on the proposal, rejected it in March of 1865.
- In September of 1865, Macdonald promoted the cause of Confederation by promising the construction of the Intercolonial Railway if the colonies agreed on the Act of Union.

Six months after the Quebec Conference, plans for Confederation were stalled.

External forces influenced public opinion within British North America and promoted the proposal for a political union of British North America.

The U.S. Civil War and End of Reciprocity

The U.S. Civil War was a period of crisis in Anglo-American relations.

- British North America became involved/intertwined in the international politics of that crisis in relations.

Many Americans in the northern states felt that Britain was siding with the rebellious Confederacy.

- The British textile industry depended on imported cotton from the southern states before the U.S. Civil War. It was in Britain's interest to continue that trading relationship even during the Civil War.
- Confederate agents used British North America as a base to launch raids on northern U.S. settlements.
- The St. Albans Raid, the Trent Affair and the Fenian raids all strained relations between Britain and the United States.
- A number of leading U.S. politicians proposed invading and annexing Britain's colonies.

Although possessing adequate military power, the U.S. did not invade British North America.

- If the military option was not to be pursued, than other means of punishing the northern neighbour would be utilized.

Concepts (Knowledge Objectives)

External Influence

Know that the U.S. Civil War was period of crisis in Anglo-American relations and that crisis influenced the well-being of British North America.

Know that a number of the incidents that inflamed relations between the U.S. government and Britain directly involved British North America.

- Know that much of the American resentment towards Britain was directed at Britain's colonies in North America.
- Know that in October 1864, a group of Confederate agents used their base in Canada to raid St. Albans, Vermont. After robbing several banks and killing two Americans, the Confederates fled back to Canadian territory.
- Know that Canadian courts tried the Confederates but acquitted them. This outraged the U.S.

Know that some of the consequences emerging from the Civil War promoted the political process leading to Confederation.

Military Power

Know that the United States possessed sufficient military power to invade British North America.

- Know that the victorious North concluded the Civil War with a battle-trained army of over one million men. Neither Britain nor the colonial militias were sufficient to stop any American invasion.

External Influence

Know that the actions of other nations were to reveal again the vulnerability of the export-oriented economy.

Skills/Abilities Objectives

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise using the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

Learn to consider and use consequences as a test for evaluating logical arguments.

Values Objectives

Should all viewpoints surrounding major societal issues be evaluated in terms of the consequences of societal acceptance and application of those viewpoints?

Are viewpoints based on beliefs and assumptions necessarily inferior to viewpoints based on facts and evidence?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Application Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Region, Influence, Power, National Decision Making, and Confederation.

Have the students articulate a clear and concise statement of the issue being evaluated.

- What are the sub-issues within the major issue. Possible sub-issues or key questions include:
 - the ability of the smaller provinces and less powerful regions to influence national decision making;
 - division of powers between the national and federal governments;
 - delegation of powers to the provinces to ensure that the provinces have sufficient powers to protect their social and cultural identities;
 - rights for linguistic minorities;
 - process for amending the constitution to ensure that the national government cannot override/disregard the interests and concerns of the provinces;
 - representation in the Parliament to ensure that all provinces and regions have adequate influence in national decision making;
 - the impact of Confederation on provincial and regional economies; and,
 - the benefits and costs for a particular province or region.

The students could identify a number of key sub-issues/questions that will be addressed in the dialectical evaluation process.

Students should indicate Viewpoint A, which supports francophone Quebec entering into a political union, and the other viewpoint, Viewpoint B, which opposes francophone Quebec entering into the political union.

Have student groups provide evidence, arguments and logicalities that support the two viewpoints.

- Students should apply the same key issues/questions to both viewpoints.

Content

- In early 1865, the U.S. government gave notice that it planned to end the Reciprocity Treaty with British North America, terminate the Rush-Bagot Treaty, and force British North Americans to have passports when entering the U.S.

The ending of reciprocity generated support among British North Americans for a political union of the colonies.

Britain: A Colonial Reappraisal

While the U.S. army did not invade British North America the colonies were attacked by the Fenians.

- The Fenians, who were dedicated to Irish independence, hoped that by invading British North America, they could force Britain to grant Irish independence.

The American military threat and the Fenian raids caused Britain to re-examine its responsibilities to its British North American colonies.

- The sending of thousands of British troops to British North America, following the Trent Affair, initiated a debate over colonial defence responsibility and cost.

The British Government felt that a political union of the colonies and the formation of a new nation, within the British Empire, offered a number of advantages.

- A unified nation would be better able to finance and co-ordinate the defence of the region, thereby reducing the danger of American annexation.

The British government instructed its appointed Lieutenant-governors in New Brunswick and Nova Scotia to actively support the Confederation forces.

At the London Conference, in December of 1866, delegates from Canada, New Brunswick, and Nova Scotia agreed on terms to create a new nation.

- Queen Victoria signed the British North America Act into law on March 29, 1867 and on July 1, 1867 Canada became a nation.

Concepts (Knowledge Objectives)

Reciprocity

Know that strained relations between Britain and the United States contributed the U. S. cancelling the ten-year-old Reciprocity Treaty in 1866.

- Know that the Trent Affair and the Fenian raids further strained the relationship between the United States, and Britain and its North American colonies.
- Know that the cancellation of the Reciprocity Treaty forced the population of British North America to re-evaluate and debate their political and economic future.

Fenians

Know that several northern states were home to significant Irish populations.

- Know that one element of that population, the Fenians, also known as the Irish Republican Brotherhood, were an organization created to achieve Irish independence from Britain.
- Know that many Fenians believed that by invading British North America, they could force Britain to grant Irish independence.
- Know that the Fenians launched a number of invasions of British North America.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: External Influence, Strategic Interests, Expressions of Power, Colonialism Foreign Policy and Consequences.

See Activity Five of Unit Two Activity Guide for a more detailed outline of the suggested activity.

Practise making hypotheses based on reasonable assumptions and inferences.

Is it possible to develop a relationship between two nations that is mutually beneficial to both nations?

Have a class discussion on the ways one nation can influence the well-being of another nation.

- Focus the discussion on the nations that exercised a significant influence on the well-being of Canadians, at the end of the twentieth century.
- Why were those nations capable of influencing the well-being of Canadians?
- Identify how those nations influenced the well-being of Canadians.

Practise applying the thinking skills of:

- stating criteria that can be used to base decisions on; and,
- presenting tests such as consequences which justify the selected criteria.

Is it possible for a nation to sustain an equitable relationship with another more powerful nation?

Is it possible for a nation to maintain its sovereignty while maintaining a relationship with a more powerful nation?

Discuss Canada's relationship with the United States. Discuss aspects of that relationship over the past 50 years. Note economic, military and political relationships and events such as the Cold War.

- Note some of the concerns over that relationship, that have been raised by Canadians during the last 50 years.

Practise the skills associated with good argumentation and presentation.

What criteria should a nation adopt when evaluating possible or current relationships with other nations?

Discuss the relationship between British North America and the United States during the first half of the nineteenth century.

- Have the students respond to and discuss the following statement:
 - British North America's relationship with the United States was a "two-edged sword."

Have students groups assume the role of advisors to the following parties: the British Government, the U.S. Government, and the leadership in British North America.

- Each group will prepare position papers to its respective government concerning the state of relations between the above parties.

Content

Foundational Principles of Canadian Parliamentary Democracy

Confederation created the institutions and processes necessary to create a democratic society. The new nation's decision-making processes were based on a number of principles and institutions.

- **It was a representative democracy.** Citizens would elect representatives to the legislatures. The representatives would perform a number of tasks, including legislating on the citizens' behalf, and providing parliamentary support for, or opposition to, the government.
- **Governments could only remain in office for as long as they enjoyed majority support in the legislatures.**
- **Government was responsible.** The government had to seek a renewed mandate from the electorate periodically.

Parliament was composed of two Houses. The House of Commons was the elected House. Its members were elected on the basis of representation by population.

- The Commons was led by an executive responsible to that body.
- The Senate was created in part to respond to the concerns of the smaller provinces, and the concerns about the "dangers" of mob rule.
- Senate representation was equal, not proportional. Each region was promised the same number of senators regardless of population.

The Parliament of the day would be the supreme political decision-making body.

- No Parliament could be bound by the decisions of previous Parliaments, nor could it bind the decisions of future Parliaments.

A constitution defined the limits of government responsibilities and powers. An independent judiciary provided recourse for citizens in dealings with government.

While Macdonald had not been able to obtain a true legislative union, he was successful in making the federal government the dominant body.

Concepts (Knowledge Objectives)

Fenians

Know that a Fenian agent succeeded in assassinating D'Arcy McGee in 1870. McGee was one of the architects of Confederation.

British North America Act

Know that in 1982, the British North America Act became known as the Constitution Act, 1867.

Responsible Government

Know that governments that were responsible to the people were to be elected. The government of the day would only hold office as long as it commanded majority support in the House of Commons.

- Know that the House of Commons is composed of the elected representatives of the people.
- Know that provisions of the Constitutional Act ensured that a government had to hold a general election, within a limited period of time, to seek a new mandate to govern.

Parliamentary Supremacy

Know that the supremacy of Parliament is restricted in a number of ways:

- Parliament is supreme only in the areas of its responsibilities as outlined in the Constitution; and,
- since 1982, the Charter of Rights and Freedoms has restricted the powers of Parliament. The Charter identifies rights that cannot be encroached upon by any level of government.

Know that The House of Commons, the elected chamber, in practice has supremacy over the Senate.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historic and contemporary situations.

Practise defining assumptions that underlie a paradigm.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise applying the thinking skills of:

- stating criteria that can be used as a base for decisions; and,
- presenting tests such as consequences to evaluate the criteria selected.

What is the responsibility of citizens to ensure that democracy is functioning as intended?

What is the responsibility of elected officials to ensure that democracy is functioning as intended?

Does the existence of a democracy ensure that all citizens/groups are represented in the elected bodies that determine societal and political decision making within the nation?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Representative Democracy, Responsible Government, Parliamentary Supremacy, and Accountability.

Discuss the principles that govern contemporary Canadian national and political decision making, and the operation of government.

- Those principles might include:
 - representative democracy;
 - responsible government;
 - Parliamentary supremacy;
 - law codes that govern public and private behaviour; and,
 - political rights associated with Canadian citizenship.

Have the students generate examples of how those principles actually operate in contemporary Canadian society.

- Discuss why the presence and application of these principles is important to democracy in Canada.

Have the students identify how the British North America Act provided for application of the principles of representative government, responsible government and parliamentary supremacy.

- Have the students determine whether those principles were actually being practiced on the eve of Confederation.
- Provide the students with the following questions that could help guide their research.
 - Were all adult citizens allowed to participate in the political decision-making processes in mid-19th-century British North America?
 - Were all adult citizens equally able to run for election?
 - Was it possible for any citizen to run for elected office?

Have the class apply the same set of questions to contemporary Canadian society.

Content

Section 91 of the B.N.A. Act, gave the federal government significant powers over all matters of a "general nature" ranging from trade and commerce to defence.

- The federal government was given "residual powers," i.e., the right to make laws not "expressly reserved" for the legislatures of the provinces.
- The federal government was given control over international and interprovincial trade, foreign policy and defence, criminal law, Indian affairs, currency and banking, and fisheries.
- The federal government appointed the provincial lieutenant-governors and could disallow any provincial law that it deemed in contravention of a federal statute.
- To add economic clout to its political power, only the central government was given the right to levy both direct and indirect taxes.

The B. N. A. Act created provincial legislatures for each province. The central government would not entirely supersede the provinces and provincial legislatures. The division of powers gave the provinces full autonomy over matters of a "merely local or private nature."

- The provinces were given control over property, civil rights, religion and education.
- The provinces would control commerce within their borders, natural resources, public lands, civil law and municipal administration.

The new nation possessed the parliamentary instruments necessary to establish a democratic society; however, the new nation was not a democracy.

- Long-standing electoral practices and assumptions continued to distort the electoral process.

The architects of Confederation reflected the belief that the possession of property was a necessary condition for holding public office.

- Practices such as the secret ballot and universal suffrage, even universal male suffrage, were viewed with suspicion.

Not all the citizens of the new nation had equal and meaningful access to political decision-making processes.

Concepts (Knowledge Objectives)

Education

Know that French-Canadian leaders wanted to structure the educational institutions of Quebec to protect French Canada's culture, language and religion.

- Know that two school systems, separated along religious lines, were developed. Although Church-controlled, the Catholic system was tax-supported, and the curriculum and standards were controlled by a Catholic committee that was dominated by the Catholic bishops.

Education Rights

Know that the new Constitution also provided protection for educational rights acquired by law or custom before Confederation. That protected the tax-supported separate schools of Canada West and the Protestant schools of Canada East.

French Canada and Confederation

Know that at different times, before and since Confederation, French-Canadians have perceived their culture and language as being inordinately threatened.

- Know that at those times, various solutions emerge/re-emerge and are articulated as to how best to guarantee the future of French Canada's culture and identity.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the key attributes of concepts and paradigms.

Practise developing and applying criteria as a basis for making judgements.

Learn to define the assumptions that underlie a paradigm.

Should the expectations and criteria we apply to our elected officials be more rigorous than those we apply to ourselves or any other citizen?

Should an elected representative always represent the views of the majority of the citizenry he/she represents?

What are the responsibilities of elected representatives towards those who hold minority views?

What criteria should a person use to select an elected representative:

- personal character of the candidate?
- party affiliation of the candidate?
- education and occupation of the candidate?
- candidate's position on key issues? and/or,
- political experience of the candidate?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Responsible Government, Representative Government, Constitution, and Accountability.

Discuss the representative role of an elected official such as a member of parliament or member of the provincial legislature.

- Why do we elect representatives to governing bodies?
- Have the students generate a list of their expectations regarding the role and responsibilities of an elected official.
- Have students generate criteria they could use to evaluate the performance of an elected representative.
- Should the expectations and criteria we apply to our elected officials be more rigorous than those we apply to ourselves or any other citizen?

Discuss how we ensure that the elected representatives meet our expectations.

Discuss how our elected leaders are made accountable for their policies and actions.

- Have some students focus on the role of the citizen in making our elected officials accountable for their actions.
 - Have some students focus on the role of the Constitution in ensuring that elected officials are accountable for their actions.
 - Discuss how the Constitution and the rights of citizens to participate in societal decision making are interconnected.
 - For example, citizens have the right to vote in elections to determine who their elected representative will be and which political party/group will form the government.
 - The Constitution and the Charter of Rights guarantee that elections will be held within a specific time periods and that all citizens have the right to vote.
-

Content

- **Women were not permitted to vote. First Nations persons were also deprived of the right to participate in national decision making.**

In the first federal election, in November 1867, only a limited number of Canadians - males who owned property - could vote.

- Those who could vote had to declare their party preference openly, because there was no secret ballot. The system of open voting led to abuses. Employers often coerced employees to vote "the right way."

The Liberal government of Alexander MacKenzie, in the 1870s, instituted a number of electoral reforms, including:

- introduction of the secret ballot;
- the practice of holding the entire general election on the same day;
- extending the franchise effectively to all non-Native males, whether they held property or not; and,
- ending the system of dual representation which had allowed an individual to hold a federal and a provincial seat simultaneously.

The Search for Economic Well-being: The National Policy

The proponents of Confederation had argued that a political union would promote economic growth and prosperity for all regions of the new nation.

- **Confederation was now a reality and a strategy was needed to achieve the promised growth and prosperity.**

That strategy rested on two goals:

- **securing access for Canadian products and resources to the markets of the world; and,**
- **developing a viable national economy that would generate economic activity and significantly contribute to the national well-being.**

With the ending of reciprocity, attention focused on developing a national economy.

- **The economic paradigm, as embodied in the National Policy, envisaged a nation-wide economy that integrated the resources of the nation's regions.**

Concepts (Knowledge Objectives)

Reciprocity

Know that while the economic and political leaders in the new Dominion still desired a reciprocity agreement with the United States, they focused their attention on the creation of a domestic Canadian market.

Know that the leader of the Conservatives and author of the National Policy, Sir John A. Macdonald, did not reject the conventional wisdom that the new Dominion's economic well-being depended on free trade with the United States.

- Know that while Opposition Leader in the mid-1870s, Macdonald had made several trips to Washington to promote a reciprocity treaty.
- The unwillingness of the Americans to accept such a proposal forced Macdonald to pursue another strategy for economic development.

National Policy

Know that the goals of the National Policy influenced the course of economic development for the regions of the nation.

Know that the National Policy articulated different economic roles for the different regions of the nation and that implementation of policies to fulfil those roles have had long-term consequences for the peoples of those different regions.

Power

Know that the economic well-being of the populace of Central Canada depended on a vibrant manufacturing sector, and the political well-being of national governments, including Macdonald's, depended on meeting the needs of that population.

Economic Well-being

Know that Canada's economic policies have been directed towards two goals: to secure international markets for Canadian exports, and to develop a nation-wide diversified domestic market.

Skills/Abilities Objectives

Practise developing and applying criteria as a basis for coming to conclusions.

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise using the moral tests of:

- role exchange;
- universal consequences; and/or,
- new cases.

Values Objectives

When making political decisions, should an elected representative be influenced by:

- her/his personal values and beliefs?
- the policies advocated by the representative's political party?
- the desires of the majority of the electorate?
- an opportunity to enhance the political fortunes of the elected representative? and/or,
- the well-being of the nation?

Should the interests of the elected representative's constituents take precedence over the interests of the larger society?

Is the nation more than the sum total of its parts?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Application Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Responsible Government, Representative Government, Constitution, and Accountability.

Note that elections are not the only method available to influence the actions and policies of our elected officials.

- Have students identify other methods that are available.

Note that there have been suggestions/methods to make the elected representatives and the decisions made more reflective of the majority opinion of the constituents. These include:

- use of referendums; and,
- recall procedures to remove elected officials before or between scheduled general elections or by-elections.

Provide students with some contemporary events/issues that have given support to such procedures such as referendums or recall of elected representatives.

Have students engage in a dialectic on the following value issues:

Is an elected representative's primary responsibility to reflect and support the opinions and interests of the majority of his/her constituents?

Should the expectations and criteria we apply to our elected representative be more rigorous than those we apply to ourselves or any other citizen?

Should all citizens have an equal right to participate and influence our political decision-making processes?

Would the repeated use of referendums and recalls mean that the majority would always succeed in instituting its agenda and goals?

Content

Both geography and politics were to influence the economic role assigned to each region.

- This economic role was influenced by the region's resources that were deemed valuable and readily available.

National political decision makers had to consider the political influence and power of Central Canada, home to most of the nation's electorate, when developing economic strategies and policies.

- The nation's manufacturing and industrial "heartland" would be located in Central Canada where most of the nation's population and the largest consumer market were located.

The West and the Atlantic region would serve two functions: supply the industries of Central Canada with raw resources and serve as markets for the products of those industries.

Aspects of the economic plan were implemented over a forty-year period, often in response to changing economic and political realities.

- A world-wide depression in the mid-1870s, led U.S. manufacturers to dump their products on the Canadian market. In response, Canadian manufacturers appealed for protection in the form of high tariffs to restrict imports and foreign competition.
- The Conservatives campaigned on a high-tariff platform in the federal election of 1878. The Conservatives had the support of the Canadian Manufacturer's Association during that election. The Conservatives won the election.

Macdonald's government had two objectives when it introduced a high tariff policy, namely:

- to protect fledgling Canadian industries from U.S. and foreign competition; and,
- to encourage U.S. firms to by-pass the tariffs by establishing Canadian branch plants and employing Canadian workers.

While protecting Canadian industry from its American competitors was essential, it was also essential to develop a domestic market for industry.

Concepts (Knowledge Objectives)

Regionalism

Know that both regions and populations within the nation often act as interest groups seeking to influence national decision-making processes to secure their respective well-being.

Decision Making

Know that the regions of Canada have varying degrees of political and economic influence over national decision making.

- Know that Central Canada's population had considerable political power, in terms of voters, and that translated into ensuring that Central Canada had a significant influence on how the National Policy was constructed.

Know that national political leaders were aware of the economic and political power of Central Canada and that awareness influenced policy making.

Interest Group

Know that the Canadian Manufacturer's Association was formed in 1874.

- Know that the Association represented a wealthy and powerful sector that could influence the success of political parties.
- Know that there were nearly 40 000 manufacturers in Canada in 1871. They employed over 180 000 people.
- Know that the Association was prepared to involve itself in federal elections to secure favourable legislation.

National Policy

Know that the prevailing economic paradigm provided a compelling need to secure the West.

- Know that a populated Prairies, with an agricultural-based economy, could supply resources for both domestic and export markets, and become an expanding market for the goods of Central Canadian manufacturers.
- Know that business interests and land developers in Ontario looked eagerly at the settlement potential of the West.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise defining assumptions that underlie a paradigm.

Practise developing and applying criteria as a basis for coming to a conclusion.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Learn to consider and use consequences as a test for evaluating logical arguments.

Do governments desire and actively solicit the opinions of all segments of society in determining national economic, political and social policies?

What criteria should determine a population or region's influence on national decision making:

- population size?
- economic contribution and importance of the region?
- economic and social conditions within the region? and/or,
- geographic and environmental factors?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: National Policy, Region, Influence, Power, Interest Group, Decision Making, and Consequences.

See Activity Six of Unit Two Activity Guide for a more detailed outline of the suggested activity.

Have the students identify the interest groups that dominated the national decision processes surrounding implementation of the National Plan and economic development of the North West.

- Who were the largest groups and decision makers within the new nation?
- What groups and regions possessed the greatest political power?
- What societal groups had limited and/or restricted influence over national decision making?
- Who were the decision makers that formulated the National Policy and who did they represent?
- What were the domestic influences that led the decision makers to accept the National Policy's vision of the nation?
- What past external political and economic events influenced Canadian decision makers?
 - Corn Laws and their repeal?
 - U.S. expansionist sentiment? and/or,
 - reciprocity agreements and annulments.

Assign student groups to represent the regions within the new nation - Central Canada, Maritimes, and North West.

Each group should:

- identify the role of their region in the economic paradigm that guided the National Policy;

Content

The Canadian West and the Euro-Canadian Vision

A populated Prairies, with an agricultural-based economy, could supply resources for both the domestic and export markets, and serve as a protected market for the manufactured products of Central Canada.

It was necessary to complete a number of tasks in order for the West to fulfil its economic role. Those tasks included:

- acquiring Rupert's Land from the Hudson's Bay Company, and asserting Canadian sovereignty to fend off any American territorial designs;
- settling the West with Euro-Canadians, who would develop an agricultural-based economy;
- avoiding resistance to Euro-Canadian settlement by concluding treaties with the First Nations of the region; and,
- constructing a railway that would unite the West, including British Columbia, with Central Canada.

Successive federal governments were to initiate policies and actions aimed at achieving those goals.

Acquisition of Rupert's Land was a priority of the first government of the new nation. The prospect of large-scale American migration into the sparsely populated Rupert's Land, followed by American annexation, seemed a real possibility to many British North Americans.

- The American purchase of Alaska from Russia in 1867 heightened Canadian fears.

The MacDonalld government moved swiftly to secure Rupert's Land during the Dominion's first parliamentary session. On December 1, 1869, the new Dominion assumed ownership of Rupert's Land from the Hudson's Bay Company.

The policies and actions surrounding the acquisition of Rupert's Land and the European settlement of the region were to significantly reflect the interests and agenda of Central Canada.

- However, the acquisition of Rupert's Land involved more than a land transaction.

Concepts (Knowledge Objectives)

National Policy

Know that to fulfil the Canadian West's economic role, as envisaged in the National Policy, it would be necessary to accomplish a number of tasks, some of which were to have profound consequences for the peoples of Rupert's Land. Those tasks included:

- acquiring Rupert's Land from the Hudson's Bay Company;
- repelling American territorial designs on the North West by asserting Canadian sovereignty over the region;
- settling the West with Euro-Canadians who would be needed to develop the agricultural-based economy;
- avoiding resistance to Euro-Canadian settlement by concluding treaties with the Aboriginal peoples of the region; and,
- constructing a of railway that would unite British Columbia, the West, and Central Canada.

Know that proponents of this vision saw the West being populated by European-Canadians. The interests and rights of the existing resident population of Rupert's Land were not deemed to be of any significant importance.

Canada Act

Know that the *Canada Act* transferred ownership of Rupert's Land from the Hudson's Bay Company to the Dominion of Canada on December 1, 1869.

Manifest Destiny

Know that the perception that the U.S. represented a significant threat to British North America became a catalyst promoting Confederation and the expansion of the nation.

Know that many American politicians felt that it was the manifest destiny of the United States to take control of all of North America.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise making hypotheses based on reasonable assumptions and inferences.

Practise developing and applying criteria as a basis for making judgements.

Practise using an analytical grid to categorize and classify information so that it can be analyzed.

Within a diversified nation such as Canada, is it possible to develop policies that ensure that the well-being of all regions are being enhanced?

Within the Canadian nation, is there any justification for securing the well-being of one population or one region of the nation, at the expense of the well-being of another population or region?

Do Canadians residing in prosperous regions have any responsibility to provide assistance to Canadian living in less-prosperous regions?

Continuation of the Concept Development Lesson for: National Policy, Region, Influence, Power, Interest Group, Decision Making, and Consequences.

- determine the actions necessary to secure the economic and social well-being of their respective regions; and,
- determine the ability of their region to influence national decision making and the formulation of the National Policy.

Have the class discuss the following issues:

- Did the Policy reflect the interests of all the peoples within the colonies?
- Did the Policy favour one region of the new nation over other regions of the nation?

Each group will evaluate whether the policies carried out to fulfil the National Policy's economic strategy benefited its region and population.

Possible indicators that could be used to determine a region's well-being could include:

- long-term population growth rates;
- unemployment and poverty levels;
- degree and frequency of the need for federal assistance;
- level of diversification of the region's economic activity; and,
- vulnerability of a region's economy and wealth-creating activities to external influences.

Each region will present its report on the issue of whether the region benefited from the National Plan.

Content

- **The resident populations in Rupert's Land were concerned about their futures as new citizens within a new Nation.**
- **The two largest Prairie populations, the First Nations peoples and the Métis, were largely not consulted in the process.**

The incorporation of the North West into the new nation, and the economic vision for that region, revealed existing societal assumptions about the nation's Aboriginal population.

Securing the Canadian West: New Canadians and Their Well-being

Anxious to prepare the North West for the expected influx of Euro-Canadian settlers, the federal government sent land surveyors to the Red River colony in August of 1869.

- The appearance of government surveyors created anxiety among the Métis of Red River, who feared that their cultural and economic well-being would be threatened by the ensuing influx of European and Canadian settlers.
- As custom, not courts, determined land title within Métis culture, the Métis feared that the new settlers would claim that the Métis did not have legal ownership of the lands they occupied.

The Métis fears were, in part, based on their experiences with some Canadians who had arrived at Red River in the early 1860s. Some were land speculators, who viewed the Métis and Aboriginal populations as being uncivilized and as roadblocks to European settlement.

- Although only representing a few hundred residents out of a population of 12 000, the Canadians and their Canadian Party, exercised considerable influence over members of the federal government in Ottawa.

In October 1869, the Métis National Committee was established with Louis Riel serving as its secretary. The Committee's goal was to prevent a Canadian takeover of Red River until firm guarantees for the Métis had been won.

- The federal government refused to negotiate with the Committee. In November 1869, the Métis prevented the first lieutenant-governor, William McDougall, from entering Red River.

Concepts (Knowledge Objectives)

Manifest Destiny

Know that sparsely populated Rupert's Land seemed a likely candidate for American expansion. If the new Dominion did not act quickly, the vast region would be lost to the Americans.

- Know that the U.S. had already dispatched a consul to Red River with the goal of annexing it.

Decision Making

Know that the acquisition of Rupert's Land involved more than a land transaction.

- Know that there were resident populations, in Rupert's Land, who were concerned about their futures as new citizens within a new nation.
- **Know that the federal government did not consult the Aboriginal population and other residents of Rupert's Land in determining their opinions and needs.**

Métis

Know that the people of the Red River area were less enthusiastic about the transfer of Rupert's Land to the new Dominion.

- Know that the Métis were concerned about the activities of Canadian government land surveyors before the official transfer in late 1869.

Know that Canadian acquisition of the North West had consequences for the Métis people of that region.

- **Know that large-scale migration of Euro-Canadian settlers to the North West was seen by the Métis as a threat to their traditional economy and cultural identity.**
- Know that the grid system of parcelling the land, used by the government surveyors, threatened the river lot system of land division which the Métis had adopted from Quebec. The Métis feared that they would lose their land to English-speaking newcomers.
- **Know that the Métis sought, through negotiations, recognition and protection of their rights and landholdings.**

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise developing and applying criteria as a basis for making judgements.

Practise identifying forces and actions that contribute to a policy decision or course of action.

Should the interests and well-being of one population or region take precedence of the interests and well-being of the entire nation?

Who should determine policy priorities or orientations for particular regions of the nation:

- population within that region? and/or,
- national consensus that reflect national interests?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Aboriginal Rights, Culture, Assimilation, and Collective Rights.

Discuss and identify the actions that would have to take place in order for the North West to fulfil its economic role as envisaged in the National Policy.

The following actions/policies should be included in the discussion:

- large-scale migration to the region to develop an extensive agricultural base and a population market for the manufacturers of Central Canada;
- development of a strategy to reduce such obstacles created by the populations residing in the region; and,
- construction of a transcontinental railway to transport people, goods, and resources.

Have students discuss the implications of the National Policy for the peoples residing in the North West.

- Note that the people of Red River were not consulted nor involved in the negotiations that transferred title to Rupert's Land from the Hudson Bay Company to Canada.

Note the specific populations living in Rupert's Land and discuss the lifestyle of those peoples.

- Have the students discuss the society the Métis had evolved and why it was a distinctive society.
- Note the river-front land division, language and role of the Church in Métis society.

It is important to consider the realities facing the Métis people of Red River:

- the disappearance of the buffalo;
- the exploitation and near-extinction of fur-bearing animals in a growing area of the North West;

Content

In December 1869, the Métis established a provisional government led by John Bruce and Louis Riel.

- Prime Minister McDonald refused to recognize the provisional government and unsuccessfully attempted to persuade Britain to send a military force to suppress the uprising.

Supporters of the Canadian Party attempted to oust the Riel government several times. The Métis arrested a number of Canadian Party supporters, including an Ontario Orangeman, Thomas Scott. Scott was an intransigent prisoner and called upon supporters to overthrow the Métis government. Scott was tried and executed by Riel's government in March of 1870.

The execution of Scott caused a great division within nation.

- Protestant Ontario, viewed Scott as a hero, and demanded that Riel and other Métis leaders, be punished for Scott's execution.
- In Quebec, Riel and the Métis were viewed as a French-Catholic minority attempting to resist being overwhelmed by an English-Protestant majority.

In an attempt to diffuse the political crisis, Macdonald agreed to negotiate with the Métis provisional government. An agreement was concluded with the Manitoba Act of May 1870.

- This Act, which created the new province, included provisions to reflect the concerns of the resident populations.
- English and French were considered official languages, and both Protestant and Catholic school systems were permitted.
- The government promised to provide the Métis with title to the lands they occupied and to make provision for the needs of future Métis generations.

The federal government sent a large military force, led by Colonel Garnet Wolseley, to occupy the new province. The force consisted of many Ontario Orangemen, some of whom wanted to revenge the execution of Thomas Scott.

- Riel and other Métis leaders fled Red River.

With the disappearance of the buffalo in Manitoba, and no land settlement in sight, many Métis migrated to present-day Saskatchewan.

Concepts (Knowledge Objectives)

Population

Know that in 1871, the population of Red River was nearly 12 000. Included in that population were:

- 5 757 French-speaking Métis;
- 4 083 English-speaking Métis;
- 1 200 Whites; and,
- 558 First Nations' peoples.

Manitoba

Know that the issues and events surrounding the creation of Manitoba produced a number of consequences:

- protection of the rights of the resident population, particularly the Métis, divided English- and French-speaking Canada;
- failure of the federal government to deliver on its promise to secure the rights of the Métis led to an exodus of Métis to lands along the South Saskatchewan River; and,
- Louis Riel emerged as a leader of the Métis at Red River. Although he fled to the United States, he remained a controversial figure. For the Métis and French Canadians, he symbolized the defence of French culture and Catholic religion. To English Canadians, Riel was guilty of "murder" and should be punished.

Manitoba Act

Know that the Manitoba Act contained provisions that reflected the unique population composition of the new province. These provisions included:

- English and French would both be official languages;
- denominational schools, both Catholic and Protestant, would be permitted; and,
- the Métis would receive title for the lands they currently farmed as well as 1.4 million acres of farmland for use by their children.

Skills/Abilities Objectives

Practise identifying probable consequences as a basis for evaluating policy and action options.

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Practise identifying how the parts are related to each other and to the whole.

Practise the skills associated with good argumentation and presentation.

Values Objectives

Does a national government have any moral or legal responsibilities to protect the cultural identity of any particular population within the nation?

Who is responsible for protecting the cultural identity and well-being of particular populations within the nation?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: Aboriginal Rights, Culture, Assimilation, and Collective Rights.

- the arrival of a growing number of non-Métis to Red River and the gradual establishment of an agricultural-based economy;
- the cultural, religious and linguistic differences that existed between the Métis and the non-Métis in Red River;
- the actions and attitudes of the Canadian Party in Red River; and,
- the uncertainties surrounding the acquisition of Rupert's Land by Canada.

Have students prepare an editorial, for a newspaper of the day that either supports the government's vision of developing the North West or opposes that vision.

The editorials in support of the government's vision should:

- indicate the positive consequences of the plan for the Métis and other residents of Red River;
- indicate the "necessities" associated with the acquisition of the North West for Canada; (Note the influence of the United States); and,
- indicate the positive economic and political consequences of the plan for the nation.

The editorials in opposition to the government's vision should:

- discuss the concerns of the Métis and what the Métis sought from the federal government, to ensure their culture and well-being;
- indicate the negative consequences for the Métis and the other residents of Red River; and,
- indicate the negative consequences of the "plan" on the national unity.

Have the students present their editorials to the class and discuss the merits of both arguments.

Content

From Sea to Sea: British Columbia and Prince Edward Island

The entry of British Columbia into Confederation, when compared to the creation of the Province of Manitoba, was a much less controversial action. There was some controversy over the specific terms of the entry.

The Canadian government moved quickly to acquire British Columbia. Geography made the colony a possible candidate for American expansion. The colony was sandwiched between Alaska to the north and Washington to the south.

- Although larger than the nation's original four provinces, it had only a population of 36 000.
- The mountains represented a formidable barrier that separated the colony from the new Dominion. The barrier favoured commercial, transportation, and communication links with the U.S. Pacific coastal centres.
- The Canadian government promised to begin construction of a transcontinental railway linking the colony to the rest of the nation. The railway would be completed in ten years.
- On July 20, 1871, British Columbia became the sixth province of the Dominion of Canada.

The Canadian Pacific Railway: An Alliance of Government and Business

The transcontinental railway scheme was first proposed by Macdonald in the early 1870s.

- After a competition, the construction contract was awarded to George Stephen and Donald Smith.
- The terms of the contract were attacked by the opposition Liberals, as being too generous, and led to the Pacific Scandal of 1873 that brought down Macdonald's government.
- The succeeding Liberal regime of Alexander Mackenzie attempted to build the railway under public ownership, in stages as financing permitted, and as economic necessity dictated.
- During the 1878 federal election, Macdonald championed the urgency of constructing an all-Canadian railway to the Pacific in order to secure the West from American annexation.

The project ran into financial difficulties on several occasions and had to be rescued from bankruptcy by further government grants.

Concepts (Knowledge Objectives)

British Columbia

Know that British Columbia's terms for entering Confederation included:

- the construction of a railway linking British Columbia with the rest of the Dominion.
- that the Canadian government agreed to assume the new province's debt; and,
- that the Dominion Government agreed to start construction of a railway to the colony within two years.

Prince Edward Island

Know that the residents of Prince Edward Island faced a bleak financial and economic situation in the early 1870s. The colony had gone heavily in debt in attempting to build its own railway.

- Know that Ottawa offered to provide the colony with a grant of \$800 000 to buy out absentee landowners, take over the Island railway, pay a generous subsidy, and guarantee communications between the Island and the mainland.
- Know that on July 1, 1873, Prince Edward Island became the seventh province of Canada.

Interest Group

Know that Macdonald's railway proposal was supported by powerful manufacturing interests.

- Know that they had benefited from the National Policy's of high tariffs and now their factories needed markets for their products.
- Know that a populated West could become one market. A railway through the West would lead to widespread settlement of that region.

Canadian Pacific Railway

Know that contract included the following provisions for the syndicate. They:

- received a cash subsidy of \$25 million;
- received one-half of the arable land in a belt 40 km wide on either side of the proposed CPR route from Winnipeg to the Rockies;
- received the 1 200 km of railway already constructed and under public ownership;
- received a monopoly on rail traffic for a period of twenty years; and,
- received perpetual exemption from all taxation.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise developing and applying criteria from the critical attributes of a concept for the purpose of evaluation.

Practise the skill of role-playing to gain a better understanding of historical events and situations.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise the skills associated with good argumentation and presentation.

What criteria should a person use to evaluate leaders?

Is it possible for leaders to reflect the interests of all the citizens of their nation?

Are there common challenges and opportunities facing all Canadians?

Should the well-being of a particular segment of a society - population or region - take precedence over the well-being of the larger society?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Activity for: Paradigms, Leadership, Worldview, Decision Making, and Communications.

See Activity Seven of Unit Two Activity Guide for a more detailed outline of the suggested activity.

Discuss with the students aspects of the role of a national leader. Discuss the characteristics of leadership.

- What qualities do you believe a leader should possess?

Provide several historical examples of leaders rallying their nations and peoples to face significant challenges.

Have several groups of students assume the role of Prime Minister of Canada at the time of Confederation and the development of the National Policy. They are to prepare a speech the addresses:

- the challenges that have faced Canadians since the early contact period;
- the challenges that faced Canadians during the mid-19th century;
- the achievements of Canadians in that same period of time;
- the strengths of the nation that enables Canadians to meet old and new challenges and opportunities;
- goals to which the nation should direct its efforts; and,
- the principles that should guide the decisions that the nation will have to face in the future.

Individual members of the groups could assume the responsibility for certain aspects of speech. The group has to agree on all the aspects of the speech, and select one or two members to deliver the speech to the class.

- The group can use graphs, charts and other communication devices, to communicate its message to the Canadian people (class).

Content

- The transporting of Canadian troops, during the 1885 North West "Rebellion," convinced the Canadian public of the railway's value.
- The railway was completed in 1885.

The Treaties and the Indian Act

Before a Euro-Canadian population could establish an agricultural-based economy, arrangements had to be made to extinguish First Nations' title to most of the fertile lands of the southern Prairies.

- **The Indian Department's Procedural Guidelines issued in 1830, provided the blueprint for the government's plan.**

First Nations peoples were to be collected and settled in villages on lands set aside for them.

- The government would provide for their education and instruction in agriculture-related activities, and support the work of the missionaries.
- The government would assist the First Nations in building homes, procuring seeds and agricultural implements. The government also promised to provide certain rations.

A number of conditions/events in the Northwest were to influence the speed and terms of the treaty negotiations.

- The ending of the Hudson's Bay trade monopoly opened the fur trade to fierce competition. A number of traders used liquor and deception to get furs. The Cypress Hills massacre was the most serious of many incidents of violence between traders and First Nations peoples.
- The traditional Prairie economy that rested on the great buffalo herds was rapidly disappearing. Many First Nations leaders realized that an alternative means to ensure economic survival had to be found.
- The First Nations were well aware of the plight of First Nations in the western United States, where relations between the government and settlers and the First Nations were characterized by considerable violence.

Faced with these realities, many First Nations reluctantly concluded treaties with the Canadian government.

Concepts (Knowledge Objectives)

Know that building the railway required an importation of both capital and labour.

- Know that much of the financing for the project came from the United States. By 1883, almost 53 percent of the company's shares were held by Americans.
- Know that much of the line was built by Chinese and Irish immigrant labour.

First Nations

Know that the federal government planned to relocate the First Nations peoples to reserves and thereby make the land available for European settlers to establish an agricultural-based economy. The Indian Act would execute the government's plan for the First Nations.

Assimilation

Know that the Canadian government had two goals that guided its actions towards the First Nations' Peoples of the North West:

- to open the lands to Euro-Canadian settlers, in such a manner as to avoid excessive violence; and,
- to implement policies that would lead to assimilation of the First Nations peoples who resided in the former Rupert's Land.

Treaties

Know that the Canadian government planned to acquire the lands of the Canadian West by negotiating treaties with the First Nations and that those treaties extinguished First Nations' land claims.

Cypress Hills Massacre

Know that, in 1873, a number of whisky traders from Montana clashed with members of the Assiniboine Nation.

- Know that more than thirty Assiniboine men, women and children were killed by the traders.
- In 1874, the North West Mounted Police was established with the goal of restoring law and order in the North West.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise applying the criteria from the critical attributes of a relevant concept.

Practise defining the assumptions that underlie a paradigm.

Practise applying the thinking skills of:

- stating criteria that can be used as a base for decisions; and,
- presenting tests such as consequences to evaluate the criteria selected.

Is there a sense of superiority in the act of seeking to assimilate another society or culture?

Should the agenda of the cultural majority determine the national agenda and policies towards cultural minorities?

Do all societies exhibit aspects of assimilation towards newcomers to their societies?

Do all societies exhibit aspect of accommodation towards groups within their society, or towards newcomers to their society?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: National Policy, Decision Making, Assimilation, Accommodation, Segregation, and Consequences.

Provide the students with definitions of the concepts of assimilation, accommodation, and segregation.

- Assimilation occurs when one culture imposes its values, beliefs and practices on other cultures with the goal of having that culture adopt those values, beliefs, and practices.
- Accommodation occurs when two cultures, living in close proximity, maintain their own identity while sharing specific aspects of each's other's culture.
- Segregation occurs when one culture isolates or confines another culture for the purpose of reducing contact between the two cultures.

Have the students identify contemporary examples of peoples/societies being guided by each of the three relationships.

Use key questions to identify societal assumptions that surround each of the three types of relationships.

- Why would a society seek to assimilate another society?
- Is there a sense of superiority in the act of seeking to assimilate another society or culture?
- What are some of the rationalizations used to support a policy of assimilation?
- Does the acceptance of a policy of accommodation imply a belief in the equality of peoples?

Content

Between 1871 and 1877, treaties were negotiated which resulted in Canada acquiring virtually all lands from Lake Superior to the Rocky Mountains.

- All the Western treaties included provision for farming equipment and livestock. In Treaties No. 1 through 11, the government committed itself to providing either teachers or schools for each reserve.
- The differing terms in each treaty were largely due to the negotiating skills of the chiefs.

The treaties indicated the terms of the land transfer and created reserves. The Indian Act was an instrument to implement the treaties, govern reserve life, and effect a policy of assimilation.

The Act gave the Department of Indian Affairs pervasive control over virtually all aspects of the lives of First Nations peoples.

- **It permitted the government to supervise the economic, political, social, and many personal decisions of First Nations peoples.**
- Traditional First Nations government was superseded in the Act by band chiefs and councils, whose elections, terms, and powers were clearly delineated. All band decisions were to be reviewed by Department officials.
- Land on reserves could not be sold, except to the Crown, and then only with the consent of the band. However, Section 35 of the Act, gave the Minister the power to take reserve land if it is in the public interest.

Assimilation and Agriculture

One goal of the Indian Act was to have the nomadic First Nations adopt an agriculture-based lifestyle, thereby hastening their assimilation.

However, a number of factors/policies worked against the establishment of agriculture on reserves.

- First Nations farmers faced the same difficulties as the early settlers - frost, drought, hail and poor markets.
- Much of the reserve lands proved to be unsuitable for agriculture and provisions of crucial resources such as oxen, implements and seed, were inadequate.

Concepts (Knowledge Objectives)

Buffalo

Encroaching settlement, modern firearms, and the demand for buffalo robes and buffalo tongues all combined to decimate the buffalo. Many First Nations peoples faced starvation.

- Know that in 1877, the governing Council of the North West Territories, forbade the killing of cows and calves under two years of age. By 1879, the buffalo had virtually disappeared.

Treaties

Know that between 1871 and 1877, the Dominion negotiated seven treaties with the Crees, Chippewas, Ojibwas, and Blackfoot.

Know that the First Nations and the Canadian government held differing assumptions concerning the terms and meaning of the treaties.

Know that not all First Nations peoples moved quickly or quietly into the reserves.

- Know that the treaties included the right to hunt and fish throughout the entire treaty area.

Indian Act

Know that the Indian Act was created in 1876 and revised in 1880.

- Know that the Act was to be the instrument to effect a policy of assimilation. It permitted the government to supervise the economy, politics, education, land and many personal decisions of First Nations peoples.

Know that the Indian Act regulated most aspects of the lives of First Nations peoples, including:

- the election of chiefs and band councils;
- taxation and legal rights;
- trading between First Nations and non-First Nations peoples;
- establishment of schools;
- estates and wills of First Nations peoples;
- loans to First Nations peoples;
- the sale or barter of produce; and,
- the definition, interpretations and registrations of First Nations peoples.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise identifying the assumptions that surround and underlie a paradigm.

Practise identifying consequences as a means of evaluating policies and actions.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise applying the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

Do all societies exhibit aspects of accommodation towards groups within their society, or towards newcomers to their society?

Do all societies exhibit aspects of segregation towards groups within their society, or towards newcomers to their society?

Is it possible for a minority to resist pressures for assimilation exerted by the dominant culture?

Should government be involved in defining the form of the relationship that evolves among groups within a society?

Continuation of the Concept Application Lesson for: Concept Application Lesson for: National Policy, Decision Making, Assimilation, Accommodation, Segregation, and Consequences.

- What are some of the rationalizations that surround attempts at accommodation with another society/culture?
- What are the "perceived" strengths of a society that supports the accommodation of different populations?
- What are some contemporary examples of accommodation between two or more cultures/societies.
- Does a policy of segregation imply a belief in the "inequality" of certain peoples?
- What are some of the rationalizations used to support a policy of segregation?
- What are some contemporary examples of accommodation between two or more cultures/societies.

Have student groups assume the role of policy advisors to the Macdonald government. Their task is to formulate a strategy that focuses on the role of First Nations peoples in the Prairies.

- Each group will develop a strategy that promotes one of the following relationships: accommodation, assimilation, or segregation.
- Each group's strategy has to work to fulfil the goals of the National Policy.

Each group will:

- develop a rationalization of why the goal of assimilation, accommodation or segregation will benefit the nation;
- develop a rationalization why the goal of assimilation, accommodation or segregation will benefit the First Nations; and,
- identify the long-term goals of its strategy.

Students can compare their strategies with the actions/policies of the federal government surrounding the acquisition of the North West; the treaties, the Indian Act, and the Department of Indian Affairs.

Content

An additional obstacle that restricted the growth of First Nations agriculture was a host of government policies and regulations.

- The Indian Act of 1876 prevented First Nations farmers from selling their produce and stock, seeking better markets, better lands for farming, and investment capital.

Despite such challenges, many First Nations farmers were making progress in the 1880s.

- **Farmers on reserves experimented with techniques such as summer-fallow and testing varieties of seed.**
- First Nations farmers were beginning to acquire equipment necessary for extensive farming. Most of the machinery purchased was from the earnings of the First Nations' farmers.

Agricultural aid was often slow in coming, and in an effort at cost-cutting, the government reduced food rations just as the buffalo were disappearing.

- **Such policies contributed to the death of nearly 3,000 First Nations peoples between 1880 and 1885.**

The peasant farming policy, designed by Indian Affairs deputy superintendent Hayter Reed, helped to make the 1890s a disastrous decade for First Nations farmers.

- Reed believed that individual private ownership of land would instill an acceptance of European values and practices. Reserve land was to be subdivided into separate farms and given to individual reserve members.
- The amount of land given to an individual would be restricted to an amount that could be worked solely by the members of individual families.
- The active contribution of all the family members would be crucial because the Department of Indian Affairs restricted First Nations farmers from purchasing farm machinery.

The ban on the sale of machinery to First Nations farmers also had less philosophical motivations. In 1888, the residents of Battleford, petitioned the government, complaining of competition of First Nations farmers for the limited markets in the North West.

Concepts (Knowledge Objectives)

Know that Indian Act defined who was considered to be an "Indian."

- **Know that the definition of Indian could include individuals who were members of recognized bands, and the wives, children, or widows of registered Indians.**
- **Know that the Act applied only to those whose names and numbers were included in the "Indian Register."**

Know that band councils were empowered to choose the religious denomination of the teacher and provide for a Protestant or Roman Catholic separate school should a minority on the reserve desire it.

First Nations Agriculture

Know that the First Nations peoples believed that the treaties required the government to assist them in becoming farmers and to provide food until they become self-sufficient.

Know that provisions within the Indian Act prevent First Nations peoples from becoming economically competitive.

- Know that department officials could regulate the sale, barter or exchange of any grain or other produce grown on reserves.
- Know that the permit system prevented First Nations farmers from participating in the market economy because they could not buy, sell or transact business.

Know that the stated reasons for forbidding First Nations' farmers to purchase farm machinery was to prevent the farmers from going into debt and to promote the useful employment of all family members.

Peasant Farming Policy

Know that many Department of Indian Affairs field officials protested the peasant farming policy. They claimed that the use of hand implements involved considerable loss of yields at harvest time, and that the seasons were too short for the use of hand implements.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the skills associated with comparing and contrasting.

Practise identifying and applying criteria for the purpose of evaluating policies and actions.

Practise identifying the critical attributes of concepts and paradigms.

Practise identifying the assumptions that underlie a paradigm.

Practise the skills associated with good argumentation and presentation.

Should governments institute laws that restrict the rights of a particular population within the nation?

Should governments institute laws that enhance the rights of a particular population within the nation?

Should there be criteria to determine the extent to which governments/societies will protect and enhance the rights and identity of particular groups within a society?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Decision Making, Individual Rights, Collective Rights, Sovereignty, Aboriginal Rights, and Assimilation.

Provide students with a list of areas that are regulated in the Indian Act.

- Discuss the pervasive influence of the Act.
- Discuss the powers of the Department of Indian Affairs.

Have the students contrast the decision-making rights of a reserve member with the decision-making rights/capacities of a non-Aboriginal settler at that time. Establish a number of scenarios. For example:

- The non-Aboriginal farmer plans to go to the largest settlement in the area, Battleford, to sell some of his wheat and buy some new farm implements. He will have to go to the bank for a loan to finance part of the purchase price. Would a First Nations farmer be able to do the same?

How did the Indian Act intrude/restrict the individual/collective rights of First Nations people?

Discuss the concept and the assumptions that surround the concept of Aboriginal rights.

- What contemporary events are focusing attention on the issue of Aboriginal rights?
- Is it possible to extinguish Aboriginal rights?
- What specific rights are implied by the term aboriginal rights?

Have the students respond to the following viewpoint:

- The contemporary economic, social, and political conditions experienced by First Nations peoples are the consequences of the policies implemented at the time of the National Policy.
 - Students could prepare essays or prepare oral presentations that support or refute the viewpoint.
-

Content

Unrest in the West: Riel and National Unity

By the early 1880s, there was wide-spread discontent among both the First Nations and the Métis.

The Cree chief, Big Bear, sought to create an united front of First Nations, in an attempt to force the Canadian government into renegotiating the treaties, and providing the First Nations with firm assurances of their Aboriginal rights.

- Big Bear's attempts to form an alliance with the Blackfoot were unsuccessful.

In 1884, 2 000 Crees, from a number of reserves, gathered outside Battleford, the capital of the North West Territories.

- Numerous councils of chiefs saw a debate between leaders such as Poundmaker and Big Bear, who favoured collective peaceful tactics to force negotiations, and other leaders, who preferred a more militant approach.

Louis Riel and National Unity

The Métis living along the South Saskatchewan River were also frustrated with their dealings with the Canadian government.

- It was clear to the Métis that the traditional buffalo-hunting existence would no longer meet their needs. They needed to develop an agricultural-based lifestyle. The Métis petitioned Ottawa for a land base, agricultural aid, schools, and a locally-run police force.
- Ottawa ignored the Métis petitions and did not respond to the Métis demands listed in their Bill of Rights.
- In 1884, the Métis invited Louis Riel, living in the U.S., to return to Canada to lead their cause. In an attempt to pressure the federal government, Riel established a provisional government on March 18, 1885.

Métis forces, led by Gabriel Dumont, were to clashed with the North West Mounted Police at Duck Lake. In the skirmish, 12 members of the Mounted Police were killed.

- On April 2, 1885, warriors from Big Bear's band attacked the Hudson's Bay Company post at Frog Lake, killing nine men in the assault.

Concepts (Knowledge Objectives)

First Nations' Unity

Know that attempts to form an alliance of First Nations residing in the North West failed for a number of reasons:

- participation in the fur trade often pitted one First Nation people against another First Nation people;
- conflicts over land and resources, that predated the arrival of the Europeans; made any alliances difficult to achieve; and,
- the starvation situation facing many First Nations peoples made them reluctant to alienate the Canadian government upon whose food rations they depended.

Métis Bill of Rights

Know that provisions of the Métis Bill of Rights included requests for better treatment of all groups in the North West Territories.

Know that provisions of the Métis Bill of Rights included:

- that the territories must have the right to enter Canada's Confederation as a province;
- that the people would have the right to send four members of Parliament to Ottawa;
- that the Métis had the right to control their own local affairs;
- that the Métis wanted French and English languages to be equal in the schools and law courts; and,
- that the Métis wanted to keep their customs and their Métis way of life.

National Unity

Know that the policies and actions of the Canadian government towards the Métis had a negative impact on the unity of the nation.

Skills/Abilities Objectives

Practise making hypotheses based on reasonable assumptions and inferences.

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Practise identifying cause and effect relationships.

Values Objectives

Should government policies regarding a particular population or particular region be formulated on the basis of:

- the well-being of the larger society?
- the political well-being of the government?
- the well-being of a particular region of the nation?
- the perceived "needs" of that particular region?
- the short-term consequences of the policies? and/or,
- the long-term consequences of the policies?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Collective Rights, Assimilation, Culture, Domestic Policy, and National Policy.

Have the students, assume the role of advisors to the Métis peoples.

- Their task is to prepare a list of rights or needs that the Métis want addressed in negotiations with the Canadian government.
- Students should use the information and arguments presented in the editorials developed in the previous activity to identify the concerns and needs of the Métis.
- Students should also consider the aspects of Métis culture that would need to be protected in order to safeguard the culture and identity of the Métis. They should incorporate those concerns in the list of rights and demands.

Discuss why the federal government did not support the Métis Bill of Rights.

- Investigate prevailing attitudes towards French Catholics in Ontario and attitudes of French Canada towards Protestant, English-speaking Canada, particularly Ontario.
- Discuss the political dilemma facing Macdonald's Conservative government.

Have the class form four groups of policy advisors to the following groups/persons:

- Macdonald and his federal government; and,
- Louis Riel and the Métis leadership.

Each party will have two groups of policy advisors:

- Macdonald's advisory groups would take opposing positions on whether to accept and grant the Métis their demands in their Bill of Rights.

Content

The Canadian government moved quickly to quell the "rebellion." Within days, it had called 8 000 men into service.

- Three Canadian forces were sent into the North West. The main force, led by General Middleton, left Qu'Appelle on April 6, 1885, and captured Batoche on May 12, 1885.
- Riel surrendered three days later. The surrender of Poundmaker on May 26 and Big Bear on July 2, ended the "rebellion."
- **Riel was brought to trial and was found guilty of treason. Despite appeals for clemency, Riel was hanged on November 16, 1885.**

The Prairies: Economics and Immigration

The necessity of using military force to subjugate the First Nations and Métis during the 1880s did not cause the federal government to deviate from its long-term policies and goals.

- **After 1896, the Department of Indian Affairs promoted the surrender of reserve lands. The policy further reduced the likelihood of agriculture forming the basis of life for First Nations.**
- **Without a means to secure their economic well-being, the First Nations of the Prairies, were to continue to endure frequent starvation, disease, inadequate housing and the other ills that accompany poverty.**

The Laurier federal government, of the early 1900s, adhered to the policy of populating the Prairies with Euro-Canadians and European immigrants.

- Clifford Sifton, Laurier's Minister of the Interior was given the responsibility of attracting immigrant settlers to the Prairies.

Sifton launched an advertising campaign throughout the United States and Europe.

- Posters and brochures were prepared in many European languages. The campaign was a success in attracting thousands of immigrants to the Prairies.

Despite the increased immigration, the consumer market that developed on the Prairies was not large enough to support the manufacturers and industries of Central Canada.

Concepts (Knowledge Objectives)

Louis Riel and National Unity

Know that Riel's trial and execution greatly divided the entire nation. In English Canada, Riel was seen as the murderer of Thomas Scott and leader of an "uncivilized" people who had rebelled against the authority of the nation.

- Know that in French Canada, Riel became a martyr for the French, Catholic cause. Riel was a victim of English Canada and was only guilty of defending a small Catholic minority.
- Know that Riel's execution resulted in a demonstration in Montreal of over 50 000 people.
- Know that the federal Conservative government was seen as being the enemy of French-Catholic society.
- Know that the Conservatives lost considerable political support in subsequent federal elections.

Know that the population of the West only grew from about 73 000 in 1871 to some 251 000 in 1891.

Depression and Immigration

Know that the world-wide depression of 1873 dried up world markets for wheat and other staple exports and discouraged the migration of people to the Dominion.

- Know that between 1871 and 1891, more than 1.5 million immigrants entered the country. However, almost 2 million left. Most migrated to the United States where land was still available in the American West.

Know that the completion of the C.P.R. in 1885 and the introduction of the American system of free quarter-section homesteads did not result in the mass influx of settlers that Macdonald had predicted.

Skills/Abilities Objectives

Practise defining assumptions that underlie a paradigm.

Practise applying the thinking skills of:

- stating criteria that can be used as a base for decisions; and,
- presenting tests such as consequences to evaluate the criteria selected.

Values Objectives

Is it possible, in a diverse society, to construct a set of principles and rights that can apply to all groups within that society?

Does the principle and practice of majority rule threaten the rights and well-being of minorities within the society?

Do provisions and practices that protect the rights and well-being of a minority, threaten the interests and well-being of the majority within the society?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: Collective Rights, Assimilation, Culture, Domestic Policy, and National Policy.

- Riel's advisor groups would take opposing positions on whether to use military force to advance the Métis agenda and protect their well-being.

Each group's tasks would include:

- identifying the political costs of each policy option in terms of electoral support by the English-speaking and French-speaking populations for the federal government.
- preparing arguments to engage in a dialectical argument with the other policy advisory group.

Possible activities:

Have the students review the Manitoba Act and evaluate whether the requests contained in the Métis list were incorporated into the Manitoba Act.

or

Provide the students with the Métis Bill of Rights.

- Compare the rights contained in the Métis Bill of Rights and the rights delineated in the Charter of Rights (1982)

Content

In the early 1900s there was renewed interest in seeking a reciprocity agreement with the United States.

- Prime Minister Laurier made the promise of a reciprocity agreement a central plank in the 1911 election. An alliance of Laurier's political foes, Quebec nationalists and ardent Imperialists, was able to defeat Laurier.

The National Policy that provided an economic vision for the regions of the nation, was a product of a wide-spread consensus among national political and economic decision makers.

- **There was, however, no consensus on the issues of political equality and opportunity. Significant populations did not enjoy the rights articulated in the nation's constitution and associated with Canadian citizenship.**

Although First Nations peoples were denied the vote, male First Nations persons could obtain the right to vote if they met certain requirements.

- Following a probationary period of three years, they could apply to relinquish their treaty rights under the Indian Act, as well as their right to live in the reserve community. In return they gained British citizenship with all legal privileges including the right to vote, as well as private ownership of their share of band reserve lands and funds.
- **The option to obtain the right to vote was not extended to First Nations women.**

Half of the nation's population, women, did not have the right to vote. It was to take Canadian women many decades, following Confederation, to win the right to vote in both provincial and federal elections.

The Movement for Inclusion: Suffragettes and the Struggle for Equality

The struggle of Canadian women to obtain the vote marked the first significant challenge to the existing political paradigms concerning equality.

- **In 1900, the prevalent societal view was that the proper sphere for women was the home, where they could raise the children and serve the needs of the wage-earner, the husband.**

Concepts (Knowledge Objectives)

Enfranchisement

Know that adult First Nations males, who were deemed to have good character, were free from debt, and were fluent in English or French, could apply, after a probationary period of three years, to relinquish their treaty and statutory rights under the Indian Act, as well as their right to live in the reserve community.

- Know that in return, they gained British citizenship with all legal privileges including the right to vote, as well as private ownership of their share of band reserve lands and funds.

Paradigm

Know that a number of factors challenged societal assumptions concerning the "proper" role for women.

- Know that there was an assumption that all women were dependent on a male breadwinner. However, there were significant numbers of single, widowed, and divorced women who did not have that source of income.
- Know that not all males were able to earn enough to support their families.

Temperance Movement

Know that considerable activity within the suffrage movement was focused on the cause of temperance. The largest temperance society, the Womens' Christian Temperance Union, was founded in Canada in 1874.

Suffrage

Know that suffrage is the legal right to vote.

- Know that the first suffrage movement in Canada was established in Toronto in 1877 by Dr. Emily Howard Stowe.

Education

Know that it took a lengthy battle before higher education for women became available. It was not until 1884, that McGill University admitted women students.

Skills/Abilities Objectives

Practise identifying the critical attributes of concepts and paradigms for the purpose of evaluating historical and contemporary situations.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Values Objectives

What factors and forces influenced the ability of the citizen to participate in societal decision making?

Is it the responsibility of the collective society to ensure that all citizens have equal opportunity to participate in the democratic process of societal and political decision making?

Is it the responsibility of individual citizens to ensure their participation in the democratic process of societal and political decision making?

Is it valid to evaluate historical events and assumptions on the basis of contemporary criteria and beliefs?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Equality, Responsible Government, Representative Government, Democracy, and Decision Making.

See Activity Eight of Unit Two Activity Guide for a more detailed outline of the suggested activity.

Note that Confederation created the institutions necessary for a parliamentary democracy.

- Note that particular populations within the new nation were not permitted to participate in the decisions about Confederation, and in the decisions that followed Confederation.

Discuss with the students factors that prevent or work against a democracy operating on the principle of equality.

Have groups of students investigate the social and economic conditions faced by different segments of the population during the last decades of the nineteenth century.

Have the students construct the worldview that guided decision makers in late nineteenth century Canada.

- Have the class discuss the consequences of that worldview.
 - How did that worldview influence the actions and beliefs of those who governed?
 - Did the assumptions and beliefs that surrounded the worldview contribute or alleviate social inequality and promote the proper functioning of the young Canadian democracy?
-

Content

- Most women who worked were employed as domestics. Others sought work in factories, where wages were higher and the hours shorter. By 1900, women comprised nearly one-half of the textile factory workers.
- Women seeking employment in offices were given clerical positions. It was assumed by many male employers that women's natural characteristics of courtesy and sympathy made them particularly suitable for clerical work.

There were women who were prepared to challenge the idea that domestic life or employment in lower paying positions were the only options for women.

- Gaining entrance to university level education remained an obstacle. It was not until 1884 that McGill became the first Canadian university to admit women.
- Other women focused on such issues as child welfare, temperance, and public health.

Activists maintained that the concept of simple justice meant that women should receive equal rights, including the right to vote.

- Many women found it unacceptable that the thousands of foreign immigrants who came to Canada after 1896 quickly qualified for the vote, while they were still denied that right.

The First World War fundamentally altered the position of women in Canadian society.

- The War opened up new opportunities to become involved in both voluntary work and employment in the munitions industry.
- The contribution of Canadian women to the war effort led many Canadian men to recognize the nation's debt to them.
- Manitoba became the first province to extend the franchise to women in 1916. With the exception of Quebec, the other provinces quickly followed.

The Wartime Elections Act of 1917, enfranchised female relatives of men serving overseas. In 1919, women won the right to sit in Parliament.

- Henri Bourassa led Quebec opposition to female enfranchisement arguing that granting women the right to vote would endanger the traditional Catholic, French-Canadian way of life. It was not until 1940, that Quebec women won the right to vote in provincial elections.

Concepts (Knowledge Objectives)

Wartime Activity

Know that the wartime contribution of women was evident in such innovations and projects as mothers' pensions, the Canadian Patriotic Fund, public health inspection, day nurseries, and Canadianization programs for immigrant children.

Franchise

Know that the right to vote was extended to women, in most provinces, by the early 1920s:

- Manitoba, Saskatchewan and Alberta, all extended the franchise in 1916;
- Ontario and British Columbia extended the franchise in 1917; and,
- Nova Scotia (1918), New Brunswick (1919), and Prince Edward Island (1922).

Know that the suffrage movement in Quebec faced the active opposition of the Catholic hierarchy.

Universal Suffrage

Know that prior to 1916, only adult men had the right to vote.

- Know that by 1922, all other provinces, except Quebec, had given women the vote.
- Know that it was not until 1940, that women in Quebec, received the right to vote.
- Know that in 1918, the federal government gave women the right to vote.
- Know that it was not until 1948, that all Canadians of Asian parentage had the right to vote.
- Know that the Inuit received the right to vote in 1950.
- Know that it was not until 1960, that all Canadian First Nations peoples received the right to vote.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying assumptions that underlie a paradigm.

Practise making hypotheses based on reasonable assumptions and inferences.

Practice identifying consequences as a means of evaluating decisions and courses of action.

Practise constructing concept maps as a means on identifying relationships including cause and effect relationships.

Practise constructing timelines as a means of developing a chronological perspective.

Is one society's worldview is in any way superior to another society's worldview?

Does a larger, more powerful society have the moral right to impose its values and practices on a less powerful society?

What criteria should determine an individual's, a population's, or a region's influence on national decision making?

Should all citizens within a society possess equal rights?

Is it valid to measure/evaluate historical events and actions by contemporary assumptions?

Incorporating the C.E.L.s.

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Activity for: Paradigm, Sovereignty, Decision Making, Assimilation, Accommodation, Exploitation, Land, Interest Group, Responsible Government, Representative Government, and Confederation.

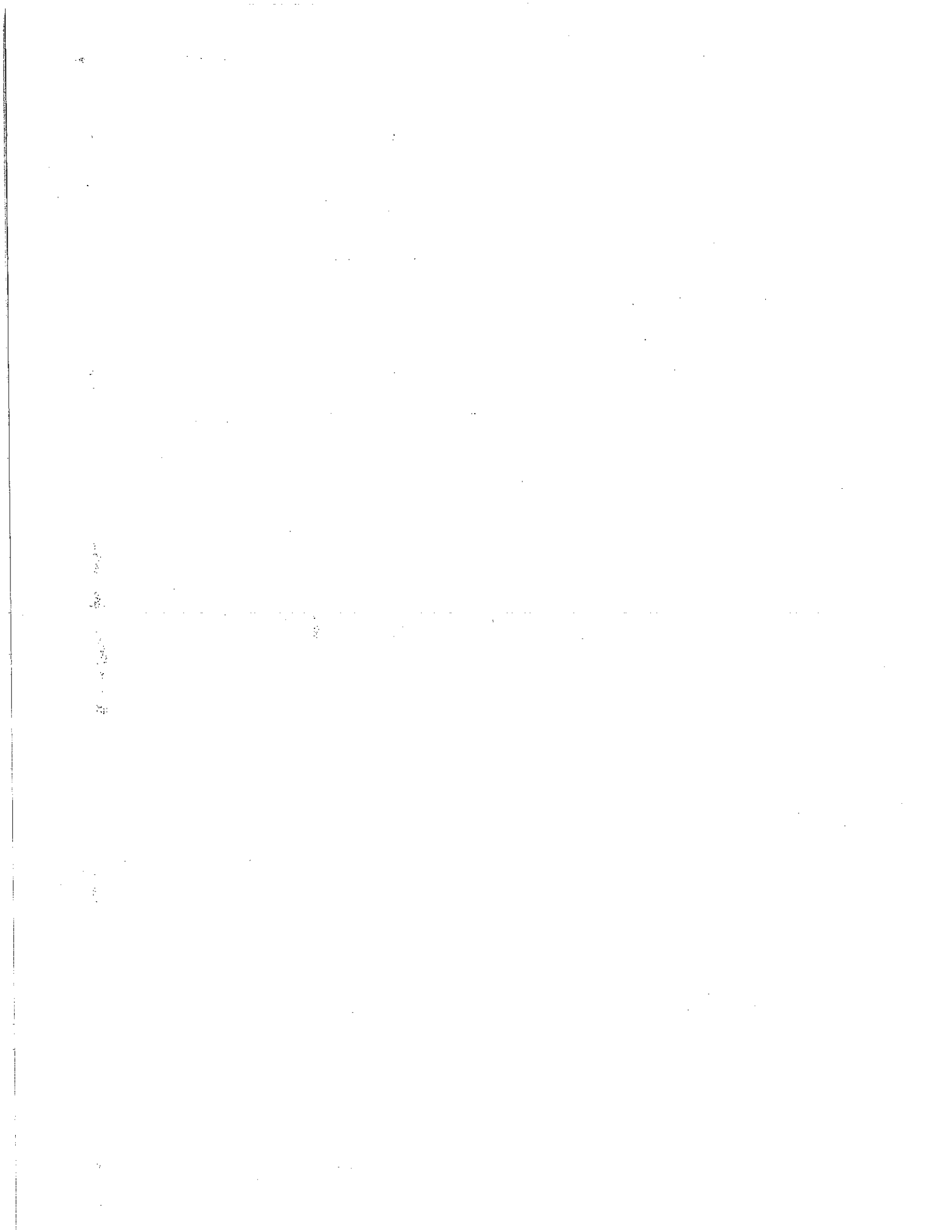
See Activity Nine of Unit Two Activity Guide for a more detailed outline of the suggested activity.

This activity provides the students with a review of the key concepts and themes presented in Unit One and Unit Two.

Provide the students with a review of the major themes of Unit One and Unit Two. Have the class discuss the major events in each of the units.

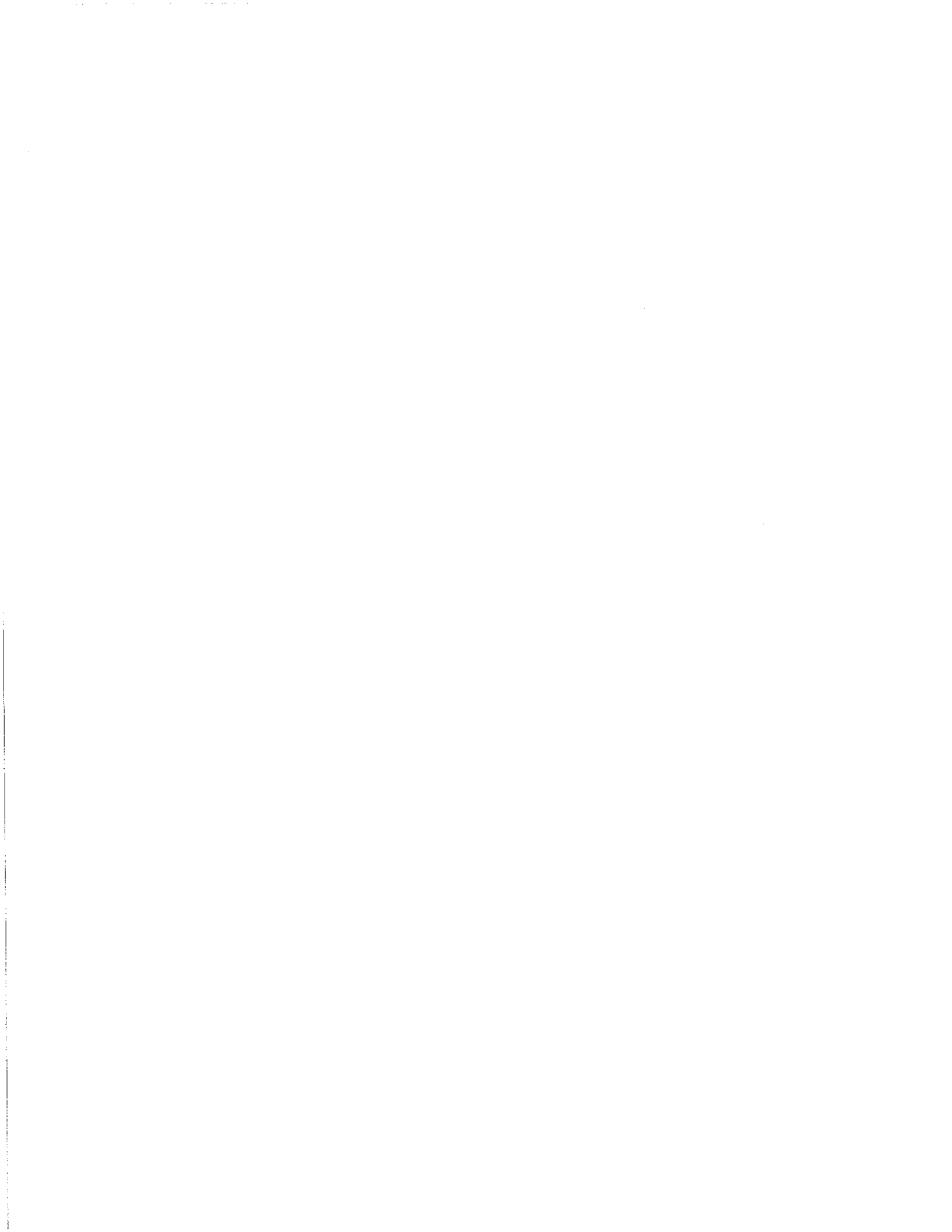
- Have the students identify historic events, policies and personalities that influenced and symbolized the major themes/patterns in each of the units.
- One group of students could be assigned the task of identifying key personalities and events that influenced the course of economic, social and/or political history during the colonial period of time. This group of students is to construct a timeline that includes the key personalities and events of that historical time period.
- Another group of students could be assigned the task of identifying key societal assumptions concerning the land, sovereignty, and decision making. This group will be responsible for identifying the competing assumptions concerning those key concepts.

Have the entire class work on the construction of a timeline that lists the personalities, events and practices (assumptions) that influenced the course of Canada's history, from the period of early contact to Confederation.



Unit Three

External Forces and Domestic Realities



Overview of Unit Three: External Forces and Domestic Realities

During the first half of the 20th century, a number of external events and forces significantly influenced the well-being of the Canadian people and the Canadian nation. Two of those events were the First World War and the world-wide Depression of the 1930s.

Canada's involvement in the First World War raised issues that threatened the unity of the nation. The conscription issue bitterly strained relations between English-speaking Canada and francophone Quebec. Involvement also raised the issue of Canada's relationship with Britain and the continuing influence of Britain on Canadian foreign policy.

The Depression of the 1930s called into question existing assumptions and practices concerning the role of government, and in particular, government's role in securing the well-being of the citizenry. New political paradigms and movements arose to challenge the political and economic status quos.

Canada did not become a completely independent nation in 1867. Britain still controlled the new nation's foreign policies with serious domestic ramifications. During the first decades of the century, Britain repeatedly sought Canadian assistance in securing Britain's well-being on the international stage with such as the requests as to furnish troops during the Boer War. English Canada and French Canada espoused differing paradigms concerning the independence of Canada and the nature of its relationship with Britain.

Many English-Canadians favoured retaining a close relationship with Britain. They saw such a relationship as a means of protecting Canadian independence and reducing American influence on the Canadian nation. Some English-speaking Canadians supported the proposal of Joseph Chamberlain, the British Foreign Secretary, for an imperial union in which all the members of the British Empire would be guided by a common foreign policy. They saw Canada's interests and Britain's interests as being largely the same.

Nationalists, within Quebec, insisted that Canada pursue a separate political agenda consistent with being an independent nation. They favoured diminishing or even ending any formal relationships and commitments with Britain. They insisted that Britain cared little for Canadian interests and that a continuing relationship between the two nations might result in Canada becoming involved in foreign conflicts and being victimized by British actions in pursuit of British interests.

The Alaskan Boundary Dispute, the Boer War, and the Naval Issue were all incidents that inflamed the debate between ardent supporters of an Imperial federation and nationalists, many in French Canada, who argued for a separate, independent Canadian foreign policy.

Canada's involvement in the First World War produced a number of consequences. Canadian military achievements and the human price of those achievements contributed to a growing belief that Canada was not fighting as a British colony, but as an independent nation. The Canadian victory at Vimy Ridge saw Canadian troops fighting as a distinct military unit, the Canadian Corps. After June 1917, a Canadian general, Arthur Currie, became commander of the Corps. The exploits of Canadian servicemen such as Billy Bishop and Roy Brown contributed to national pride.

Prime Minister Borden demonstrated the new sense of Canadian sovereignty at the Imperial War Conference of 1917. He drafted a resolution stating that Canada and the other Dominions were completely "autonomous nations" within an Imperial Commonwealth. Borden insisted that Canada was entitled to attend the Paris Peace Conference as a separate and equal member of the Empire. Canada signed the Peace Treaty and became a full member of the new League of Nations.

The War weakened the attachment many Canadians felt towards Britain and Europe. To many, European politics had caused the First World War and many Canadians had payed dearly in that War. Many Canadians wanted Canada to follow the U.S. foreign policy of isolationism and avoid becoming involved in European intrigues. Canadians increasingly looked to the United States to establish political and economic links. Canada's first permanent diplomatic mission was established in Washington in 1927.

Participation in the War also endangered the unity of the Canadian nation. In particular, the conscription crisis, which divided English and French Canada rekindled the debate over Canada's historic relationship with Britain and, indeed, the future of the nation. That crisis influenced Canadian political leaders and Canada's foreign policies following the War. They did not want to repeat the crisis caused by conscription. A policy of isolationism and a reluctance to become involved in international actions that could lead to hostilities characterized Canadian foreign policy. At the League of Nations, Canada was reluctant to support any meaningful sanctions against nations committing aggression towards other nations.

Canadian political leaders also remembered the carnage of the First World War, the "war to end all wars." They, therefore, supported the policy of appeasement in reacting to aggressive actions by Nazi Germany. Britain and other European states pursued a policy of appeasement towards both Germany and Italy. Appeasement seemed to Mackenzie King to be a policy well suited to his goal of avoiding international commitments. King had met with Hitler in 1937, and felt that the German Chancellor only wanted to reunite all the German peoples and did not pose a threat to the other nations of Europe.

The influence of the United States on Canada increased as British influence decreased. Beginning in the mid-nineteenth century, Canadian economic activity became increasingly oriented and dependent on the U.S. domestic market. That reliance became greater throughout the twentieth century and extended beyond an economic relationship, to political and military alliances.

International events promoted a close political alliance between Canada and the United States. Both nations participated as allies in the First World War. During the 1920s and 1930s, the peoples and decision makers of both nations viewed the politics of Europe with distrust and shared an isolationist sentiment to avoid becoming entangled in future European intrigues.

During the Second World War, Canada and the United States initiated a number of defence agreements that effectively integrated war production in both nations. The Cold War tied the two nations together in an ideological and military alliance against the Communist threat. Joint defence agreements such as NORAD and NATO cemented Canadian-American relations.

The Depression and the Role of Government

The world-wide Depression of the 1930s forced Canadians to rethink the role of government in securing the well-being of the nation's population. At the onset of the Depression, governments seemed either incapable or unwilling to respond to the social and economic upheavals caused by the Depression. The long-standing assumptions about the role of government were challenged by new political movements. The role of government changed dramatically following the Depression.

Prior the Depression of the 1930s, governments did not significantly intervene in the lives of citizens or in the marketplace. The tenets of classical liberalism guided the actions of national decision makers. The tenets were:

- that governments should leave people alone to work out their own destinies within the society;
- that the marketplace should be relatively unregulated and social issues such as poverty and unemployment should be the concerns of private charities and churches, not government; and,
- that the marketplace should be the vehicle to secure the economic well-being of the society.

When governments did intervene it was generally intervention that benefited particular segments of society. For example, the consortium constructing the Canadian Pacific Railway received generous land and financial concessions from the federal government. The federal government on numerous occasions was prepared to intervene and use the power of the state to support management during labour disputes.

The Depression fundamentally changed how people viewed government. Many felt that the social and economic catastrophes brought about by the Depression were made more severe by government's unwillingness to intervene actively.

Various movements appeared that articulated different political-economic visions concerning the role of government, wealth creation and wealth distribution. While neither the extreme left or right were able to galvanize large segments of the Canadian public during the Depression, political movements that were not extremist emerged and were able to attract sizable followings.

The Co-operative Commonwealth Federation (C.C.F.), Social Credit, and the Union Nationale, were all formed in the 1930s. Both the C.C.F. and Social Credit competed at the federal level. Although they were not able to attract nation-wide support, they were able to influence national decision makers and the agendas of national governments. Both parties were more successful at the provincial level in Western Canada than at the federal level.

The emergence of new political movements such as the C.C.F. and Social Credit were a testament to the perceived failings of laissez faire government. The belief that the free operation of the marketplace would best secure the economic well-being of Canadians was now being seriously challenged.

In 1932, representatives of several western labour parties and farm groups met in Calgary to form an united socialist political party, the Co-operative Commonwealth Federation. The following year, the new party met in Regina to develop its program of action. The social democratic tenets of the C.C.F. clearly differentiated it from the communist movement. The C.C.F. was committed to achieving social and political change through the democratic process and not through violence and revolution. The party did not favour complete nationalization. While using the state to ensure that everyone could have certain chances in life, individuals were to keep the rewards of their own efforts.

The program for the new party was called the Regina Manifesto. It reflected the concerns of farmers and labour. While calling for public ownership of all financial institutions, public utilities and transportation companies, the Manifesto clearly stated that the family farm was the accepted basis for agricultural production. For labour, there was a promise of a National Labour Code to ensure insurance covering illness, accident, old age, and unemployment. The Manifesto also called for the establishment of publicly-organized health, hospital and medical services.

Mackenzie King's Liberals were aware of the growing popularity of the C.C.F. programs that advocated an activist role for government in securing the well-being of citizens. Government policymakers were also being influenced by the political tenets of reform liberalism and the economic theories of John Maynard Keynes.

Reform liberal theory viewed government as an instrument that could create a climate to enhance opportunities for individuals to maximize their potential. Government should play an active role in shaping society to make it more equitable for all citizens. Equality meant equality of opportunity for all citizens. All citizens should be guaranteed a basic level of services and rights that enable them to exploit their innate and acquired abilities. With equality of opportunity, individuals would have freedom to seek rewards commensurate with their efforts in the marketplace of society.

Reform liberalism did not share classical liberalism's faith in the ability of the marketplace to ensure the well-being of society. For classical liberals, the marketplace and private initiative were the best instruments to provide for society's well-being. Reform liberals believed that the marketplace could produce inequalities that were "intolerable." That made it necessary for governments to redistribute the wealth to produce a fairer distribution of rewards.

For reform liberalism, the economic theories of John Maynard Keynes provided an economic recipe for when and how government should intervene. Keynes maintained that the severity and length of the Depression was, in part, the result of involuntary unemployment and underspending. Economic downturns were the result of a decline in consumer demand for products and services. The unemployed lacked the capital to purchase goods and services. The reduction in consumer demand led to decreased production, which led to further unemployment as factories and businesses closed. Therefore, during economic downturns, it was necessary for government to initiate programs and policies to sustain the demand for products and services.

A new social contract between government and the citizenry was evolving. In return for the citizen working and paying taxes, the state would provide state-funded insurance against temporary unemployment, old age, poor health, and certain family responsibilities.

Following the Depression, a succession of Canadian governments have actively intervened into the operation of the marketplace. Through the redistribution of wealth and the provision of services/programs such as medical care, unemployment insurance, and old age security, governments have attempted to provide all citizens with an acceptable standard of living. Nations that have such networks of social programs are often labelled welfare states.

Core Material for Unit Three

Core Content	Core Concepts	Time Allotment
Foreign Policy and Domestic Realities (p.300) <ul style="list-style-type: none"> • Foreign Policy: The Imperial Connection and National Unity (p.300) 	Sovereignty Foreign Policy External Influence Imperialism Nationalism	2 hours
The First World War: The Power of the State (p.304) <ul style="list-style-type: none"> • Conscription and a Divided Nation (p.306) • Collective Security and Individual Rights (p.308) • Breaking the Old Ties (p.310) 	War Measures Act Conscription Rights	1 hours
Government: Changing Visions and Expectations (p.312) <ul style="list-style-type: none"> • Classical Liberalism: Laissez Faire Government (p.314) • Discontent on the Prairies: Farmers and Labour (p.318) • The Winnipeg General Strike (p.320) 	Government Ideology Classical Liberalism Region	2 hours
The Depression: Challenges to the Political Status Quo (p.324) <ul style="list-style-type: none"> • Unprecedented Crisis: Traditional Answers (p.326) • Ideological Challenges from the Left and Right (p.330) • The Democratic Socialist Option: The C.C.F. and the Regina Manifesto (p.332) 	Depression Democratic Socialism	3 hours
Reform Liberalism: The Citizen and the "Benevolent" State (p.340) <ul style="list-style-type: none"> • Managing the Economy: Keynes and Government Intervention (p.342) • External Markets and The Social Safety Net (p.344) • The Social Safety Net: Equalization and Federalism (p.346) • The Battle for Universal Medicare (p.350) 	Reform Liberalism Keynesian Economics Social Contract Welfare State Federalism Equalization	2 hours
Time available to teach optional concepts, to enrich or reinforce, or to modify the pacing and timing factors through the use of the Adaptive Dimension.		5 hours
Total Class Time		15 hours

Core material appears in **bold** type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit Three: Foundational Objectives

Foundational Objective 1

Know that the actions and policies of other nations influence the well-being of the Canadian people and nation.

Core Concepts

Sovereignty

- Know that sovereignty asserts that the nation-state is the supreme decision-making power within a delineated territory and is subject to external authority only by its consent.
- Know that a nation's sovereignty can be challenged and/or diminished by the influence and actions of significant other nations.

Foreign Policy

- Know that the federal government has the responsibility for establishing the nation's foreign and defence policies.
- Know that certain principles have guided successive Canadian governments in formulating foreign policy, including:
 - ensuring that specific external policies do not pose a threat to national unity;
 - ensuring that external policies are consistent with the nation's economic well-being;
 - ensuring that the nation's sovereignty is secured and not imperilled by the actions of other nations; and,
 - ensuring that international policies do not involve the nation in military conflicts.
- Know that during the decades immediately following Confederation, Britain assumed the responsibility for Canadian foreign policy.
- Know that repeated British expectations of Canada to actively support Britain's international well-being, during the early decades of the 20th century, tested Canadian national unity.
- Know that Canadian political leaders saw that participation in the First World War created deep divisions between French Canada and English Canada, threatening national unity.
- Know that Canadian policymakers were reluctant to become involved in similar foreign involvements that might create further division within the nation.

External Influence

- Know that the actions and policies of other nations influence the actions and well-being of the Canadian people and the unity of the Canadian nation.
- Know that during the period between the two world wars, the influence of the United States on the Canadian nation increased, while the influence of Great Britain declined.
- Know that by the 1920s, Canadians increasingly relied on the U.S. market to sell Canadian goods and resources and on American capital for foreign investment.
- Know that the Second World War led to a closer economic relationship with the United States.

Foundational Objective 2

Know that the conduct of Canadian foreign policy has generated, and continues to generate debate within the Canadian community.

Core Concepts

War Measures Act

- Know that the War Measures Act provides the federal government powers beyond those delineated in the constitution.
- Know that the Act placed restrictions on the civil and political rights of both individual Canadians and groups of Canadians.

Rights

- Know that the perceived emergency created by participating in the First World War impacted the relationship between collective rights and individual rights of citizens.
- Know that the trials of war aroused intense and hostile feelings towards specific minorities within the Canadian community.

Conscription

- Know that imposition of conscription seriously divided English and French Canada and imperiled the unity of the nation.
- Know that conscription was imposed in both the First and Second World War.
- Know that French-Canadians were largely opposed to conscription.

Appeasement

- Know that the policy of appeasement was intended to avoid precipitating a major military conflict by granting concessions to an aggressive state.
- Know that the leaders and populations of the western democracies did not wish to repeat the calamity of another world war and were prepared to offer concessions to other major powers to avoid war.
- Know that the policy of appeasement did not specifically deter the aggression of the totalitarian regimes of Europe and Asia.

Nationalism

- * Know that Canadian nationalists, during the early decades of the 20th century, emphasized the "need" for Canada to exercise sovereignty over Canadian foreign policy.
- * Know that Canadian nationalists, during the early decades of the 20th century, were particularly concerned over Great Britain's influence on Canadian foreign policy.

Imperialism

- Know that Canadian imperialists believed that the Canadian nation had a moral obligation to support Britain and British interests at the international level.
- Know that imperialist sentiment was largely concentrated within the English-speaking population.
- Know that Canadian imperialists believed that the interests of Britain and Canada were essentially the same.

Foundational Objective 3

Know that various ideologies have articulated differing views about the role of government in securing the well-being of the citizenry.

Core Concepts

Government

- Know that government is a specialized activity of those individuals and institutions that make and enforce public decisions that are binding upon the whole community.
- Know that most Canadians believe that to maintain social order and well-being, government has to perform the following functions:
 - protect society from external attack;
 - enforce rules of conduct within society; and,
 - settles disputes between members of society.
- Know that apart from the above functions, there is little agreement on the role of government.
- Know that the Depression of the 1930s caused Canadians to debate the role of government in securing the well-being of the citizen.

Ideology

- Know that various ideologies provide societal models that define the proper relationship between the individual and the collective society.
- Know that each ideology defines the role of government and private activity in the production and distribution of goods, services and wealth.
- Know that each ideology articulates the role and responsibilities of government toward the general population.
- Know that there is a debate over whether the marketplace or government is the best instrument to secure the economic and social well-being of the citizenry.

Classical Liberalism

- Know that prior to the Great Depression of the 1930s, the tenets of classical liberalism provided direction for governments.
- Know that classical liberalism advocates a minimalist role for government.
 - Governments should largely leave people alone to work out their own destinies within society.
 - Equality of right simply means that all abide by the same rules. It does not mean equality of results. There will always be inequality of wealth, status, and power.
 - Government should not intrude in the workings of the marketplace because the market is more efficient at the distribution of wealth on the basis of merit and effort.

Region

- Know that geography and climate have made Canada a nation of regions.
- Know that each region is unique and will evolve its own economic and social organizations to meet its distinct challenges and opportunities.
- Know that the regions of the nation are not equal in terms of resources, economic options, or the degree of political influence on national decision making.

Depression

- Know that the Depression forced Canadians to question the paradigms that had governed the actions/policies of previous generations.
- Know that the social and economic dislocations caused by the Depression gave rise to new political movements that articulated a role for government in securing the well-being of the citizenry and that the movements challenged existing assumptions and practices.
- Know that the Depression caused a reduction in the demand for goods/services and a reduction in international trade which greatly affected the export-oriented Canadian economy.

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- Know that the response of Canadian governments to the Depression was to renew attempts to achieve a reciprocity agreement with the United States.
 - Know that the response of most industrialized nations to the Depression was to erect trade barriers to protect their domestic industries, markets and jobs from foreign competition.

Democratic Socialism

- Know that democratic socialism calls for a proactive role for government in promoting the well-being of the citizenry.
- Know that there are fundamental differences between the ideologies of democratic socialism and communism.
- Know that the tenets of democratic socialism influenced the policies of both national and provincial governments.

Reform Liberalism

- Know that the reform liberalism that emerged in Britain in the late 19th century influenced the goals and agendas of liberal political parties in Canada.
- Know that both classical and reform liberals see society as a means for enabling individual to do what they want, without preventing others from doing likewise.
- Know that reform liberals believe that it is a legitimate function of the state to ensure that all citizens are provided with a set of rights and services that gives individuals an opportunity to maximize their potential.

Keynesian Economics

- Know that by the late 1930s, policy planners within the Canadian government were being influenced by the economic theories of John Maynard Keynes.
- Know that Keynesian economic theory influenced the policies and actions of Canadian governments following the Second World War. These theories included:
 - that during times of depression, governments (both federal and provincial) should pump money into circulation by initiating public works projects; and,
 - that it is essential to ensure that consumers have purchasing power to drive the economy because it is consumer demand that generates economic activity - the production of goods and the employment of workers to produce those goods.
- Know that adherents of Keynesian economic theory believe that redistributive measures such as social security, and income supplements such as unemployment insurance, are effective safeguards because they give workers money to buy goods even during economic downturns.

Social Contract

- Know that a social contract is an agreement among individuals to create an organized political society.
- Know that in society people live as if there were a social contract which defines the norms and mores governing conduct within society, both explicitly and implicitly.
- Know that the social contract will define the relationship between the rights and responsibilities of both the individual member and the collective society.
- Know that the Depression gave rise to the belief that a new social contract was necessary to create an economic order in which all citizens were guaranteed at least the bare necessities of life.

Welfare State

- Know that the term "welfare state" refers to nation-states with elaborate government insurance, public assistance, education and medical programs that are designed to maximize the economic and social welfare of their citizens.

Federalism

- Know that Canada's constitution allocates and delineates the powers within the jurisdictions of the federal government and the provincial governments.
- Know that the Depression clearly revealed that some of the provinces and municipalities did not have the financial means to cope with economic hardship.
- Know that only the federal government had the taxing powers to raise sufficient revenues to fund extensive social programs.

Equalization

- Know that many of the government policies were aimed at reducing the disparities that existed within Canadian society.
- Know that the Canadian government has provided funds to the less-affluent provinces to ensure that all provinces have the financial means to provide for all Canadians an equal set of services and opportunities.
- Know that Canadian governments have intervened to reallocate resources and redistribute income, through transfer payments to individual citizens, or through provision of certain services for citizens.

Foundational Objective 4

Know that dialectical thinking is a system of reasoned exchange between points of view in which the merits of each case (thesis) are discussed and evaluated.

Dialectic Evaluation

- Know that dialectical evaluation is the process of:
 - gathering information;
 - defining the issues within the information;
 - testing the viewpoints for factual accuracy;
 - testing the viewpoints for their morality;
 - evaluating the factual and moral testing; and,
 - forming a conclusion about the issue.

Criteria

- Know that criteria are rules or standards which are accepted and used to provide a consistent basis for making judgements.

Evaluation

- Know that in determining whether a viewpoint is based on a legitimate moral principle, a variety of moral tests could be applied, including:
 - role exchange: is the principle still considered valid when it is applied to oneself?
 - universal consequences: would the principle still be considered valid if everyone behaved according to its dictates?
 - new cases: is the principle still valid when it is applied to a different but logically relevant case?

Foundational Objective 5

Know that every society will evolve, through debate and consensus, assumptions and practices concerning certain key societal relationships.

- Know that within each society, a divergence of views exists concerning key societal relationships, including:
 - whether external forces threaten the ability of Canadians to control the societal decision-making processes that affect the well-being of the Canadian nation;
 - whether the well-being of the society should take precedence over the rights and well-being of individual members or groups within the society; and,
 - whether the individual or the collective society is primarily responsible for the well-being of the individual citizen.

Content

Foreign Policy and Domestic Realities

Successive Canadian governments have followed certain foreign policy guidelines to ensure that:

- specific external policies do not pose a threat to national unity;
- external policies are consistent with the nation's economic well-being;
- the nation's sovereignty is secured and not imperilled by the actions of other nations; and,
- international policies do not involve the nation in military conflicts.

The ability of the Canadian nation to follow these guidelines was challenged by external pressures and events during the first half of the twentieth century.

The First World War and the Depression of the 1930s, demonstrated to Canadians how external forces could influence the unity of the nation, and the economic well-being of the Canadian people.

Foreign Policy: The Imperial Connection and National Unity

Although the B.N.A. Act gave the Canadian government responsibility for national defence and foreign affairs, Britain continued to represent Canadian interests on the international stage.

During the first decades of the 20th century, Canada's continuing relationship with Britain strained the relationship between English and French Canada. There was a fundamental difference between the two communities over Canada's relationship and obligations towards Britain.

There were ardent imperialists in English Canada who believed that Canada had a moral obligation to support the motherland. They believed that all members of the Empire should pursue a common foreign policy, acting as a single force, on the international stage.

Concepts (Knowledge Objectives)

Foreign Policy

Know that the federal government has the responsibility for establishing the nation's foreign and defence policies.

Know that certain principles have guided successive Canadian governments in formulating foreign policy, including:

- ensuring that specific external policies do not pose a threat to national unity;
- ensuring that external policies are consistent with the nation's economic well-being;
- ensuring that the nation's sovereignty is secured and not imperilled by the actions of other nations; and,
- ensuring that international policies do not involve the nation in military conflicts.

External Influence

Know that the actions and policies of other nations influence the actions and well-being of the Canadian people and the unity of the Canadian nation.

- Know that, throughout the twentieth century, Canada's two most significant external relationships have been with Great Britain and the United States.
- Know that during the decades following Confederation, Britain assumed responsibility for Canadian foreign policy.
- Know that repeated British expectations for Canada to actively support Britain's international well-being, during the early decades of the 20th century, were to test Canadian national unity.

Sovereignty

Know that sovereignty asserts that the nation-state is the supreme decision-making power within a delineated territory and is subject to external authority only by its consent.

- Know that a nation's sovereignty can be challenged by the influence and actions of significant other nations.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise applying the critical attributes of concepts and paradigms as a basis for making an evaluation or judgement.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise constructing an analytical grid for the purpose of analyzing information.

Practise the skills associated with constructing a concept map for the purpose of analyzing information.

Practise identifying cause and effect relationships.

Are there any justifications for one nation to interfere or intrude on the decision-making processes of another nation?

Do all external forces represent a threat to the sovereignty of a nation?

Is it possible for two or more nations to construct relationships that equally benefit all the nations and peoples involved?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: National Sovereignty, External Influences, Domestic Politics, Options, Foreign Policy, Paradigms and Consequences.

See Activity One of the Unit Three Activity Guide for a more detailed outline of this suggested activity.

Discuss how the actions of foreign nations can influence the lives of ordinary Canadians.

- How could the actions of other nations affect your economic well-being?
- How could the actions of other nations affect your political well-being?
- How could the actions of other nations affect your cultural well-being?

Provide some contemporary and historical examples of how other nations and international events/conditions can affect the lives of Canadians.

- Possible historical examples could include the War of 1812, the cancellation of the Corn Laws, and Canada's involvement in two world wars.

Discuss with the students the key attributes of the concept of national sovereignty.

- Discuss the reluctance of nations to allow other nations or entities to intrude in their national decision making and domestic politics.

Have the students identify and discuss the positive and negative aspects of foreign influence.

Have the students construct a concept map or analytical grid that illustrates the positive and/or negative consequences of foreign influence.

Content

Such sentiments were challenged by those who believed that Canada needed to pursue an independent foreign policy and behave as a sovereign nation.

- Opposition to British influence over Canadian foreign policy was particularly strong within francophone Quebec. French-Canadians did not share a sentimental attachment to Britain. They believed that Canada's relationship with Britain should be as two sovereign nations, each capable of directing its foreign policies.

Repeated British expectations of Canada to actively support Britain's international well-being, tested Canadian national unity.

- During the Boer War, Britain requested Canadian military assistance. Many English-Canadians were prepared to help Britain.
- However, many French-Canadian identified with the Boer's struggle against an Anglo-Saxon onslaught, and strongly opposed any Canadian involvement.
- The Laurier government attempted a compromise stating that it would equip and transport Canadian volunteers to serve in South Africa. The compromise was criticized by English-Canadian imperialists and French-Canadian nationalists.

The Alaskan Boundary Dispute of 1903, fuelled the debate over Canada's continuing relationship with Great Britain.

- The boundary dispute between Canada and the United States occurred at a time when Britain was seeking to improve its relationship with the United States. The British representative on the Commission established to resolve the Dispute sided with the Americans, prompting some Canadians to believe that Britain was more concerned about British interest than about protecting Canadian interests.

During the same period, British naval supremacy was being vigorously challenged by Germany with its modern naval fleet.

- The British government, claimed that because the Royal Navy provided protection for all the Empire, the Empire should help to modernize the Royal Navy.

Concepts (Knowledge Objectives)

Know that in 1901, the census reported that 88 percent of Canadians were of British or French descent. The continued well-being of the nation was greatly influenced by the relationship between the two peoples.

Imperialism

Know that Joseph Chamberlain, the British Colonial Secretary from 1895 to 1903, articulated the vision of British imperialism when he stated that the Empire should have one foreign policy, acting as one collective, in protecting the interests of the Empire.

- Know that ardent Canadian imperialists believed that the interests of Britain and Canada were essentially the same.
- Know that Canadian imperialist sentiment was largely concentrated within the English-speaking population.
- Know that Canadian imperialists believed that the Canadian nation had a moral obligation to support Britain and British interests at the international level.

Nationalism

Know that Canadian nationalists, during the early decades of the 20th century, emphasized the need for Canada to exercise sovereignty over Canadian foreign policy.

- Know that Canadians, during the early decades of the 20th century, were particularly concerned over Great Britain's influence on Canadian foreign policy.

Boer War

Know that the Boer War had domestic political repercussions that called into question Canada's relationship within the Empire.

- Know that Britain declared war on the Boers in 1899 and asked for Canada's military assistance. Ardent imperialists within the English-speaking community demanded that the government aid Britain.
- Know that many French-Canadians were sympathetic to the Boer cause and viewed them as a linguistic and cultural minority fighting for survival against an Anglo-Saxon onslaught, and therefore opposed any Canadian involvement.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the assumptions that underlie a paradigm.

Practise identifying criteria that can be used to determine decisions and actions.

Practise using consequences as a means of evaluating actions and policies.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise the skills associated with good argumentation and presentation.

What criteria should a nation use to determine whether a relationship with another nation is beneficial or harmful:

- economic factors?
- political factors?
- cultural factors? and/or,
- military factors?

Do former colonies have any obligations or responsibilities towards their former colonial masters?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Sovereignty, External Influences, Domestic Politics, Options, Foreign Policy, Paradigms, and Consequences.

See Activity Three of the Unit Three Activity Guide for a more detailed outline of this suggested activity.

Discuss the relationship between Canada and Britain at the beginning of the 20th Century.

- Note the constitutional relationship between the two nations.
- Note that English-Canadians and French-Canadians had quite different views concerning Canada's relationship with and obligations toward Britain.
- Note the rising military and naval threat from Germany.
- Note the vision articulated by Joseph Chamberlain, the British Foreign Secretary, of how the Empire would act at the international level.
- Discuss the two visions of Canada as expounded by Canadian proponents of Chamberlain's vision, and Canadian nationalists who favoured a more independent foreign policy for the nation.

Have students groups debate whether Canada had any moral and legal obligations towards Great Britain.

- One group will support the assumption that Canada had a duty to support Britain's requests.
- Another group will support the belief that Canada did not have any moral obligations to support Britain's requests.
- A third group will represent the Canadian government and will attempt to develop a response to Britain's request.
- In developing the official response, the government will have to consider the feelings of English-Canadians and French-Canadians.

Content

- Again, English and French Canada clashed over the British request. Again, Laurier attempted a compromise by creating a Canadian navy that would be available to aid Britain in the event of a war. Again, the compromise was attacked by both English-Canadian imperialists and French-Canadian nationalists.

There was increased sentiment that Canada should assume the responsibility for its foreign relations, and in 1909 the Laurier government established the Department of External Affairs.

The emotional debate and divisions caused by repeated British requests for military aid contributed to the defeat of the Laurier government in the 1911 federal election.

The First World War: The Power of the State

In August of 1914 Britain declared war on Germany. Being an integral part of the Empire, Canada was automatically at war with Germany.

- There was enthusiasm for the war effort in both English and French Canada. There were expectations that the war would be short. The large number of enlistments prompted Prime Minister Borden to declare that there was no need for conscription for overseas service.

The federal government moved quickly to give itself extraordinary powers to supervise both the nation's economy and population. The War Measures Act, passed in 1914, gave the federal government full authority to do everything deemed necessary "for the security, defence, peace, order and welfare of Canada."

- The Act permitted the government to direct the nation's economic activity toward producing the necessities of war. All segments of society had to be mobilized to support the war effort.
- The Act suspended the right of habeas corpus by permitting the government to arrest and detain persons without bringing specific charges before a judge, and gave the government the authority to deport without trial.

Concepts (Knowledge Objectives)

Alaskan Boundary Dispute

Know that the discovery of gold in Alaska, in the late 1890s, made control of the coastal ports to the gold fields a serious issue between Canada and the United States. The two nations disagreed over the boundary along the Alaskan Panhandle.

- Know that a commission formed to resolve the dispute between Canada and the United States consisted of six members: three from the United States and three representing Great Britain. As its representatives, the British government nominated two Canadians and Lord Alverstone, the British Lord Chief Justice. Alverstone sided with the American claims in the dispute.

National Unity

Know that at the outbreak of the First World War, both the French- and English-speaking communities supported Canada's participation.

War Measures Act

Know that War Measures Act provided the federal government powers beyond those delineated in the constitution.

Know that the War Measures Act, passed in 1914, gave the federal government full authority to do everything deemed necessary "for the security, defence, peace, order and welfare of Canada."

Know that the War Measures Act placed restrictions on the civil and political rights of individual citizens and groups.

- Know that the Act suspended the right of habeas corpus by permitting the government to arrest and detain individuals without having to bring specific charges before a judge, and gave the government the authority to deport without trial.
- Know that the Act also permitted the government to direct the nation's economic activity towards producing the necessities of war. All segments of society had to be mobilized to support the war effort.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the criteria of paradigms as a basis for classifying and analyzing data.

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Practise the skills associated with cooperative activities.

Practise the skills associated with good argumentation and presentation.

Why are national governments reluctant to relinquish any meaningful decision-making powers to an international body?

- fear of a loss of national decision-making powers?
- fear, by the leadership, of a loss of domestic support?
- opposition of significant segments of the domestic populace? and/or,
- fear of foreign interference in domestic matters?

Is there justification for one nation to interfere in the internal affairs of another nation?

Is Canada guilty of interfering in the internal affairs of other nations?

Continuation of the Concept Application Lesson for: National Sovereignty, Domestic Politics, Options, Foreign Policy, Paradigms and Consequences.

- A primary goal of the response is to maintain national unity.

Each of the groups should:

- provide historical events/policies surrounding that relationship between Canada and Britain to support their arguments;
- provide a description of the relationship that should exist between Canada and Great Britain;
- address the issue of Canada's relationship to Britain in event of a major war; and,
- address the question of whether the link with Britain enhanced Canada's position as an independent political entity on the North American continent.

The groups could meet, in a conference setting, and attempt to achieve a consensus on the issue of Canada's relationship with Britain and British requests for Canadian assistance.

The students could compare their consensus position with the actual policies formulated by the Laurier government.

- What were the political consequences for the Laurier government?
- Would the Laurier Government have suffered the same political consequences if it implemented the policy developed by the class?

Content

Conscription and A Divided Nation

As the War continued, enthusiasm and the numbers of volunteers, both waned.

- There was evidence of corruption and profiteering by various munition manufacturers. While some Canadians were making huge profits, many of the families of servicemen had to rely on the Canadian Patriotic Fund for food and other necessities.
- **The death and disaster associated with the War was not limited to Europe. On December 6, 1917, a French munition ship exploded in Halifax harbour, destroying most of the city and killing close to 2,000 people.**

By late 1916, the number of volunteers could not match the number of rising casualties. The personnel shortage was aggravated by the official policy to exclude Canadians of Japanese or Indian ancestry from military service.

In an attempt to fulfil military commitments, the Borden government, in August 1917, introduced the Military Service Act. This Act enabled the government to draft single men, between the ages of twenty and thirty-five, for overseas service.

- In an attempt to diffuse the issue, Borden attempted unsuccessfully to have Laurier and the Liberal Party join a coalition government.

The conscription issue seriously divided English and French Canada. For many French-Canadians, the War became identified with Britain and English Canada.

- The Canadian military's reluctance to create French-speaking regiments contributed to feelings of estrangement with English Canada.

Anti-conscription riots occurred in Quebec City and Montreal. Five civilians were shot by troops in the riots in Quebec City. The Quebec legislature debated a secessionist resolution.

Many within the labour movement also opposed conscription. Labour leaders were demanding that all war profiteering be ended before conscription be considered.

Concepts (Knowledge Objectives)

Income Tax

Know that the government's expenditures to meet the costs of war, outstripped its tax revenues.

- Know that for the first time, the Canadian government had to borrow hundreds of millions of dollars from private investors in the United States.
- Know that to help finance the war, the government also imposed a tax on the personal incomes of all Canadians, in 1917. The income tax was supposed to last only for the duration of the war.

Military Service Act of 1917 (Conscription)

Know that conscription seriously divided English and French Canada and imperiled the unity of the nation.

- **Know that French-Canadians were largely opposed to conscription.**
- Know that French Canada was joined in its opposition to conscription by many farmers in English-speaking Canada, trade unionists, and some religious communities.
- Know that Henri Bourassa and Wilfred Laurier opposed the Military Services Bill.

Know that conscription was imposed in both the First and Second World Wars.

Conscription

Know that 400 000 men were registered under the conscription legislation.

- Know that almost exactly the number of troops required (100 000) were called up under the Act. Fewer than 25 000 were actually sent to France.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying criteria that can be used to evaluate situations and determine responses.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise applying the thinking skills of:

- stating the criteria that can be used to determine decisions and actions; and,
- evaluating consequences as a means to evaluate the criteria selected.

Do the rights and well-being of the individual take precedence over the rights of the society?

Are there circumstances or situations that justify the restricting of individual rights?

Do individual citizens have a responsibility to ensure that their actions do not endanger the well-being of society?

What circumstances would justify the state suspending the rights of individuals or groups within society?

What criteria should be used to determine when there should be a suspension or restriction of individual and collective rights?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Rights, Responsibilities, Civil Rights, Constitution, Foreign Policy, and National Well-being.

See Activity Four of the Unit Three Activity Guide for a more detailed outline of this suggested activity.

Discuss with the students how the Canadian constitution protects individual rights.

- Note that it restricts and limits the powers of government and provides for an independent judiciary that a citizen can petition to secure individual rights.

Note that even in a democracy there are certain circumstances in which it is deemed necessary to limit the freedoms and rights of the citizenry. Provide the students with a number of instances/situations that limit peoples' individual rights. For example,

- no one has the right to injure another individual by his/her actions; and,
- individuals are not free to take action against another person's property such as committing theft or fraud.

Ask the students whether such limitations, in those circumstances, are justified?

Note that the value of freedom can sometimes come into conflict with other values such as order and national security.

- Point out that serious restrictions on individual rights have been imposed in times of national emergencies, such as during both world wars and the October Crisis of 1970.

Involve the students in constructing criteria to determine when the rights of citizens have to be suspended in order to secure the national (collective) well-being.

Content

Some labour leaders also feared that military conscription would lead to industrial conscription which would restrict the workers' freedom to change jobs or to strike for better working conditions.

Collective Security and Individual Rights

The urgencies of war tested the democratic values of the nation. The government was determined that those groups who lacked enthusiasm for the war would not be allowed to impede the war effort nor endanger national unity.

- Suspicion was directed at the half a million immigrants from Germany and Austria-Hungary, who were not yet British subjects. They were now considered undesirable as potential impediments to the war effort, and faced both unofficial and official restrictions and persecution.
- The government ordered "enemy aliens" to carry special identity cards and report for regular interviews. Over 8 300 "enemy aliens" were interned in twenty-four detention camps during the course of the war.

The government's actions mirrored the public's fears concerning the enemy aliens.

- Many were fired from their jobs and placed under police surveillance. German language schools and newspapers were closed or ordered to communicate in the English language. German clubs and businesses were attacked.

As the war continued and casualties mounted, a perception developed that the burdens of war were not being carried equally by all Canadians. Pacifist religious sects such as the Doukhobors, Mennonites and Hutterites, were targets of resentment.

- The public resented the federal government's guarantee that these groups would be exempt from military service.
- The Manitoba government ended bilingual German-English language teaching in public schools and closed Mennonite private schools.
- Public resentment increased and, in 1919, Ottawa specifically barred them from entering Canada.

Concepts (Knowledge Objectives)

Political Rights

Know that the perceived emergency created by participating in the First World War impacted the relationship between collective rights and individual rights of citizens.

- The trials of a war that seemed to continue with no prospects of victory, aroused intense and hostile feelings towards specific minorities within the Canadian community.
- Animosity directed towards Eastern European immigrants was to be translated into deliberate legislative actions during the First World War.

Enemy Aliens

Know that the label enemy aliens was allocated to those immigrants from Germany and Austria-Hungary who had migrated to Canada but had not yet become British subjects.

- Know that Ukrainians, Austrians, Poles, Czechs and Slovaks were considered to be enemy aliens even though some of these populations had been reluctant members of the Austro-Hungarian Empire.
- Each enemy alien was required to register with a local magistrate, report monthly and give up any firearms. Those labelled as dangerous enemy aliens were placed in internment camps.
- The Wartime Elections Act of 1917 disenfranchised large numbers of enemy aliens who were born in an enemy country, whose mother tongue was the language of an enemy country, and who had not been naturalized before 1902.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise making hypotheses based on reasonable assumptions and inferences.

Practise identifying connections and interactions.

Practise identifying cause and effect relationships.

Practise applying the thinking skills of:

- stating the criteria that can be used to determine decisions and actions; and,
- evaluating consequences as a means to evaluate the criteria selected.

Should domestic concerns and priorities take precedence over international concerns in the establishment of a nation's foreign policies?

What criteria should Canada use in determining whether to enter into a military alliance with another nation?

Are there moral reasons to involve the nation in an international war?

Does Canada have any "moral" obligation:

- to protect the rights of citizens of other nations?
- to provide military assistance to particular nations? and/or,
- to initiate military activities to protect citizens of another nation?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Criteria, Foreign Policy, National Well-being, and Consequences.

Provide students with the principles that Canadian government have used to guide them in formulating foreign policy and actions on the international level. These include:

- ensuring that specific external policies do not pose a "threat" to national unity;
- ensuring that external policies are consistent with the nation's economic well-being;
- ensuring that the nation's sovereignty is secured and not imperilled by the actions of other nations; and,
- ensuring that international policies do not involve the nation in military conflicts.

Have the class discuss the major reasons why the European powers went to war in August of 1914.

- Did Canadians have any involvement in the issues leading to the First World War?
- Was the war a struggle between "good" and "evil"?

Have the class discuss how Canada's involvement in each of the world wars impacted each of the above principles.

- Student groups could focus on the impact of the war on particular principles.

Considering the domestic strife and the loss of Canadian life on the battlefield, was the costs of being involved in the War, too high?

- Remind students that many people, at the time, believed that the First World War was the "war to end all wars"!

Content

The First World War ended on November 11, 1918. The War had exacted a high toll on all the participants. 60 000 Canadian military personnel had been killed and thousands wounded.

Breaking the Old Ties: Impact of the First World War

Canada's participation in the "Great War" produced some lasting consequences.

The Canadian military achievements and the human price of those achievements contributed to a growing belief that Canada was not fighting as a British colony, but as an independent nation.

- The Canadian victory at Vimy Ridge saw Canadian troops fighting as a distinct military unit, the Canadian Corps. After June 1917, a Canadian general, Arthur Currie, became commander of the Corps. The exploits of Canadian servicemen such as Billy Bishop and Roy Brown contributed to national pride.

Prime Minister Borden demonstrated the new sense of Canadian sovereignty at the Imperial War Conference of 1917. He drafted a resolution stating that Canada and the other Dominions, were completely autonomous nations within an Imperial Commonwealth.

- Borden had insisted that Canada was entitled to attend the Paris Peace Conference as a separate and equal member of the Empire.
- Canada signed the Peace Treaty and became a full member of the new League of Nations.

The war weakened the attachment of many Canadians towards Britain and Europe. To many, it was European politics which had caused the First World War and many Canadians had paid dearly in that War.

- Many Canadians wanted Canada to follow the U.S. foreign policy of isolationism and to avoid becoming involved in European intrigues.

Canadians increasingly looked to the United States to establish political and economic links.

- Canada's first permanent diplomatic mission was established in Washington in 1927.

Concepts (Knowledge Objectives)

Canadian Military Contribution

Know that by the end of the First World War, 600 000 Canadians had served in a army of four divisions. More than 60 000 Canadian military personnel were killed in the War.

- Know that the battle of Vimy Ridge marked the first time that Canadian forces operated as a distinct Canadian force, the Canadian Corps. The Canadian victory at Vimy Ridge was a costly victory. There were over 10 000 casualties and 3 598 fatalities in the battle.
- Know that Billy Bishop is credited with downing 72 German aircraft during the War. Bishop was awarded the Victory Cross, the highest military honour in the British Empire.

Consequences

Know that Canada's participation in the First World War had significant consequences for the Canadian nation.

- Know that Canadian political leaders saw that participation in the First World War created deep divisions between French Canada and English Canada, threatening national unity.
- Know that the issue of conscription strained the relationship between English- and French-speaking Canada.
- Know that the War revealed a lingering distrust of non-British immigrants and a willingness by the government to institute measures that targeted specific segments of the population.
- Know that the "Great War" was a watershed in Canada's development as an independent nation. Disillusionment with British military leadership and the thousands of Canadian casualties promoted a reappraisal of Canadian foreign policy and of Canada's commitments to the Empire, and influenced the direction of Canadian foreign policy in the following decades.
- Know that the War made Canadians more acutely aware of foreign affairs and of the need to have Canadians control and direct foreign policy.
- Know that Canada's extensive military involvement in the War contributed to a sense of nationhood.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practice creating criteria that can be used to evaluate situations and determine actions.

Practise identifying connections, interactions and arrangements.

Practise applying the thinking skills of:

- stating the criteria that can be used to determine decisions and actions; and,
- evaluating consequences as a means to evaluate the criteria selected.

Practise the skills of dialectical thinking by:

- making a value claim concerning the issue;
- providing support for the value claim;
- setting out counter-arguments to the first value claim;
- providing support for the counterargument; and,
- coming to a dialectic conclusion.

What criteria should Canada use to determine whether it should commit its military to an international conflict?

To what extent should the protection and extension of human rights be considered in the establishment of a nation's foreign policies?

Continuation of the Concept Application Lesson for: Criteria, Foreign Policy, National Well-being, and Consequences.

- Remind students that twenty years later, Europe was again engaged in a world war and that Canada was involved again.

Have the class develop criteria to determine whether Canada should become involved in an international conflict or war.

Considerations could include:

- human costs of the involvement for the Canadian nation;
- impact on the economic well-being of the Canadian nation;
- impact on the unity of the Canadian nation;
- level of domestic support for the involvement;
- ideological aspect of conflict such as a struggle against a totalitarian regime;
- the territorial well-being of the nation;
- human rights issues and principles;
- actions of significant other nations such as allies;
- international obligations to become involved such as treaties; and,
- morality of the conflict.

Have the student groups come together and attempt to reach a class consensus on criteria to govern Canadian military action.

The students could engage in a dialectic on whether Canadian military involvement in the First World War and/or Second World War was consistent with the criteria they have developed.

Content

- Canada became increasingly dependent on American investment and markets to drive the Canadian economy. By 1922, American investment in Canada exceeded British investment, and by 1923, Canadians were exporting more to the United States than to Britain.

The domestic strife caused by conscription influenced the foreign policies of successive Canadian governments.

- The new Canadian Prime Minister, Mackenzie King, sought to avoid future international commitments that could divide the nation and endanger its unity.
- To obtain a measure of sovereignty over Canadian foreign policy and "distance" Canada from the Empire, his government persuaded London to relinquish its control over Canada's external affairs. This was enacted in the Statute of Westminster in 1931.

Government: Changing Visions and Expectations

The end of the War allowed Canadians to focus on domestic concerns and challenges. Canadians were soon engulfed in the world-wide Depression of the 1930s, prompting Canadians into debating the role of government in securing the well-being of the citizenry.

The debate focused on such questions as:

- Is government or the marketplace the "best" instrument to secure the economic well-being of the Canadian people?
- To what degree is society responsible for securing the well-being of the individual?
- Should the government ensure that all Canadians have an acceptable standard of living?

The debate was influenced by competing paradigms, each articulating quite different roles for government and the marketplace.

One paradigm argued that the marketplace can best secure the goods and services that society needs and wants. The size and role of government should be greatly reduced.

Concepts (Knowledge Objectives)

Continentalism

Know that during the period between the two world wars, the influence of the United States on the Canadian nation increased, while the influence of Great Britain declined during the same period.

- Know that Canada's first permanent diplomatic mission was established in Washington in 1927.

Know that by the 1920s, Canadians increasingly relied on the U.S. market to sell Canadian goods and resources and on American capital for foreign investment.

Foreign Policy

Know that Canadian political leaders saw that participation in the War created deep divisions between French Canada and English Canada, threatening national unity.

- Know that Canadian policymakers were reluctant to become involved in similar foreign involvements that might create further division within the nation.
- During the Chanak crisis of 1922, King delayed responding to the British request for Canadian military support until that Crisis dissipated.

Government

Know that government is a specialized activity of those individuals and institutions that make and enforce public decisions that are binding upon the whole community.

Know that most Canadians believe that to maintain social order and well-being, government has to perform the following functions:

- protect society from external attack;
- enforce rules of conduct within society; and,
- settle disputes between members of society.

Know that apart from the above functions, there is little agreement on the role of government.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using one's personal experience to gain an understanding of a concept.

Practise developing and applying criteria as a basis for making judgements.

Practise constructing and evaluating generalizations.

Practise using the critical attributes of concepts and values for the purpose of analyzing historical and contemporary issues and events.

Is government a necessary requirement to ensure society's economic, social and political well-being?

Do the activities of government pose a threat to the rights of the individual citizen?

Does the individual citizen have any responsibilities toward the well-being of the community?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Government, Social Contract, Ideology, Rights, Responsibilities, Assumptions, and Expectations.

Have the class discuss contemporary assumptions and practices that govern the relationship between the people and the collective decision-making processes and institutions that affect their lives.

Use the following questions/issues to generate discussion:

- Should all members of a society have influence and participate in the societal decision-making processes?
- Should there be criteria that determine whether a member of society has the right to participate in societal decision making?
- Should some members of society have more influence than others in the processes of societal decision making?
- Are there certain circumstances in which public participation in societal decision making should be restricted/suspended?
- What are our expectations of government in terms of securing our individual and collective well-being?
- What are the responsibilities of individuals in securing their well-being?
- Should governments and decision makers be held responsible and accountable to the general public?

Using the following definitions, discuss the concept of social contract.

- Know that in society people live as if there were a social contract which defines the norms and mores governing conduct within society, both explicitly and implicitly.
- Know that the social contract will define the relationship between the individual and the collective society. It defines the rights and responsibilities of the individual and the collective society.

Content

- **Supporters of this paradigm believe that government should allow the market to determine production, allocation and distribution of goods, services and wealth.**

An opposing paradigm argued that government has to intervene in the workings of the marketplace because the latter does not always distribute products, services and wealth, in an equitable manner.

Classical Liberalism: Laissez Faire Government

The inability of governments to deal effectively with the effects of the Depression caused Canadians to question the existing attitudes and expectations concerning the role of government. New political movements emerged to challenge those attitudes and expectations.

Prior to the Depression of the 1930s, governments did not intervene greatly in the operation of the marketplace. The tenets of classical liberalism guided the actions of national decision makers.

- **The marketplace, not the state was deemed to be the vehicle to secure the economic well-being of the society. The market was left relatively unregulated.**

When governments intervened in the working of the marketplace, they tended to pursue policies and actions that favoured the interests of business rather than the interests of labour.

- A government promise to institute a 30 percent protective tariff induced the Hart Massey agricultural manufacturer to locate in Toronto. This was an example of business's eagerness to accept government assistance.

While business people saw the advantages of organizing to pressure government, they did not see the merits of the workers forming unions to improve their well-being.

- Attempts by workers to institute a nine-hour work day, in the mid-1870s, were successfully opposed by government and business. It was to take nearly fifty years for labour to achieve the nine-hour work day.

Concepts (Knowledge Objectives)

Paradigms

Know that at differing times during the 20th century, particular paradigms as to the role of government have emerged and influenced events and opinions within the Canadian community.

Marketplace

Know that the economic activity that meets the needs of a society - the production and consumption of goods and services - is often referred to as the marketplace.

Mixed Economy

Know that the Canadian economy possess the attributes of a mixed economy in that most of the resources are in private hands, but the use of those resources is partly controlled by government which is responsible for the fulfilment of social goals.

- Know that public needs and wants are satisfied either directly by government, through constrained operation of the private sector, or through community or producer co-operatives.
- Know that economic control is exercised by both private and public institutions.

Ideology

Know that ideologies furnish the basis for political persuasions by providing certain assumptions and values that may be held in common.

- Know that all ideologies presuppose that society is something people can change, reform or mould according to their desires.

Know that various ideologies provide societal models that define the proper relationship between the individual and the collective society.

- **Know that each ideology defines the role of government and private activity in the production and distribution of goods, services and wealth.**
- **Know that each ideology articulates the role and responsibilities of government toward the general population.**

Skills/Abilities Objectives

Practise using the critical attributes of concepts and values as criteria to evaluate historical and contemporary situations.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Learn to synthesize parts into a meaningful whole, integrate them and create a new product, rule or theory.

Practise applying the thinking skills of:

- stating criteria that can be used as a basis for decision making; and,
- presenting tests such as consequences that justify the selected criteria.

Values Objectives

What are the responsibilities of government toward the well-being of the individual citizen?

Should society expect individuals to assume some responsibilities to ensure their own well-being?

Are all citizens of the nation entitled to equal treatment because of their citizenship?

Should some citizens be excluded from the benefits of citizenship because of their actions?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: Government, Social Contract, Ideology, Rights, Responsibilities, Assumptions, and Expectations.

Point out that ideologies also define the rights and responsibilities of the individual and the collective community, and the relationship between government and the individual.

Have the students generate a list of major issues facing contemporary Canadians, such as environmental concerns and unemployment levels.

- Which issues should be the responsibility of the individual and which the responsibility of the collective society?

Have several student groups, working independently, construct a social contract that describes contemporary assumptions about the relationship between the people and their government.

In constructing the social contract, have the students address the following:

- expectations of government in securing the well-being of citizens;
- responsibilities of individuals to secure their own well-being; and,
- the extent to which the social contract extends to the whole Canadian population. Is the contract all inclusive? Are women and First Nations peoples included?

Have the students focus on the issue of equality.

- In what ways should all citizens of Canada be treated equally?
- Should all Canadians be entitled to the same services and opportunities?

Have each group present its social contract to the class for discussion. The class can attempt to reach a consensus on a contemporary social contract.

Content

Although the Macdonald government in 1872 had made it legal for workers to organize and to strike for more pay or shorter hours, the law against criminal conspiracy continued to be used against attempts to organize workers.

- Macdonald's government also instituted the Criminal Law Amendment Act which imposed severe penalties, including prison terms, for most forms of picketing. Picketing remained illegal in Canada until 1934.

Canadian governments initiated some attempts to ameliorate conditions in the workplace. In 1888, Ontario banned children from working in factories. Shopkeepers could not employ boys under fourteen or girls under sixteen for longer than twelve hours a day or seventy-four hours a week.

- However, the province provided only three inspectors to enforce its Factory Act.

Social issues such as poverty and unemployment were deemed to be the concerns of private charities and churches, not government.

- In the cities, the wealthy and the poor lived apart in separate neighbourhoods that exhibited a stark contrast in living conditions. Most working-class families lived in boarding or tenement houses. An average family of five lived in a one-or-two room flat, unventilated, inadequately lighted, and poorly heated.
- Most working-class families lacked hospital or life insurance to protect them. Malnutrition and poor housing conditions produced high infant mortality rates in the cities' poorer districts. One out of every four infants died before the age of one.

Domestic violence was common and wives had little legal recourse, as the courts rarely challenged the husband's proprietary right over his wife's person. Prohibitive legal costs made divorce impossible for most working-class women.

The belief that the nation needed an expanding population led to encouragement of women to have large families.

- Those advocating the limiting of family size could be legally prosecuted.

Concepts (Knowledge Objectives)

Classical Liberalism

Know that prior to the Great Depression of the 1930s, the tenets of classical liberalism provided direction for governments.

- Know that governments did not intrude into the free operation of the market-place and did not attempt to redress the consequences of the marketplace such as social and economic inequalities.

Know that classical liberalism advocates a minimalist role for government, including:

- governments should largely leave people alone to work out their own destinies within society;
- equality of right simply means that all abide by the same rules; it does not mean equality of results. There will always be inequality of wealth, status, and power; and,
- government should not intrude in the workings of the marketplace because the market is more efficient at the distribution of wealth on the basis of merit and effort.

Laissez Faire

Know that laissez faire is the belief that governments benefit society the most by not interfering in economic activity.

Poverty

Know that there was a belief that, except for the aged and those with disabilities, individuals alone were to blame for their plight. Society was not to be blamed for poverty.

- Know that poverty was considered a crime. A 1892 government report indicated that most of the inmates of the Peterborough jail were there because of the offence of poverty and an inability to find work.

Social Inequality

Know that Canadian society, at the beginning of the 20th century, was a society that exhibited economic, social, gender and racial inequalities.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the critical attributes of concepts and values as criteria to evaluate historical and contemporary situations.

Practise using one's personal experience to gain an understanding of a concept.

Practise defining the assumptions that underlie a paradigm.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise constructing analytical grids for the purpose of analyzing and evaluating information.

Is the involvement of government necessary to ensure that all citizens receive essential services?

Is it fair to evaluate the assumptions and practices of the past using contemporary assumptions and practices?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Ideology, Classical Liberalism, Social Contract, Government, Rights, Responsibilities, and Expectations.

Have students research the economic and social conditions facing Canadians at the beginning of the 20th century. Have the students focus on the following aspects of life during that time period:

- working and safety conditions;
- education and employment opportunities for the citizenry;
- housing and health conditions; and,
- government response to conditions of social and economic inequality.

Have the students review the major tenets of classical liberalism.

- Did the assumptions and tenets of classical liberalism contribute to the existing social and economic inequalities?

Have the students construct a social contract defining the relationship between government and the citizen, based on the principles and assumptions of classical liberalism.

The students could use an analytical grid to contrast classical liberal assumptions with contemporary assumptions concerning government and the well-being of the citizenry.

Have student groups investigate how the application of laissez faire assumptions would affect the lives of contemporary Canadians.

Groups could investigate how the application of classical liberal tenets would affect:

- educational opportunities for students;
 - the health of an ordinary Canadian family;
 - working conditions for Canadian workers; and,
 - struggle for gender equality.
-

Content

- Section 179 of the Criminal Code made it an indictable offence for advocating, promoting or selling contraceptive devices, or performing abortions.

Children possessed even fewer rights and privileges than did women. Family responsibilities began early for the young. Most had to find work as soon as possible to augment the family income. A grade three education was the norm for working-class children.

Discontent on the Prairies: Farmers and Labour

The recession and unemployment following the war caused some Canadians to re-examine traditional beliefs concerning the role of government. Prairie farmers and organized labour were both calling on governments to become more interventionist to ameliorate perceived inequalities.

The prairie economy was based on agriculture; however, the prosperity the agricultural sector produced was far from secure.

- **Farmers had little control over climatic conditions and the often volatile international marketplace. Dramatic swings between economic prosperity and recessions fuelled discontent.**
- **The small prairie population could not rival the economic and political influence held by the population of Central Canada.**
- **Many in the West felt that they were victims of an unholy alliance of national governments reflecting the interests of Central Canada, the C.P.R. and the grain trading companies.**

Considerable prairie resentment was directed toward the policy of high tariffs meant to protect Central Canada's manufacturers.

- The policy meant that Western farmers had to pay higher prices for Eastern-manufactured goods, while they sold their products on the unprotected international market.
- As early as 1910, the Farmers' Platform demanded greater government intervention in the economy, public ownership of basic utilities and transportation, regulation of the grain trade and lower tariffs.

Concepts (Knowledge Objectives)

Charity

Know that churches and philanthropic organizations provided whatever charity was available. Toronto had over fifty charitable organizations and twenty churches providing assistance to the poor. Between 1900 and 1911, these institutions provided relief for 2 000-3 000 families each year.

Mortality Rates

Know that in 1895, the death rate was 35.51 deaths per thousand in one working-class district of Montreal, compared to less than 13 per thousand in a more affluent district of the city.

- Know that in Montreal, between 1899 and 1901, 26.76 percent of newborn children died before they were one year old.

Education

Know that in working-class districts it was difficult to keep children in school. The Montreal Catholic School Commission reported, in 1905, that it had 3 442 students in grade one and 426 students in grade five. Less than twenty-five percent of the total enrollment in Montreal schools was beyond the elementary level in 1917.

Region

Know that geography and climate have made Canada a nation of regions.

- Know that each region is unique and will evolve its own economic and social organizations to meet its distinct challenges and opportunities.

Regional Disparity

Know that the regions of the nation are not equal in terms of resources, economic options, or the degree of political influence on national decision making.

- Know that on occasions, the interests of one region will be in conflict with the "interests" of other regions.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Practise applying the critical attributes of concepts and paradigms to historical and contemporary events and issues.

Is it possible to develop institutions and practices that would meet the distinct needs and challenges faced by the populations of the different regions of Canada?

Is it possible to secure the well-being of all regions of the nation?

Are there situations/challenges where co-operative group action is a better response than individual and/or group competition?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Co-operatives, Regionalism, Influence, and Collective Well-being,

As a class review the economic, political and social conditions experienced by the peoples of the prairies that would facilitate the creation of co-operatives.

- Note the sparse population, the settlement patterns, and the sense of isolation that the early settlers would have experienced.
- Note the conditions and political realities that caused the peoples of the prairies to believe that their region's well-being was being neglected by the national government and institutions based in Central Canada.
- Discuss some of the types of co-operatives that were created to meet the challenges facing prairie peoples.
- How could co-operatives meet these challenges?

Provide the students with the **Student Information Sheets: *Co-operative Organizations in Saskatchewan: An Overview; Canada's Co-operatives: As Diverse as the Country Itself;*** and ***Statement on the Co-operative Identity.***

Assign student groups the task of investigating other regions of the nation. Students will focus their investigation on the first half of the twentieth century.

The group tasks include:

- identifying economic, social and political realities facing the peoples of the particular regions; and,
- describing how regional realities shaped the development of the co-operative movements.

One group of students could focus its investigation on how co-operatives have responded to the challenges faced by the Aboriginal populations.

Content

In an effort to gain a greater measure of control over their economic well-being, prairie farmers created alternative marketing mechanisms.

- There was support for the development of producer-owned co-operatives. In 1906, the Grain Growers Grain Company, a farmer-owned grain marketing company, was formed. By 1910, farmer-controlled co-operative elevator systems were competing against private elevators, and quickly expanded across the prairies.
- The concept of farmers pooling their wheat and selling it through a single agent which, like the Wheat Board, could average incomes and control prices, gained popularity. Aaron Shapiro, an American lawyer, played a prominent role in the formation of the Alberta Wheat Pool in 1923, and the Saskatchewan and Manitoba Wheat Pools in 1924.
- The Wheat Pools organized the Central Selling Agency to market their wheat and all three Pools established their own elevator systems.

The region's sense of being politically disenfranchised gave rise to the National Progressive Party, which elected 64 members to Parliament in 1921.

Labour was also prepared to challenge the power of government and business.

The Winnipeg General Strike: Social Unrest and Repression

Government and business blamed labour's growing discontent on "foreign and revolutionary" influences.

- The Bolshevik Revolution in 1917 caused both government and business leaders to fear that the spread of revolutionary ideas would lead to a revolution in Canada. Government was prepared to deal with those who posed such a political threat.
- In September 1918, the federal government prohibited the public use of enemy alien languages, banned various ethnic associations, and banned strikes.
- Those who violated the law would be immediately drafted into the armed forces.

Concepts (Knowledge Objectives)

Recession

Know that the end of the First World War did not lead to a new period of prosperity. A world-wide recession devastated the export-oriented Canadian economy.

- Know that the Canadian resource sector was particularly devastated as foreign governments instituted protectionist tariffs to reduce foreign imports. By 1921, the G.N.P. had declined by over 20 percent.
- Know that the distress on the prairies was compounded by near-drought conditions and a significant drop in wheat prices.

Interest Group

Know that an interest group is a collection of people organized to promote a goal they share or to resist some objective of government or of other groups that relate to the political process.

Economic Cycles

Know that the prairie economy was characterized by boom and bust cycles that were largely beyond the control of prairie people.

Co-operative Movement

Know that in Canada, there are economic organizations known as co-operatives which compete successfully with business and corporations.

Know that a co-operative is a type of business organization jointly owned by a group of people where the profits are distributed according to member patronage.

Know that co-operatives are based on the principles of:

- each member has one vote regardless of the number of shares owned;
- each member receives a fixed rate of return on each dollar invested; and,
- surpluses or dividends are paid to members in proportion to their patronage in the co-op.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise applying the moral tests of:

- universal consequences;
- role exchange; and,
- new cases.

Practise the skills associated with good argumentation and presentation.

What criteria should society use to determine the validity of the agendas of interest groups?

- well-being of the members of the interest group? and/or,
- well-being of the society as a whole?

Should the well-being of an interest group take precedence over the well-being of society?

Should the well-being of the society take precedence over the well-being of an interest group?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Dialectical Evaluation, Criteria, Interest Group, Power, Region, National Well-being, and Decision Making.

See Activity Five of the Unit Three Activity Guide for a more detailed outline of the suggested activity.

Note that within a society, there is competition among groups for influence on national economic and social decision-making processes.

- Note that not all individuals, groups, or regions within the nation have equal resources and equal influence on national decision making.

Indicate that the regions of the nation often act as interest groups seeking to promote national policies that benefit their region's well-being.

- Point out that one region's interests and goals may be in opposition to another region's interests and goals. Note that one of the greatest challenges facing Canada is reconciling and satisfying the interests of the various regions of the nation.
- Briefly discuss some issues or events that could strain relations between various regions of the nation.

Provide the students with a scenario that demonstrates the difficulty of reconciling the interests of different regions of the nation.

Students will assume the role of national political leaders or Members of Parliament. They will focus on the scenarios and/or other contemporary regional issues and attempt to reconcile the interests of the region they represent with the interests of the entire nation.

- Should the interests of a region take precedence over the interests of the nation?
- Should the interests of the nation take precedence over the interests of a region?

Content

Of the numerous strikes during 1919, the Winnipeg General Strike was the largest and was to affect profoundly the attitudes of organized labour.

- In May of 1919, Winnipeg's metal trades and building trades unions went on strike. They received the support of the city's Trades and Labour Council. The Council called for a General Strike. Within days, every union local in the city was on strike. The strike was supported by 20 000 non-unionized workers and the majority of returning veterans.

The business sector and government responded by organizing the Citizens' Committee of One Thousand. Working with the militia and different levels of government, the Committee coordinated strike-breaking activities.

- The federal ministers of labour and justice accused the strikers of fomenting a revolution.
- Striking postal workers were dismissed as were 240 Winnipeg policemen suspected of being sympathetic to the strikers.
- The Immigration Act was amended to permit the quick deportation of radical aliens. The Criminal Code was stiffened for those charged with sedition or advocating violent change.
- Rather than ending the strike, the arrest of several strike leaders produced an angry reaction and renewed determination on the part of the strikers.
- On Saturday, June 21, a silent parade of strikers was attacked by the police. Two strikers were killed and thirty injured. The strike collapsed shortly after "Bloody Saturday."

Actions such as the attempt by the Canadian Manufacturers Association to roll back the gains that unions had won during the war, convinced some that labour was facing a hostile alliance of business and government.

- The economic depression and unemployment following the war gave business an opportunity to undermine union membership and cut wages.

Concepts (Knowledge Objectives)

Labour Radicalism

Know that the radicalism present in Western Canadian unions was due to a number of factors:

- many of the immigrants, from both Europe and the United States, had strong socialist and labour backgrounds;
- the dangerous nature of work, such as mining, often led to confrontations with management; and,
- many of the 40 000 union members in the prairies were prepared to use the general strike as a vehicle to make gains for workers.

Know that the most radical elements of the Canadian labour movement were located in Western Canada. Many espoused total destruction of the capitalist system.

Power

Know that power is the ability to make and carry out decisions.

- Know that individuals and groups within society concentrate on gaining and using power for their benefit.
- Know that, during the early decades of the twentieth century, organized labour lacked the political influence or power to influence significantly the national economic and political decision makers.

Winnipeg General Strike

Know that war has not been the only instance, in this century, of the state using its extraordinary powers to suspend civil and legal rights of individuals and groups.

- Know that labour unrest manifested itself in the Winnipeg General Strike of 1919. The strike had considerable support among Slavic immigrant workers and led government and business leaders to claim that the strike was the work of alien revolutionaries.
- Know that the government, with considerable public support, deported a number of alleged foreign-born radicals, and allowed companies to fire suspected foreign radicals.

Skills/Abilities Objectives

Practise using the critical attributes of concepts and values as criteria to evaluate historic and contemporary situations.

Practise constructing and evaluating generalizations.

Practise making hypotheses based on reasonable assumptions and inferences.

Values Objectives

Should society set expectations concerning the actions of interest groups?

Are there circumstances that justify citizens openly challenging the existing legally constituted authorities and decision-making processes?

What role should government play in mediating or responding to conflicts between interest groups?

What criteria should be used to determine whether government should intervene in disputes between interest groups within society?

Do all Canadians have equal access and equal opportunity to influence societal and national decision making?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Interest Group, Power, Labour, Government, and Decision Making.

Discuss a number of issues that have strained relations between organized labour and business such as working conditions, safety in the workplace, unemployment insurance, wages, and pensions.

Provide the students with the **Student Information Sheet: *Government, Business and Labour at the Beginning of the Twentieth Century***. It provides a brief history of the relationship between labour, business and government during the early decades of the twentieth century.

Note that the position of organized labour today is quite different from the situation they faced in the first decades of the twentieth century.

- Have students contrast the position of labour in terms of labour's ability to influence policy changes, and political and economic decision making.

Have the students identify some of the major interest groups in today's society.

- How does organized labour compare in power and influence to other major interest groups in contemporary Canadian society?
- Has society changed its view concerning the rights of labour to organize and take action?

Provide the students with the **Student Information Sheet: *The Winnipeg General Strike***. Have them identify the major interest groups involved in the Strike.

- How did organized labour compare in power and influence with other major interest groups?
- How did the Canadian public react to the Strike, and how they might react today to such a strike?

Content

- In Quebec, the employers' counter-offensive was aided by the Catholic Confederation of Labour organized in 1920. It was organized to promote Catholic ideals and condemned the use of strikes or other direct action methods.
- The armed forces were used to break the strike in the coal fields of Cape Breton.

Organized labour increasingly turned to politics with the goal of obtaining sufficient influence to at least neutralize government during labour-management conflict.

- Labour supported candidates, including four candidates in jail for their involvement in the Winnipeg General Strike, won seats in the Manitoba legislature.

The Depression: Challenges to the Political Status Quo

On October 29, 1929, the New York stock market collapsed. Within days, thousands had lost their life savings and were destitute. Consumer spending declined and stores, factories and banks closed.

Access to Canada's largest customer and source of investment, the United States, was restricted as each nation sought to protect its domestic market and employment by restricting foreign imports.

- **The decline in international trade and in prices for goods devastated the Canadian economy. Foreign trade and investments had generated one-third of Canada's national income.**

The wheat farmers of the prairies saw the prosperity of the 1920s dissipate as the Depression continued. The wheat surplus of 1928 had deflated world wheat prices. Nearly two hundred million bushels of Canadian wheat remained unsold.

- **The decline in volume and value of wheat exports was coupled with an extended drought that created dust bowl conditions throughout southern Saskatchewan and Alberta.**
- **Thousands of farmers were forced into bankruptcy. Nearly 250 000 Westerners migrated from the prairies.**

Concepts (Knowledge Objectives)

Immigrants and Foreign Ideals

Know that some Canadians believed that immigrants from Eastern Europe would bring Bolshevik ideals to Canada and influence Canada's workers.

- Know that both government and business blamed much of the labour discontent on foreigners and foreign ideas.

Labour Unrest

Know that the ending of the Winnipeg General Strike did not end labour unrest throughout the nation. For example:

- over three million worker days of labour were lost in more than 420 strikes during 1919; and,
- most of the strikes did not result in tangible rewards for the workers.

Depression

Know that a depression is characterized by a particularly long and harsh period of reduced real production and other measures of economic activity.

- Know that important results of such a decline include a high rate of unemployment, large amounts of unused productive resources, and many business failures.

Know that the Depression forced Canadians to question the traditional assumptions and practices surrounding the paradigms concerning:

- **wealth-creation;**
- **the relationship between the people and the land; and,**
- **the role and function of government.**

Know that the Depression caused a reduction in the demand for goods/services and a reduction in international trade which greatly affected the export-oriented Canadian economy.

**Skills/Abilities
Objectives**

Values Objectives

**Suggested Teaching and
Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Does a nation's dependence on external markets to secure its economic well-being endanger the sovereignty of the nation?

Who should make decisions about the exporting and sale of Canadian products and resources:

- the people engaged in the specific export sectors?
- the population of the region in which the resources/products originate?
- the national government?
- the international marketplace? and/or,
- foreign-owned or controlled industries?

Who should be involved in determining a region's or nation's economic strategy?

- those engaged in the major economic activities? and/or,
- the citizenry through the policies and actions of government?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning
- Numeracy

Concept Development Lesson for: External Influence; Markets, Trade, Government, Subsidies, and Economic Cycle.

See Activity Six of the Unit Three Activity Guide for a more detailed outline of this suggested activity.

Provide students with the **Student Information Sheet: Trade, Tariffs, and National Well-being**. This sheet describes the importance of international trade and markets to the Canadian economy. It also describes the importance of the actions of other nations on the economic well-being of Canadians.

Have the students identify Canada's largest trading partners.

- Note the importance of the U.S. market to the well-being of the Canadian economy.

Using the example of grain markets, discuss factors that affect the well-being of Canadian trade at the international level.

Note factors such as:

- the level of grain production of other international competitors such as the United States and Australia;
 - the quality of the Canadian grains being exported and the quality of competitors' grains;
 - the demand for imported grain by external markets such as China and Russia;
 - the size of the Canadian crop available for export;
 - transportation factors such as cost and dependability;
 - the international price of various grades of wheat and other grains; and,
 - Canadian government assistance in the sale of Canadian agricultural products.
-

Content

The Depression was fundamentally to change how government was viewed. Many felt that the social and economic catastrophes were made more severe by the unwillingness of government to intervene actively.

- The emergence of new political movements such as the C.C.F. and Social Credit were a testament to the perceived failings of laissez faire government.
- The belief that the free operation of the marketplace would best secure economic well-being of Canadians was now being seriously challenged.

Unprecedented Crisis and Traditional Answers

The Canadian government's response to the Depression was to maintain long-standing assumptions and practices concerning the role of government.

- Prime Minister Mackenzie King refused to provide the provinces with additional funds to alleviate the growing distress.
- His inaction contributed to his government's defeat in the 1930 federal election.

The new Prime Minister, W. B. Bennett, was even more reluctant to initiate extensive government intervention in economic and social arenas.

- He disliked spending money on massive public works or relief payments. In his opinion, unemployment was a provincial and municipal responsibility, and neither level of government could expect significant funds from Ottawa.

While government "inaction" fuelled frustration among the unemployed, the government feared that the thousands of unemployed would embrace communist beliefs and pose a threat to the political and economic status quo.

- Work camps were established to house and control single males who were unemployed. Conditions in the camps did little to placate the residents. The camps were isolated, the work was hard, and the pay was poor.

By the summer of 1930, thousands had left the camps and congregated in Vancouver. They decided to trek by rail to Ottawa and demand government action.

Concepts (Knowledge Objectives)

Depression and Saskatchewan

Know that in the 1920s, Saskatchewan was one of the most prosperous farming regions in the world. When the international market for wheat collapsed, the entire economy of Saskatchewan collapsed. The price of Northern No.1 wheat fell from \$1.03 in 1928 to 27 cents in 1932.

- Know that within two years, the total income of Saskatchewan's farmers fell by close to 90 percent.

Protectionism

Know that the response of most industrialized nations to the Depression was to erect trade barriers to protect their domestic industries, markets and jobs from foreign competition.

- Know that trade barriers, in the form of tariffs on imports, was the preferred instrument to effect that goal.
- Know that the Hawley-Smoot Bill of 1930 effectively closed much of the U.S. market to foreign competition and foreign products. The Bill had a disastrous effect on the already depressed Canadian economy by denying Canadian products entry into the U.S. market.

Reciprocity

Know that the response of Canadian governments to the Depression was to renew attempts to achieve a reciprocity agreement with the United States.

- Know that to the advocates of such a policy, the Depression simply proved the dangers of restricting free trade. Reciprocity remained the desired option of Canadian government following the Depression.

Know that both W.B. Bennett's Conservatives and Mackenzie King's Liberals continued to adhere to the belief that Canada's economic well-being depended on access to the giant American market.

Skills/Abilities Objectives

Practise drawing inferences from reliable data.

Practise developing hypotheses based on reasonable assumptions and inferences.

Practise using an analytical grid to categorize and classify information so that it can be analyzed.

Practise using concept maps to identify and illustrate relationships between the parts of an event or situation.

Values Objectives

Who should influence decisions about the export and sale of Canadian products and resources:

- the people engaged in the specific export sectors?
- the population of the region in which the resources/products originate?
- the national government?
- the international marketplace? and/or,
- foreign-owned or controlled industries?

Who should be involved in determining a region's or nation's economic strategy?

- those engaged in the major economic activities?
- the citizenry through the policies and actions of government?
- private industry? and/or,
- multinational corporations?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: External Influence, Markets, Trade, Government, Subsidies, and Economic Cycle.

To illustrate the challenges associated with securing external markets for Canadian products and resources, provide the students with the **Student Information Sheet: Canadian Agriculture and the Vagaries of the Global Market.**

- This sheet describes the grain subsidy between the European Community, the United States and Canada during the 1970s.

Use the SIS to generate a discussion on Canada's position in the international marketplace.

- How does the Canadian government compare to the U.S. government in terms of its ability to subsidize the sale of Canadian grains on the international market?
- How can Canada compete with nations who possess greater financial resources and greater influence on the international marketplace?

Have the students identify domestic conditions and factors that can influence the well-being of the Canadian economy.

Have students construct an analytical grid or concept map that illustrates how various factors (external and domestic) will contribute to periods of economic prosperity and economic downturn for the Canadian economy.

- One group of students could construct a concept map or grid that illustrates periods of economic prosperity.
- Another group of students could construct a concept map or grid that illustrates an economic downturn.

Note: The concept maps should illustrate the connection between markets and Canada's economic well-being.

- Have the students discuss/explain how external markets influence the well-being of Canadians.

Content

- Hundreds of unemployed joined the On-to-Ottawa Trek as it travelled across the prairies.
- The workers arrived in Regina and waited as their leaders met with Bennett in Ottawa. The talks between Bennett and the march leaders collapsed. In Bennett's opinion, the trekkers were communists and radicals.
- On July 1st, the Regina Riot occurred as the strikers battled both Mounties and city police.

By 1933, one-third of the nation's workforce was unemployed. There was little relief for the unemployed. There were no social programs such as unemployment insurance.

As the Depression continued, it became evident that policies emphasizing a limited role for government were not addressing the economic and social crises.

- Prime Minister Bennett, perhaps influenced by Roosevelt's New Deal, called for a similar program. In his opinion, capitalism was in desperate need of reform.
- In early 1935, legislation was passed that set minimum wages and hours of work, established unemployment insurance, and gave the government power to regulate prices and business practices. The Courts disallowed a number of Bennett's initiatives.
- Bennett's dramatic actions did not save his government from electoral defeat in the 1935 federal election.

There was growing opinion that governments' response to the social and economic upheavals that accompanied the Depression had been inadequate.

The 1935 federal election became a debate over which party could best negotiate a comprehensive free trade agreement with the United States.

- Upon winning the election, King's Liberals quickly negotiated the Reciprocal Trade Agreement with the United States.

While American manufacturers wanted Canada's raw resources, they used their considerable political power to resist the importation of Canadian manufactured goods.

Concepts (Knowledge Objectives)

Regina Riot

Know that on July 1, 1931, a riot occurred in Regina in which trekkers clashed with police.

- Know that one city detective was killed and 130 strikers were arrested. The march to Ottawa was over.

Know that, during the late 1920s, Canada's dependence on the U.S. market overtook its dependence on Britain.

Social Change

Know that social change can result from situations that fundamentally challenge established social norms and mores. Situations such as wars, epidemics, and natural catastrophes can produce conditions that bring about social change.

Depression

Know that the social and economic dislocations caused by the Depression gave rise to new political movements that articulated a role for government in securing the well-being of the citizenry, and that these movements challenged existing assumptions and practices.

Ideology

Know that a number of ideologies define what they consider to be the role of government within a democracy such as Canada's.

- Know that the actions of various segments of the Canadian populace who challenged existing paradigms were, in part, shaped by events/actions that predated the 1930s.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Learn to identify and articulate the assumptions that underlie a paradigm.

Practise using one's personal experience to gain an understanding of a concept.

Practise developing and applying criteria as a basis for making judgments.

Practise using previously developed criteria as a basis for analyzing historical and contemporary situations.

Should all citizens expect to receive a basic set of services necessary for an "acceptable" standard of life?

Should all citizens be expected to contribute to the financing of those services?

Does society have any obligation to provide specific services to individuals who do not actively contribute to the nation's economic well-being?

What criteria should a society use to determine the services that are essential to the well-being of the individual?

What criteria should a society use to determine the services that are essential to the well-being of the society?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Ideology, Social Contract, Government, Expectations, and Consequences.

Provide the students with the following **Student Information Sheets: *Ideology, Government and the Social Disaster; The Depression and Incomes; Gross National Product, 1926-1939; Depression on the Prairies; and Depression in the Maritimes and Central Canada.***

Discuss the social and economic conditions produced by the Great Depression.

- Contrast the social services/programs that were available to the unemployed and others who were suffering economic distress during the Depression with the services available in contemporary Canadian society.

Discuss why these services/programs were not available to Canadians during the 1930s.

- Focus the discussion on the expectations and role of government during the decades that preceded the Depression.

Have the students discuss social, political and economic conditions that would cause them to lose confidence in existing practices and beliefs concerning government and economic activity. Note such factors as sustained high levels of unemployment, a significant drop in one's standard of living, the ability of society to respond to global concerns, and the responsiveness of government to social and economic chaos. Discuss and identify the presence of such factors in the 1930s and in the 1990s.

- Why did many Canadian lose faith in the existing political and economic system?
- Have the class debate the issue: Have Canadians, today, lost faith in the existing political and economic system?

Content

Various movements appeared that articulated different political-economic visions concerning the role of government, wealth creation and wealth distribution.

Ideological Challenges from the Left and the Right

Neither the extreme left or right were able to galvanize large segments of the Canadian public during the Depression. They were, however, both quite active.

- The economic and social upheaval seemed to provide the communist movement an opportunity to influence the populace, particularly those who were unemployed. Communist organizers were influential in the work camps and helped to organize the On-to-Ottawa Trek.
- The government was not reluctant to suppress communist activity. In 1931, the Communist Party was declared illegal and eight of its leaders were imprisoned. The Party met with little electoral success during the 1930s.

The influence of the extreme right was reflected in the growth of fascist movements. In Quebec, Adrian Arcand led a movement modelled after Italian fascism. The movement was anti-Semitic and organized boycotts of Jewish businesses. It attracted upwards of 50 000 members.

- Fascist movements in English-speaking Canada did not attract as large a following. However, the Ku Klux Klan had been very active in the prairie provinces during the 1920s.

Movements that were not extremist emerged during the 1930s. These movements were able to attract sizable followings.

- The Co-operative Commonwealth Federation, Social Credit, and the Union Nationale, were all formed in the 1930s.
- Both the C.C.F. and Social Credit competed at the federal level. Although they were not able to attract nation-wide support, they were able to influence national decision makers and the agendas of national governments. Both parties were more successful at the provincial level in Western Canada than at the federal level.

Concepts (Knowledge Objectives)

Extremism

Know that political extremism is characterized by a rigid adherence to a set of beliefs and a preparedness to use a wide range of tactics to achieve desired political goals.

Deportation

Know that under Section 98 of the Criminal Code, prominent communists, including the party leader, were convicted of seditious conspiracy and jailed. Some alleged militants were later deported.

- Know that the Department of Immigration threatened to deport immigrants who sought relief. In 1933, over 7 000 were expelled.
- Know that some municipalities forced applicants for welfare to first sign a document requesting deportation.

Fascism

Know that fascist movements emerged during the 1930s. Fascism attracted considerable attention and support within the province of Quebec.

Ku Klux Klan

Know that by capitalizing on anti-foreign and anti-Catholic resentment, the Ku Klux Klan organized branches in southern Ontario, British Columbia and Manitoba by 1921. The Klan gained considerable support in the prairie provinces.

- Know that by 1927, the Klan had attracted over 15 000 members in Saskatchewan. By 1928, the Klan had a membership of 20 000. The Klan pressured the Saskatchewan government to end French-language instruction in the early grades of school.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historic situations.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Learn to identify and articulate the assumptions that underlie a paradigm.

Practise drawing generalizations and inferences from the critical attributes of concepts and paradigms.

Practise applying the critical attributes of concepts and paradigms as a basis for making an evaluation or judgement.

What assumptions do Canadians have concerning the responsibilities of the collective society toward the individual member of society?

What assumptions do Canadians have concerning the responsibilities of the individual?

What criteria should a government use to determine the level of assistance it will provide to individual citizens?

When should the interests of the individual take precedence over the interests of the collective society?

When should the interests of the collective society take precedence over the interests of the individual?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Ideology, Democratic Socialism, Social Contract, and Government.

Provide students with the **Student Information Sheets: *The C.C.F. and the Ideological Challenge from the Left*; and *The C.C.F. and the Regina Manifesto*.**

Have students identify and discuss the major tenets of democratic socialism.

- What were the basic assumptions held by democratic socialists who attended the Regina Conference of 1933? (Note the assumptions regarding society's responsibility towards its members.)
- How did democratic socialists explain the conditions, past and present, that gave rise to the Depression?
- Were the interests and needs of farmers and labour represented in government?
- What type of society did democratic socialists envision and how would they achieve that society? (Note the concepts of economic disparity, nationalization, social services and interventionist government.)

Have students generate a list of issues that could be used to compare various ideologies such as societal assumptions, economic disparity, role of government in securing the well-being of the populace, and causes of the Depression.

Have groups of students identify how democratic socialists, classical liberals, and communists would respond to each issue.

Have the students investigate one of the following questions:

- Why was the democratic socialist ideology threatening to those who held political and economic power?
 - What assumptions and practices advocated by democratic socialists are present in contemporary Canadian society?
-

Content

The Democratic Socialist Option: The C.C.F. and the Regina Manifesto

In 1932, representatives of several western labour parties and farm groups met in Calgary to form an united socialist political party, the Cooperative Commonwealth Federation. The following year, the new party met in Regina to develop its program of action.

The social democratic tenets of the C.C.F. clearly differentiated it from the communist movement.

- The C.C.F. was committed to achieving social and political change through the democratic process and not through violence and revolution. The party did not favour complete nationalization. While using the state to ensure that everyone could have certain chances in life, individuals were to keep the rewards of their own efforts.

The program for the new party was called the Regina Manifesto. It reflected the concerns of farmers and labour.

- While calling for public ownership of all financial institutions, public utilities and transportation companies, the Manifesto clearly stated that the family farm was the accepted basis for agricultural production.
- For labour, there was a promise of a National Labour Code to ensure insurance covering illness, accident, old age, and unemployment.
- The Manifesto also called for the establishment of publicly organized health, hospital and medical services.

The C.C.F. program was based on a number of premises:

- the welfare of the community should take precedence over the claims of private wealth;
- genuine liberty for the people is impossible without economic equality; and,
- in order to achieve social justice, government will have to reduce the extremes of wealth, and equalize opportunity within the society.

The 1944 Saskatchewan provincial election saw the C.C.F. become the first elected "socialist" government in North America.

Concepts (Knowledge Objectives)

Cooperative Commonwealth Federation

Know that delegates to the founding conference of the C.C.F. rejected the communist formula for remaking Canadian society.

- Know that the philosophy of the new C.C.F. was based on social democratic tenets.

Social Justice

Know that democratic socialists believed that social justice meant that the society should work to reduce the extremes of wealth, opportunity and services that are produced by the marketplace.

- Know that the government would have to institute programs aimed at equalizing society.

Democratic Socialism

Know that democratic socialism calls for a proactive role for government in promoting the well-being of the citizenry.

Know that there are fundamental differences between the ideologies of social democracy and communism:

- social democrats see the achievement of socialism as an evolutionary process, whereas communists believe socialism will be achieved through revolution;
- social democrats believe that political power should be achieved through constitutional means while communists believe that achieving power through unconstitutional means is acceptable;
- social democrats believe that both the society and the state should be governed by the rule of law and the powers of the state should be clearly limited; Communists reject the limited state;
- social democrats advocate a mixed economy, whereas communists advocate a state-owned and state-directed economy; and,
- social democrats advocate the competition of political parties, whereas communists advocate a one-party state.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise developing and applying criteria as a basis for making judgements.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise making hypotheses based on reasonable assumptions and inferences.

Do citizens within a society have a moral obligation to ensure that all members of the society have access to an acceptable level of services and opportunities?

Is government or the marketplace the "best" instrument to secure the well-being of the individual citizen and the general citizenry?

Should government reallocate resources and outcomes from the marketplace?

Should equality of opportunity be equated with equality of outcome?

- Incorporating the C.E.L.s
- Critical and Creative Thinking
 - Personal and Social Values and Skills
 - Independent Learning

Concept Development Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Government, Rights, Responsibilities, Ideology, Decision Making, and Consequences.

Note: Activity Seven of the Unit Three Activity Guide provides a more detailed outline of the suggested activity.

Indicate to the students that they will be engaged in a dialectical evaluation focusing on the issues of the relationship between government and the well-being of the individual.

Review some of the contemporary debates within Canadian society that relate to the role and responsibilities of government.

- Discuss the debates that surround the relationship between the role of government and the marketplace.
- Identify factors/conditions that have contributed to that debate. Possible factors include globalization, trade liberalization, rising government debt, the perception that government programs are wasteful and unsuccessful, a growing mistrust of politicians and the political process, and the rise of neo-conservatism.

Note that at different times during the nation's history, assumptions concerning the role of government have changed.

Identify the assumptions and practices concerning government that arose from the experiences of Depression.

- Who articulated such assumptions and a new, expanded role for government?

Content

The Douglas government pioneered the first public hospital insurance and medicare programs in Canada. It expanded the public sector to include automobile insurance, gas distribution and inter-city bus service.

Social Credit and Social Dividends

The religious, political and social beliefs of William Aberhart fundamentally influenced the direction of politics in Alberta.

- Aberhart, a lay preacher, had a ready audience of those Albertans who were attracted to his weekly radio broadcasts.

Social Credit doctrines were based on the belief that there was never enough money for people to buy goods and services. Government could ensure the purchasing power of the people by issuing "social dividends" or cash payments to everyone. The dividends would balance the consumers' ability to purchase with the farmers' and manufacturers' ability to produce.

Aberhart led the Social Credit to victory in the 1935 Alberta provincial election. Plans to implement social dividends were disallowed by the courts, who maintained that banking and currency were not within provincial jurisdiction.

- The Social Credit governments of the next three decades were conservative and business-oriented, and reluctant to intervene in the market place.

Union Nationale: Maurice Duplessis and Quebec Nationalism

The Union Nationale, the creation of Maurice Duplessis, confined its political activities to Quebec. Duplessis attracted voter support by portraying the federal government as a threat to French Canadian values, and by supporting stances taken by the Catholic hierarchy. His government also operated an efficient patronage system.

- Upon becoming premier in 1936, Duplessis clearly indicated his distaste for change and dissent. He considered reformers, particularly those in the labour movement, dangerous radicals.
- The Padlock Law of 1937 allowed his government to lock the doors of groups allegedly engaged in communist subversion.

Concepts (Knowledge Objectives)

Nationalization

Know that the C.C.F. believed that the means of production and distribution should be held by the collective society for the benefit of the whole society rather than by a minority for their own narrow interests as is the case within the capitalist system.

J. S. Woodsworth

Know that the first leader of the C.C.F. was James S. Woodsworth. A former Methodist minister and Member of Parliament, Woodsworth had been involved in the Winnipeg General Strike.

- Know that Woodsworth drew most of his beliefs from the social gospel rather than Marxist tenets.

Electorial Success

Know that the C.C.F. achieved some political success, particularly at the provincial level. It:

- formed the official opposition in both British Columbia and Saskatchewan;
- received 400 000 votes in the 1935 federal election and elected seven members to Parliament;
- topped the Gallup Poll among federal parties and formed the official opposition in the Ontario legislature in 1943; and,
- became North America's first socialist government winning the 1944 Saskatchewan election.

Democratic Socialism

Know that the tenets of democratic socialism influenced the policies of both national and provincial governments.

Padlock Law

Know that in 1937, the Quebec provincial government passed legislation that gave the government the right to lock the doors of organizations allegedly engaged in communist subversion.

- Know that this legislation was declared unconstitutional by the Supreme Court of Canada in 1957.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the criteria of paradigms as a basis for classifying data and analysis.

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise applying the moral tests of:

- universal consequences;
- role exchange; and,
- new cases.

To what extent is society responsible for securing the well-being of the individual?

What is the responsibility of the individual in securing the well-being of society?

Should there be criteria to determine whether a population or region should receive assistance from the national government?

Continuation of the Concept Development Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Government, Rights, Responsibilities, Ideology, Decision Making, and Consequences.

Provide the students with the **Student Information Sheets: A Case for Activist Government;** and **A History of Activist Government and the Social Safety Net.** The sheets will provide the students with a number of assumptions that support an activist role for government.

Present the class with a number of questions to help them identify the beliefs that support an activist government. Some questions could include:

- How would a supporter of activist government describe the responsibility of society towards the well-being of the individual?
- How would a supporter of activist government describe and explain contemporary social and economic conditions?
- How can we, as individual Canadians, benefit by ensuring that Canadians in other regions of the nation have an acceptable level of services and opportunities?
- Do we have any moral responsibility toward securing the well-being of other citizens of our nation?

Note that, during the last decades, the opponents of activist government have achieved electoral success throughout Western Europe and North America. Such political parties have been labelled "neo-conservative".

Provide the students with the **Student Information Sheets; The Merits of the Market-based Economy;** and **The Rise of Neo-conservatism and the Triumph of the Marketplace.**

Content

The rise of totalitarian regimes in Europe and Asia in the 1930s, focused the attention of the Canadian government on external affairs.

Appeasement and the Second World War

Mackenzie King's goal of avoiding Canadian involvement in international issues was reflected in Canada's actions at the League of Nations and in its response to the rise of dictatorships in Europe.

- During the League's debates over the Italian invasion of Abyssinia (Ethiopia), the Canadian representative had proposed the imposition of oil sanction against Italy. The government preferred that the League do nothing to anger Mussolini and repudiated the "unauthorized" action of its delegate to the League.

Britain and other European states were pursuing a policy of appeasement towards both Germany and Italy.

- Appeasement seemed to Mackenzie King to be a policy well suited to his goal of avoiding international commitments.
- King had met with Hitler in 1937, and felt that the German Chancellor only wanted to reunite all the German peoples, and did not pose a threat to the other nations of Europe.

Appeasement did not work. Hitler initiated the Second World War in September 1939.

- On September 10, 1939, Canada declared war on Germany.

With the outbreak of the Second World War in 1939, specific ethnic groups were again singled out as being potentially subversive to Canada's war effort.

- The Japanese surprise attack on Pearl Harbour and the numerous Japanese victories which followed created a panic along the West coast of Canada and the United States.
- Public pressure encouraged the government to intern 19 000 Japanese Canadians residing in British Columbia.
- Their homes, businesses, fishing boats, and possessions were confiscated and sold off. Most of the Japanese males were separated from their families and dispersed to the prairies and rural Ontario.

Concepts (Knowledge Objectives)

Isolationism

Know that the costs of participating in the First World War, to individual Canadians and Canadian unity, caused Canadian governments to avoid involvement in international situations that could engage the nation in another world war.

Know that Canadian mistrust of European politics was shared by many Americans.

- Know that the Neutrality Acts prevented the U.S. government from shipping munitions to all belligerent nations. The intent of the Acts was to keep the United States out of future wars.

Appeasement

Know that the policy of appeasement was intended to avoid precipitating a major military conflict by granting concessions to an aggressive state.

- Know that the leaders and populations of the western democracies did not wish to repeat the calamity of another world war and were prepared to offer concessions to other major powers to avoid war.
- Know that the policy of appeasement was based on the assumption that Hitler would be satisfied with limited gains.

Know that the policy of appeasement did not specifically deter the aggression of the totalitarian regimes of Europe and Asia.

Second World War

Know that in 1939, Canada was not automatically at war with Germany when Britain declared war.

- Know that Prime Minister Mackenzie King declared that the Canadian Parliament would decide upon any Canadian entry into the war.
- Know that Canada declared war on Germany on September 10, 1939.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the critical attributes of concepts and paradigms for the purpose of evaluating historical and contemporary events and issues.

Practise using consequences as a means of evaluating actions and policies.

Practise applying criteria about the ideals of justice to actual situations.

What is the proper balance between pacifism and militarism?

What is the "correct" balance between an appeasing response and an aggressive response?

How much evidence does a nation need before deciding that another nation is acting irrationally and, therefore, cannot be dealt with through normal channels?

Should a nation make a less than adequate compromise in order to avoid death and destruction?

- Incorporating the C.E.L.s
- Independent Learning
 - Critical and Creative Thinking
 - Personal and Social Values and Skills

Concept Application Lesson for: Deterrence, Domestic Forces, Foreign Policy, Appeasement, and Consequences.

See Activity Eight of the Unit Three Activity Guide for a more detailed outline of the suggested activity.

Discuss with students the response of nations whose fundamental values are democratic and based on the rule of law, and who seek to maintain a peaceful foreign policy in the face of an aggressive foreign policy by another nation.

Issues that could be discussed include:

- The concept of deterrence: What is the proper balance between pacifism and militarism?
- What is the "correct" balance between an appeasing response and an aggressive response?
- How much evidence do you need before you decide something is totally evil and irrational and therefore cannot be dealt with through normal channels?
- When should a nation make a less than adequate compromise in order to avoid death and destruction?

Discuss why the policy of appeasement was pursued by many nations in Europe and supported by the many people in Europe.

- Note the devastation caused by the First World War.
 - Note that most of the leaders of Europe were either witnesses or active participants in the First World War.
 - Note the political stability that resulted from the destruction of the pre-war political status quo in Europe. Many dynasties such as the Romanov dynasty in Russia were destroyed. The political alternatives that arose were not always democratic in nature.
-

Content

- No similar policy was instituted against those of German and Italian ancestry.

The Second World War: Continental Integration

King was determined to avoid a conscription crisis like the one that occurred during the First World War. At the beginning of the Second World War, he pledged that there would be no conscription or compulsory military service overseas.

Canada's military role during 1940 and 1941 was critical to the Allied cause. The United States had not yet entered the war, and Canada became Britain's principal ally.

- Canadian forces were sent to Hong Kong to defend the British colony. The colony fell to Japanese forces in December of 1941. Nearly 2 000 Canadian troops were killed or captured in the defense of Hong Kong.

Canada not only provided military forces, but also became a significant producer of weapons and other war materials.

- The requirements of the Canadian forces consumed only one-third of Canadian war production. The remaining two-thirds was directed towards meeting British needs.

The war promoted military and economic integration between Canada and the United States.

- The Ogdensburg Agreement of 1940 created a Permanent Joint Board on Defence which would direct the defence of the continent.
- The Hyde Park Declaration of 1941 integrated the war-making capabilities of both nations. The goal was to maximize and rationalize the production of munitions and weaponry.

Despite Canada's military contribution, Britain and the United States did not include Canada in major Allied military and political decision making.

- Canadian military and political leaders did not have a significant role in planning the disastrous Dieppe Raid of 1942, despite the fact that most of the troops in the Raid were Canadian.

Second World War

Concepts (Knowledge Objectives)

Know that the outbreak of the Second World War and the economic activity it generated ended the Depression.

- Know that on the eve of the War, 20 percent of the Canadian workforce was unemployed. By 1943, the unemployment rate was less than two percent.
- Know that Canada's industrial sector quickly adjusted from production of consumer goods to production of materials necessary for the war effort.
- Know that Canada's war production was vital to the Allied cause. Two-thirds of Canadian war production was destined for Britain and other allies.
- Know that investment in industry doubled between 1939 and 1943. By 1945, Canada was one of the world's leading industrial powers, producing 850 000 motorized vehicles and over 16 000 military aircraft.

Hong Kong

Know that Canadian forces were involved in an effort to defend the British colony of Hong Kong from Japanese forces. Almost 300 Canadian troops were killed and 1 700 were taken prisoner.

- Know that mistreatment in prison camps killed another 300 Canadians.
- Know that those who were captured were ill-treated, received inadequate medical aid and were poorly fed by their Japanese captors.

Dieppe Raid

Know that 5 000 Canadians assaulted the French Coast to test German coastal defences. The raid proved a disaster.

- Know that 907 Canadians were killed and 2 000 became German prisoners.

Continentalism

Know that the Second World War led to a closer economic relationship with the United States.

- The creation of the Permanent Joint Board of Defence, the Ogdensburg Agreement of 1940 and the Hyde Park Agreement of 1941, integrated the economic and military production capabilities of both nations.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the critical attributes of concepts and paradigms to evaluate historical and contemporary situations.

Practise identifying the assumptions that underlie paradigms.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise the skill of considering and using consequences as a test for evaluating logical arguments.

Should the well-being of the Canadian people and nation take precedence over the well-being of other peoples and nations?

On what basis should Canada involve itself in international conflicts?

Should the Canadian people be consulted before the government enters into a major military conflict?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Imperialism, Nationalism, Continentalism, Foreign Policy, National Well-being, Decision Making, and Consequences.

See Activity Nine of the Unit Three Activity Guide for a more detailed outline of this suggested activity.

Have the class discuss the concepts of nationalism, continentalism and imperialism.

Discuss the Canadian context for each of these concepts. e.g. imperialism:

- Who were the advocates of imperialism at the beginning of the twentieth century?
- What were the goals of these Canadian imperialists?
- How does the concept of imperialism differ when used in the Canadian context?
- Is Canadian imperialism different from the imperialism of the European powers at the beginning of the twentieth century?

Have the class discuss how these concepts have influenced events in recent decades at both the international and domestic levels.

- What particular Canadian events/policies have reflected/responded to the influence of Canadian nationalism?
- What particular Canadian events/policies have reflected/responded to the influence of imperialism?
- What particular Canadian events/policies have reflected/responded to the influence of continentalism?

Review the major events and policies that influenced the evolution of the Canadian nation from Confederation to the end of the Second World War.

Content

- Mackenzie King was excluded from the critical war planning meetings between Churchill and Roosevelt at Quebec City in 1943 and 1944.

As in the First World War, the government intervened in the economic activity of the nation.

- It introduced rationing, and wage and price controls to prevent the inflation that had devastated the nation during the First World War.
- Through twenty-eight corporations, the federal government produced the materials needed for the war effort. These materials ranged from airplanes to synthetic rubber.
- The expansion of government activity meant an expansion in the federal civil service. The number of civil servants more than doubled.
- The expansion was costly. By the end of the war, government expenditures accounted for nearly 40 percent of the G.N.P.

Reform Liberalism: The Citizen and the "Benevolent" State

Mackenzie King was well aware of the domestic political realities as the war neared its end.

- Public opinion polls indicated that the Canadian public feared a return of depression-like conditions. King realized that his government's future depended on alleviating those fears.
- The notion of state intervention was not longer universally denounced. The C.C.F. was advocating a comprehensive program of post-war social reconstruction and was experiencing a wave of public popularity.

King's government policymakers were being influenced by the tenets of reform liberalism, and the economic theories of John Maynard Keynes. Both called upon government to assume an interventionist role.

While both classical and reform liberalism stressed the primacy of the individual, reform liberalism was to depart from certain classical liberal tenets.

- Classical liberals viewed the state as a real threat to the freedoms of the individual and favoured restricting the activity of government.

Concepts (Knowledge Objectives)

Canadian Military Contribution

Know that the British Commonwealth Air Training Plan, largely located at Canadian air bases, trained over 13 000 Allied aircrew.

- Know that Canadian divisions participated in the invasion of Sicily and Italy. The Canadians captured Ortona in late 1943.
- Know that Canadian troops played a significant role in the invasion of Normandy and in the liberation of the Netherlands.

Know that by the end of the war, over one million Canadians had served in the armed forces.

- **Know that over 42 000 Canadian military personnel were killed during the war.**

Reform Liberalism

Know that the reform liberalism that emerged in Britain in the late 19th century influenced the goals and agendas of liberal political parties in Canada.

- **Know that both classical and reform liberals see society as a means for enabling individuals to do what they want, without preventing others from doing likewise.**
- Know that reform liberals advocate an interventionist role of government. The state should act as a positive force that ensures social welfare in the broad sense. It should work to reduce inequalities of result and to guarantee a minimum standard of living for all.
- Know that in the Canadian context, this belief has led to the implementation of legislation such as income tax as a means of redistribution of income, unemployment insurance, old-age pensions, and other social insurance programs.
- Know that reform liberalism, while opposing the laissez-faire economics of classical liberals, is strongly committed to freedoms in other areas such as freedom of expression.

Ideology

Know that there is a debate over whether the marketplace or government is the best instrument to secure the economic and social well-being of the citizenry.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise constructing timelines as a means of organizing events and actions.

Does the existence of nuclear weapons reduce the danger of major international conflicts?

Does the existence of nuclear weapons increase the danger of major international conflicts?

Practise the skill of considering and using consequences as a test for evaluating logical arguments.

Are there circumstances that permit one nation to influence the foreign policies of another nation?

Practise making hypotheses based on reasonable assumptions and inferences.

Continuation of the Concept Development Lesson for: Imperialism, Nationalism, Continentalism, Foreign Policy, National Well-being, Decision Making, and Consequences.

Some student groups could prepare a timeline of the major domestic events from Confederation to the end of the Second World War.

- Other students could prepare a timeline of major external events during the above period.
- Other students could identify the key objectives/policies of the Canadian governments during that time period.

Have students focus on Canada's involvement in the First World War.

Assign student groups the task of responding to Canada's involvement in the First World War, from the perspective of proponents of nationalism, imperialism, and continentalism.

- How would a Canadian nationalist describe the nation's involvement in the War?
- How would a proponent of imperialism explain Canada's responsibilities and role in the First World War?
- How would a proponent of continentalism explain Canada's responsibilities and role in the First World War?
- Each group should note the impact that pursuing its particular paradigms would have on domestic politics and Canadian unity.

Each group should indicate what effect the First World War had on support for its international paradigms within Canada.

Content

Reform liberals viewed government as an instrument that could create a climate that enhanced opportunities for individuals to maximize their potentials.

- Government should play an active role in shaping society to make it more equitable for all the citizens.
- Equality means equality of opportunity being extended to all citizens.
- All citizens should be guaranteed a basic level of services and rights that enable them to exploit their innate and acquired abilities.
- With equality of opportunity, individuals would have freedom to seek rewards commensurate with their efforts in the marketplace of society.

Reform liberalism did not share classical liberalism's faith in the marketplace's ability to ensure the well-being of the society.

- For classical liberals, the marketplace and private initiative were the best instruments to provide for society's well-being.
- Reform liberals believed that the marketplace could produce inequalities that were "intolerable." That made it necessary for governments to redistribute wealth to produce more equitable distribution of rewards.

Managing the Economy: Keynes and Government Intervention

For reform liberals, the economic theories of John Maynard Keynes provided an economic recipe on when and how government should intervene.

- Keynes maintained that the severity and length of the Depression was, in part, the result of involuntary unemployment and underspending.
- Economic downturns were the result of a decline in consumer demand for products and services. Unemployed people lacked the capital to purchase goods and services.
- The reduction in consumer demand led to decreased production which led to further unemployment, as factories and businesses closed.

Concepts (Knowledge Objectives)

Equality of Opportunity

Know that reform liberals believe that it is a legitimate function of the state to ensure that all citizens are provided with a set of rights and services that give individuals an opportunity to maximize their potential.

John Maynard Keynes

Know that by the late 1930s, policy planners within the Canadian government were being influenced by the economic theories of John Maynard Keynes.

- Know that Keynesian economic theory influenced the policies and actions of Canadian governments following the Second World War.

Keynesian Economics

Know that Keynes believed that governments should institute policies aimed at stabilizing the economy, and reducing the impact of cyclical economic downturns.

Know that Keynesian economic theory influenced the policies and actions of Canadian governments following the Second World War. These theories included:

- that during times of depression, governments (both federal and provincial) should pump money into circulation by initiating public works projects;
- that it is essential to ensure that consumers have purchasing power to drive the economy because it is consumer demand that generates economic activity - the production of goods and the employment of workers to produce those goods; and,
- that redistributive measures such as social security, and income supplements such as unemployment insurance, are effective safeguards because they give workers the money to buy goods even during economic downturns.

Skills/Abilities Objectives

Practise identifying the critical attributes of concepts and paradigms.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise using the critical attributes of concepts and paradigms for the purpose of making evaluations.

Practise using an analytical grid to categorize and classify information so that it can be analyzed.

Practise using concept maps to identify and illustrate relationships between the parts of an event or situation.

Values Objectives

Do government programs that provide services to individuals, influence individuals' initiative to secure their own economic well-being?

Should government programs that provide services/assistance to individual citizens be finite?

What criteria should determine whether an individual citizen receives government assistance:

- income of citizen?
- personal attributes of the individual such as age, medical needs, ethnicity, gender?
- region in which the individual resides?
- economic contribution of the individual? and/or,
- societal behaviour of the individual?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for Keynesian Economics, Reform Liberalism, Classical Liberalism, Democratic Socialism, Demand, Supply, Government, and Market.

Provide students with the **Student Information Sheet: *Reform Liberalism, and John Maynard Keynes***. Have the students review the economic theories of Keynes focusing on the role of demand in fuelling economic activity and national economic well-being. How does the level of demand relate to economic prosperity?

Have the students identify factors that can influence the level of demand for products and services in the Canadian economy. Factors that could be considered include:

- taxation levels which will impact the disposable income of consumers and businesses;
- inflation - the price of product or services;
- employment levels - unemployed individuals generally experience a reduction in their purchasing power;
- size of population which will impact the amount of goods and services purchased;
- advertising which will impact demand and sales;
- the availability of foreign markets to buy the products and services; and,
- the expectations of the public for future economic well-being.

Discuss how government can play a significant role in sustaining levels of demand.

- What did Keynes expect government to do during times of recession?
- Have the students review the tenets of reform liberalism noting the interventionist approach to government.

Students could construct a concept map or write a short paragraph describing Keynes's approach to achieving economic well-being.

Content

Therefore, during economic downturns, it was necessary for government to initiate programs and policies to sustain the demand for products and services.

- Only people who were employed could afford to purchase products and services.
- Governments should increase expenditures, lower taxes, and be prepared to run deficits and incur debt, with the goal of maintaining a high level of employment.
- Government debt would be eliminated by the surpluses government obtained during periods of economic prosperity.

A new social contract between government and the citizenry was evolving.

- In return for the citizen working and paying taxes, the state would provide state-funded insurance against temporary unemployment, old age, poor health, and certain family responsibilities.

Export Markets and the Social Safety Net: The Strategy for Prosperity

The government's strategy for postwar economic prosperity rested on two policy directions:

- There would be a continuation of the policy goal of trade liberalization through the reduction of international trade barriers. In particular, it was essential to gain unrestricted access to the giant U.S. domestic market.
- The federal government would play an activist role in directing the nation's economic activity to ensure the economic well-being of the citizenry. This marked a radical departure from political tradition.

External Markets and Prosperity

The creation of the social safety net was made possible by the prosperity of the decades following the War.

The war has caused large-scale destruction and dislocation in Europe, and now Europe needed the resources and industrial capabilities of North America to rebuild its industrial and economic infrastructure.

Concepts (Knowledge Objectives)

Social Contract

Know that a social contract is an agreement among individuals to create an organized political society.

- Know that in society, people live as if there is a social contract which defines the norms and mores governing conduct within society, both explicitly and implicitly.
- Know that the social contract will define the relationship between the rights and responsibilities of the individual member and the collective society.

Government Intervention

Know that the belief that government should intervene to counter the cyclical downturns in economic activity predated the end of the Second World War.

- Know that the Depression gave rise to the belief that a new social contract was necessary to create an economic order in which all citizens were guaranteed at least the bare necessities of life.
- Know that both the National Employment Commission in 1938, and the Royal Commission on Dominion-Provincial Relations (Rowell-Sirois Report) of 1940, recommended that Ottawa assume greater control over economic and social policy.
- Know that the Marsh Report of 1943 and the White Paper on Reconstruction set the framework for an extraordinary expansion of both the economic and social roles of government.

Strategy

Know that a number of influences/forces shaped the chosen strategy:

- the ideological disposition of the Prime Minister and other policy leaders in his government;
- the economic tenets advocated by John Maynard Keynes and reform liberalism;
- domestic political factors/forces particularly the popularity of interventionist policies articulated by the political left; and,
- the reality of Canada's economic and political relationship with the United States.

Skills/Abilities Objectives

Practise using the critical attributes of concepts and paradigms as a basis for making an analysis including making comparisons.

Practise using an analytical grid to categorize and classify information so that it can be analyzed.

Practise using concept maps to identify and illustrate relationships between the parts of an event or situation.

Values Objectives

What criteria should a society use to determine whether the actions of government are a threat to the rights of the individual?

Is government the best instrument to secure the economic well-being of the entire society?

Is the marketplace the best instrument to secure the economic well-being of the entire society?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Reform Liberalism, Keynesian Economics, Demand, Economic Cycle, Marketplace, and Trade.

Provide students with the **Student Information Sheet: *Reform Liberalism, and John Maynard Keynes.***

Have the students review and discuss the major tenets of reform liberalism. Note how reform liberalism fundamentally differed from classical liberalism in terms of:

- approach to the marketplace;
- equality of opportunity within the Canadian community;
- government's role in securing the well-being of individual Canadians; and,
- government's role in securing the national well-being.

Students could construct an analytical grid or concept map to illustrate the differences between the two liberalisms.

Focus the discussion on how the two ideologies would respond to the operation of the marketplace.

- Discuss how the marketplace determines what is produced and how it is distributed.
- Note factors such as: demand, production costs, production levels, distribution, external and domestic competition.

The following questions could help students address key aspects of the issue:

- Would an unregulated marketplace concern itself with consumer rights, the safety of products, fair pricing, and fair competition?
 - Would an unregulated marketplace make its products and services available to all citizens, including those who could not afford such services?
-

Content

- The Canadian economic infrastructure sustained no war damage. The demands of the war had increased the productive capabilities of Canadian industry.
- The aftermath of the war created markets for Canadian goods and resources.
- The production of consumer goods had been neglected during the war. Now there was a postwar demand for consumer products.

As the nation's prosperity depended on a healthy export trade, trade liberalization became a cornerstone of Canadian post-war foreign policy.

- The Canadian government strongly supported the American proposal to create an international body to regulate world trade.
- The General Agreement on Tariffs and Trade (GATT), established in 1949, aimed to reduce trade barriers.

Prosperity engendered by thriving export trade helped to finance an expanded social and economic role for government.

- Consequently, the federal government was eager to involve itself in massive projects to enhance the nation's transportation system and economy.
- The federal government was particularly eager to construct a St. Lawrence Seaway which would connect the Great Lakes with the Atlantic and facilitate the exporting of Canadian products to the world.
- A treaty was signed in 1954 between Canada and the United States which initiated the construction of the Seaway. The Seaway was completed, at the cost of \$460 million, in 1959.

The Social Safety Net: Equalization and Federalism

Following the Second World War, successive Canadian governments demonstrated a commitment to the premise that all Canadians were entitled to a set of "equal" services.

- Neither personal wealth nor geography would "deprive" Canadians from equality of opportunity and well-being.

Concepts (Knowledge Objectives)

Trade Liberalization

Know that trade liberalization refers to processes that reduce trade barriers between political entities.

Know that, at the international level, Canada strongly supported the American proposal to create an international body to regulate world trade by reducing/restricting trade barriers between nations.

- Know that with a strong economy, undamaged by the War, Canada was eager to promote free and open trade at the international level.
- Know that General Agreement on Trade and Tariffs (G.A.T.T.) was established with the goal of reducing trade barriers such as tariffs which restricted international trade.

Exports

Know that government revenues grew as the export sector grew. Those revenues enabled the government to translate its policy goals into actual programs.

Government

Know that at various times in the nation's history, Canadian governments have shown a willingness to initiate massive projects which would enhance the nation's transportation systems and national economy.

- Know that the Macdonald Conservative government was actively involved in promoting/financing the construction of the Canadian Pacific Railway in the 1870s.
- Know that in 1938, the Liberal government of Mackenzie King created a national airline, Trans-Canada Airline, which was government financed and controlled.

Know that Canadian governments of the 1950s and 1960s involved themselves in massive projects to enhance the nation's transportation infrastructure, to improve access to transportation, to develop specific resources, and to get those resources to markets.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the critical attributes of concepts and paradigms for the purpose of evaluating and making judgments.

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise applying the moral tests of:

- universal consequences;
- role exchange; and,
- new cases.

Should an individual receive the rewards of his/her efforts in the marketplace?

Should government be in the business of equalizing the outcomes of the market to ensure that all citizens receive a portion of the outcomes?

What are the responsibilities of the individual citizen towards the well-being of other citizens?

Continuation of the Concept Development Lesson for: Concept Development Lesson for: Dialectical Evaluation, Moral Tests, Criteria, Reform Liberalism, Keynesian Economics, Demand, Economic Cycle, Marketplace, and Trade.

Have student groups represent proponents of reform liberalism and classical liberalism.

- Each group will develop responses to the above questions and present its responses to the class for discussion.

Have the students discuss the following issues:

- Should government regulate the operations of the marketplace?
- Are there areas of present government regulation that should be de-regulated?
- Are government regulations always beneficial to consumers?
- Should the outcomes (wealth, goods and services) generated from the marketplace be distributed to the public on the basis of an individual's ability to acquire such outcomes?
- Should an individual receive the rewards of his/her efforts in the marketplace?
- Should government equalize the outcomes of the market to ensure that all citizens receive a portion of the outcomes?

Have students engage in a dialectical exercise focusing on the statement:

- The market is the best vehicle to generate economic activity and economic well-being and, therefore, should be free from government restrictions and interference.

Content

In early 1944, King's Liberals revealed the specifics of their postwar program for reconstruction and social welfare reform.

- A number of the programs had previously been advocated by the C.C.F., then enjoying considerable public support.
- The cornerstone of the program was the establishment of family allowances.
- To meet postwar priorities, three new government departments were created - National Health and Welfare, Reconstruction, and Veterans' Affairs.
- Accompanying the reorganization was a series of measures that provided for veterans' housing and rehabilitation, farm product subsidies, and insurance for overseas exports.
- King's Liberals won the 1945 federal election.

As not all regions of the nation had the financial means to provide comparable services such as education or health care, the federal government had to reach agreement with the provinces to ensure that the citizens of all regions received the same level of services and benefits.

The less-affluent provinces tended to welcome Ottawa's intervention. However, federal expansion of the social and economic activities into areas of provincial jurisdiction was not universally applauded.

- In 1947, Ottawa released the "Green Book" that defined the goals and role of the federal government in maintaining national economic and social well-being.
- Both Ontario and Quebec saw the Green Book as an attempt by the federal government to centralize power and destroy provincial autonomy. Their opposition led the federal government to shelve its proposals.

There were, however, some agreements between the two levels of government.

- In 1951, a constitutional amendment permitted the federal government to offer old age pensions.
- In 1957, the Hospital Insurance and Diagnostic Services Act committed the federal government to paying fifty percent of the cost of provincial hospital insurance plans.

Concepts (Knowledge Objectives)

St. Lawrence Seaway

Know that the St. Lawrence Seaway permitted large ocean-going vessels to enter the Great Lakes, transporting raw materials to the factories of Central Canada and the U.S. Midwest, and exporting goods and resources to the world markets.

U.S. Investment

Know that Canada's postwar prosperity depended heavily on the U.S. Industrialization increased the demand for foreign capital. War-devastated Europe could not provide the necessary capital. The U.S. provided the capital.

- Know that between 1945 and 1955, U.S. capital and direct investment in Canada more than doubled.

Mackenzie King

Know that Mackenzie King revealed his political bent in his "Industry and Humanity" published in 1918. King indicated that the nation needed to adopt an extensive social welfare program.

- Know that King had voiced a commitment to reform liberalism in his support for the Liberal platform of 1919 that called for a national health care, unemployment insurance and pension plans.

Welfare State

Know that the term "welfare state" refers to nation-states with elaborate government insurance, public assistance, education and medical programs that are designed to maximize the economic and social welfare of their citizens.

Federalism

Know that Canada's constitution allocates and delineates the powers within the jurisdictions of the federal government and the provincial governments.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the critical attributes of concepts and paradigms for the purpose of evaluating and making judgements.

Practise defining sets of criteria that can be used to make decisions about a course of action.

Practise the skills of good argumentation and presentation.

Do ideologies provide an explanation and response to all societal issues?

Is it "wise" for a political party and/or government, to adhere consistently to its political ideological tenets?

Are ideological tenets capable of responding to new challenges and issues?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Ideology, Classical Liberalism, Reform Liberalism, Democratic Socialism, Decision Making, Responsibilities, and Consequences.

See Activity Ten of the Unit Three Activity Guide for a more detailed outline of this suggested activity.

Have groups assume the role of proponents of the following ideologies: democratic socialism, reform liberalism and classical liberalism.

Raise a number of issues/questions that focus on the responsibility of government in securing the well-being of the individual.

Each group should respond to the issues/questions from the perspective of the ideology it represents.

Each group should prepare a defence that reflects its respective ideological view concerning the role of government that best serves the needs of Canadian society.

The responsibilities of each group include:

- briefly outline the role of government in securing the well-being of the citizenry;
- briefly describe the responsibilities of the state towards the individual;
- briefly describe the responsibilities of individual citizens in securing their own well-being; and,
- prepare an evaluation of Keynes theory concerning government's role in sustaining economic activity and well-being.

Discuss how a peoples' ideological perspective will influence how they perceive a particular issue or challenge, and how they would address that issue or challenge.

Content

Both federal Liberal and Conservative governments during the 1950s and 1960s continued to follow interventionist policies.

- John Diefenbaker's Conservative government attempted to equalize prosperity by reducing regional disparities. The Agricultural and Rural Development Act, which sponsored a number of shared-cost programs, had the goal of increasing rural incomes.
- The government provided substantial funding for secondary technical education, and for training and upgrading unemployed adults.

The 1960s were the most expansionary period in the history of the Canadian welfare state.

- The commitment to the welfare state was articulated in the 1963 Liberal election promise to support a national health care plan, a minimum wage law, a forty-hour week, a two-price system for wheat, and portable old age pensions.
- The Liberals, led by Lester Pearson, won the 1963 federal election.
- **The Canadian Pension Plan, Medicare, the Canada Assistance Plan, and the Guaranteed Income Supplement were enacted in that decade.**

The Battle for Universal Medicare

The launching of new/expanded social programs was not universally supported.

- **There was significant opposition to the introduction of a publicly-funded medical care program in Saskatchewan.**

The controversy raised a number of questions including:

- **What are the responsibilities of the larger society toward the individual?**
- **Does the state have any responsibility for providing medical services for individual citizens?**
- **Should the state supplant the market-place as the primary allocator of health care resources?**

Concepts (Knowledge Objectives)

Constitution

Know that Canada's Constitution gives the provincial governments exclusive power over "all matters of a merely local or private nature in the province."

- Know that those powers/responsibilities include the health and welfare of the provincial population.

Depression

Know that the Depression clearly revealed that some of the provinces and municipalities did not have the financial means to cope with economic hardship.

- **Know that only the federal government had the taxing powers to raise sufficient revenues to fund extensive social programs.**

Equalization

Know that many government policies were aimed at reducing the disparities that existed within Canadian society.

Know that the Canadian government has provided funds to the less-affluent provinces to ensure that all provinces have the financial means to ensure that all Canadians receive equal services and opportunities.

Know that Canadian governments have intervened to reallocate resources and redistribute income through transfer payments to individual citizens, or through provision of certain services for citizens.

Transfer Payments

Know that transfer payments are government payments to individual Canadians or to other levels of government.

Responsibilities

Know that there is considerable debate concerning the responsibilities that society has toward its individual members.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise identifying cause and effect relationships.

Do Canadians have a responsibility to secure a basic level of services for all citizens within the nation?

Practise developing and applying criteria as a basis for making judgements.

Are Canadians, in one region of the nation, responsible for securing the well-being of Canadians in other regions of the nation?

Practise identifying the attributes of concepts and paradigms.

Is it possible to institutionalize a national standard of living?

Who is responsible for the well-being of the individual citizen?

- the individual citizen?
- the provincial government?
- private charities and agencies? and/or,
- the national government?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning
- Numeracy

Concept Application Lesson for: Citizenship, Government, Marketplace, Medical Care, Universality, Equality, Collective Responsibility, Individual Responsibility, and Rights.

Discuss with the class the economic climate that made it possible for government to construct the social safety net during decades following the Second World War.

- Note that there was a public consensus that government could play a positive role in promoting the well-being of both individual Canadians and the collective society.

Discuss with students how their community responds to issues such as poverty, unemployment, hunger, and emergencies such as environmental disasters.

- Identify the agencies that participate in dealing with such situations.
- Note that both government and private agencies/groups perform some functions in meeting such challenges/situations.

Discuss how contemporary Canadian society addresses the issue of economic and social inequalities.

- Refer to the principles of equalization and universality. Note specific programs such as transfer payments.

Focus the class discussion on the issue of medical care. Is it a right that all citizens should receive. Provide the students with the **Student Information Sheet: *The Battle for Universal Medical Care.***

Provide the students with an opportunity to discuss the information on the sheet. The following issues could stimulate a class discussion:

- Does the state have any responsibility for providing medical services for individual citizens?

Content

The 1960 Saskatchewan provincial election was dominated by the issue of medicare.

- The governing C.C.F. had committed itself to implementing a medical care plan to cover all Saskatchewan citizens.

Opponents maintained that the market-place, not the state, should administer health insurance. Individuals should be able to buy insurance to pay doctors' bills through doctor-operated insurance plans or through various commercial companies. The government could pay the medical insurance premiums for those who could not afford such premiums.

- The government was accused of coercing the doctors, and threatening the concept of a free society, by introducing "socialized medicine."
- The Canadian Medical Association claimed that the future of medicine in Canada would be decided in Saskatchewan. Many within the province's medical profession joined private insurance companies in campaigning against the C.C.F.

The C.C.F. won the election with an increased majority and the Saskatchewan Medical Care Insurance Act became law on November 17, 1961. The Plan took effect on July 1, 1962.

On July 1, 1962, the province's doctors withdrew their services.

- A settlement between the government and the doctors was reached on July 23, 1962.
- The doctors accepted a universal, compulsory medical care plan. All the province's citizens were to be covered under the Plan.

In 1963, Prime Minister Pearson promised to introduce national medicare within four years. The establishment of national medicare was the result of a confluence of influences:

- The minority federal Liberal government depended on the support of the New Democratic Party to remain in power, and the N.D.P. continuously pressed the Pearson government to implement medicare.
- Many within the Liberal Party, including influential cabinet members, supported the concept of comprehensive medical insurance for all citizens. The Party had voiced support for medical care as early as 1919.

Concepts (Knowledge Objectives)

Community Clinic Co-operatives

Know that community clinics and health centres, operating on the principles of co-operatives, had been established in Saskatchewan before the introduction of Medicare.

- Know that many persons involved in the establishment of community clinics were proponents of an universal medical care plan.
- Know that a model of regional health care was implemented in the Swift Current region before the introduction of a province-wide medical care program.

Interest Group

Know that the Canadian Medical Association provided financial support to its Saskatchewan counterpart in its attempt to stop a government-run medical care plan.

Universal Medical Care

Know that Saskatchewan was the first province in Canada to introduce a hospital insurance plan for all its citizens in 1946.

Know that some provinces supported the concept of universal medicare while others opposed any such plan. Following Saskatchewan's lead, Alberta and Ontario indicated that they would establish voluntary medicare plans.

- Know that the expansion of universal medical care to all Canadians was accomplished in less than a decade from its Saskatchewan introduction.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise considering and using consequences as tests for evaluating arguments and actions.

Practise using facts, good argumentation and sound reasoning to support your opinions.

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Practise making hypotheses based on reasonable assumptions and inferences.

To what degree is it the responsibility of individuals to secure their own well-being?

Who is responsible for the well-being of the individual citizen?

- the individual citizen?
- the provincial government?
- private charities and agencies? and/or,
- the national government?

Continuation of the Concept Application Lesson for: Citizenship, Government, Marketplace, Medical Care, Universality, Equality, Collective Responsibility, Individual Responsibility, and Rights.

- Was the state intruding on the rights of citizens by making the medical care plan universal?
- Was the state restricting the rights of the medical profession by forcing them to operate within a government-directed program?
- Should the state supplant the marketplace as the primary allocator of resources directed towards health care?

Students should note that the Saskatchewan public was divided over the proposed implementation of a medical care plan.

- Groups could represent those supporting the plan and those opposing the plan.
- The groups could search out public commentaries from newspapers and literature prepared at the time of the controversy.
- Provide the students with the **Student Information Sheet: Community Clinics**. It focuses on those in the medical profession that supported the concept of a universal medical care plan.

Discuss the rationale for the principle of equalization within the Canadian community.

- Do we have a responsibility to work towards the well-being of other Canadians?

Have the class articulate a rationale for the contemporary assumptions concerning equality of opportunity and services. Pose the following question/issue:

- Is a commitment to the well-being of all Canadians an essential element in maintaining the well-being of the nation?
- If all Canadians are entitled to a basic set of services and opportunities, what are those services and opportunities?
- Debate whether those services should be the responsibility of the individual, or should be guaranteed to the individual, by the collective society.

Content

- The federal government had the Saskatchewan example as a model for the proposed national plan.
- The national economy was strong and federal revenues seemed adequate to sustain such an endeavour.

In July 1965, Pearson announced that the federal government would contribute funds to any provincial medicare scheme that was universal and portable.

- Federal assistance was contingent on the provincial plans covering all general and specialist services without using private firms or groups. The provinces, not private firms, were to administer medicare.
- By 1968, all provinces had agreed to the federal conditions, and nation-wide medicare was actualized.

Trudeau and the Liberal Party, who held political power for most of the 1970s, continued to initiate activities aimed at reforming and/or expanding the social safety net.

Postwar Prosperity and Poverty: An Equal Share of the Pie

Most Canadians benefited from the prosperity generated by the healthy foreign trade and pent-up domestic consumer demand. By 1956, the purchasing power of the average Canadian family had doubled since the Depression.

Government was playing a significant role in improving the lives of the Canadian public.

- The National Housing Act provided government guarantees of mortgages for middle- and upper-income Canadians and that spurred the construction of 500 000 dwellings between 1945 and 1951.
- Canada Mortgage and Housing Corporation administered the Act, and through land acquisition and mortgage guarantees, contributed to growing suburbanization.

Prosperity was not enjoyed by all Canadians. According to the Economic Council of Canada, in 1961 more than one household in four lived in poverty.

- The level of poverty in single-parent families, generally headed by a woman, was particularly high.

Concepts (Knowledge Objectives)

Medical Care Act (1966)

Know that the Medical Care Act of 1966 established the five principles of medicare. In order for a province to receive federal funds, their provincial medical plans had to comply with these five principles:

- public administration would ensure that the plan would be a single-payer, publicly run and accountable, nonprofit system;
- comprehensiveness which ensures that all hospital, medical, and certain other services provided in the health-care area, would be insured;
- universality ensures that the entire population is covered according to the same terms and conditions;
- portability ensures that if a citizen moves from one province to another province, the citizen is covered by his/her home province for up to three months. If a citizen becomes ill in another country, the medical care plan would cover costs of treatment equal to costs of such treatment in Canada; and,
- accessibility ensures that services are reasonably accessible no matter where you live and also ensures that the professionals who provide services under the plan are reasonably paid.

Know that the Medical Care Act of 1966 was updated in the 1984 Canada Health Act.

- Know that the Canada Health Act banned the implementation of user fees. Those provinces that institute user fees could be penalized by the federal government.

Gender Disparity

Know that in 1960, the average wage for males in the manufacturing sector was \$80.34 per week while the average wage for women in the same sector was only \$43.96.

- Know that salaried males in that sector were paid on average more than double what their female counterparts received.

Skills/Abilities Objectives

Practise drawing inferences from reliable data.

Practise constructing criteria for the purpose of analyzing and evaluating information.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise considering and using consequences as tests for evaluating arguments and actions.

Values Objectives

Is it possible to create a society in which all members will have equality of opportunity, equality of rights, and be entitled to a certain level of services deemed essential?

To what degree is a person's well-being influenced by the groups of which that person is a member?

Does contemporary Canadian society apply different sets of expectations towards specific groups within the national population?

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning
- Numeracy

Concept Application Lesson for: Citizenship, Government, Regional Disparity, Inequality, Standard of Living, Collective Responsibility, Individual Responsibility, and Rights.

See Activity Eleven of the Unit Three Activity Guide for a more detailed outline of this suggested activity.

Provide students with statistics that illustrate the general prosperity experienced by most Canadians during the 1950s and 1960s.

- Note the rise in standard of living experienced by most Canadians during that particular period of time.

Note that within all societies, wealth and prosperity are unequally distributed. There are individuals and groups who, for a variety of reasons, do not fully share in the prosperity of the collective society.

Have student groups identify specific populations who were not experiencing the prosperity that most Canadians enjoyed. Groups could include: Aboriginal peoples, rural Canadians, northern Canadians, newly-arrived immigrants, and the Maritime Black community.

Have the students discuss the causes of unequal distribution of wealth within the collective society.

- Is it the natural outcome of the workings of the marketplace?
- Is it the outcome of the efforts of the individual citizen?
- Are there societal practices and/or assumptions that restrict opportunities for particular Canadians?

Content

- The level of poverty was greater in Atlantic Canada and the northern regions of all the provinces.
- Women workers earned substantially less than men. Aboriginal peoples, African-Canadians, francophones and new immigrants also suffered disproportionate levels of poverty.

The disruption of traditional lifestyles contributed to challenges faced by the Aboriginal peoples living in the northern regions of the nation.

- Unregulated trapping by non-Aboriginal peoples was a particular threat to the traditional means of survival.
- The policy that tied government assistance to children attending school forced many Aboriginal families to abandon the nomadic life associated with trapping and hunting.

In southern regions, government policies also had catastrophic effects on the Aboriginal peoples.

- The federal government's transfer of responsibility for natural resources to the prairie provinces, in 1930, had dire consequences for the Aboriginal population.
- Many Aboriginal peoples were arrested for violating provincial fish and game laws.

Black Canadians were also not sharing in the prosperity and the opportunities that accompanied the postwar period economy.

- Blacks were denied services in restaurants, theatres and shops.
- In 1949, the Ontario Appeals Court ruled that there was nothing legally wrong with a clause in property deeds that barred Jews and Blacks from buying private property.

During the first half of the 20th century, external forces and events such as the First World War and the Great Depression, were to influence significantly the well-being of the Canadian community. Since 1945, Canadians have had to face new external realities such as the growing influence of the United States.

- **They were to also face domestic challenges. Some of those challenges could influence the future of the Canadian nation.**

Concepts (Knowledge Objectives)

Métis

Know that the Métis also suffered discrimination and lived in poverty. An Alberta government commission investigating conditions among the Métis, in 1934, found that as much as 90 percent of the population was infected with tuberculosis, paralysis or other serious afflictions.

Francophones

Know that Anglo-Canadian workers during the 1950s earned 50 percent more than francophones within the province of Quebec.

- Know that francophones represent the large majority of the population in the province of Quebec.

Skills/Abilities Objectives

Practise constructing criteria for the purpose of analyzing and evaluating information.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise developing hypotheses based on reasonable inferences and assumptions.

Practise applying the moral tests of:

- universal consequences;
- role exchange; and,
- new cases.

Values Objectives

To what degree is a person's well-being influenced by the groups of which that person is a member?

Is it possible to create a society in which all members will have equality of opportunity, equality of rights, and be entitled to a certain level of services deemed essential?

How is the well-being of the collective society influenced by the well-being of the individual citizen?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Application Lesson for: Citizenship, Government, Regional Disparity, Inequality, Standard of Living, Collective Responsibility, Individual Responsibility, and Rights.

Have student groups select a particular segment of the Canadian community that appears to have not experienced the level of opportunity and prosperity enjoyed by most Canadians.

The responsibilities of each group would include:

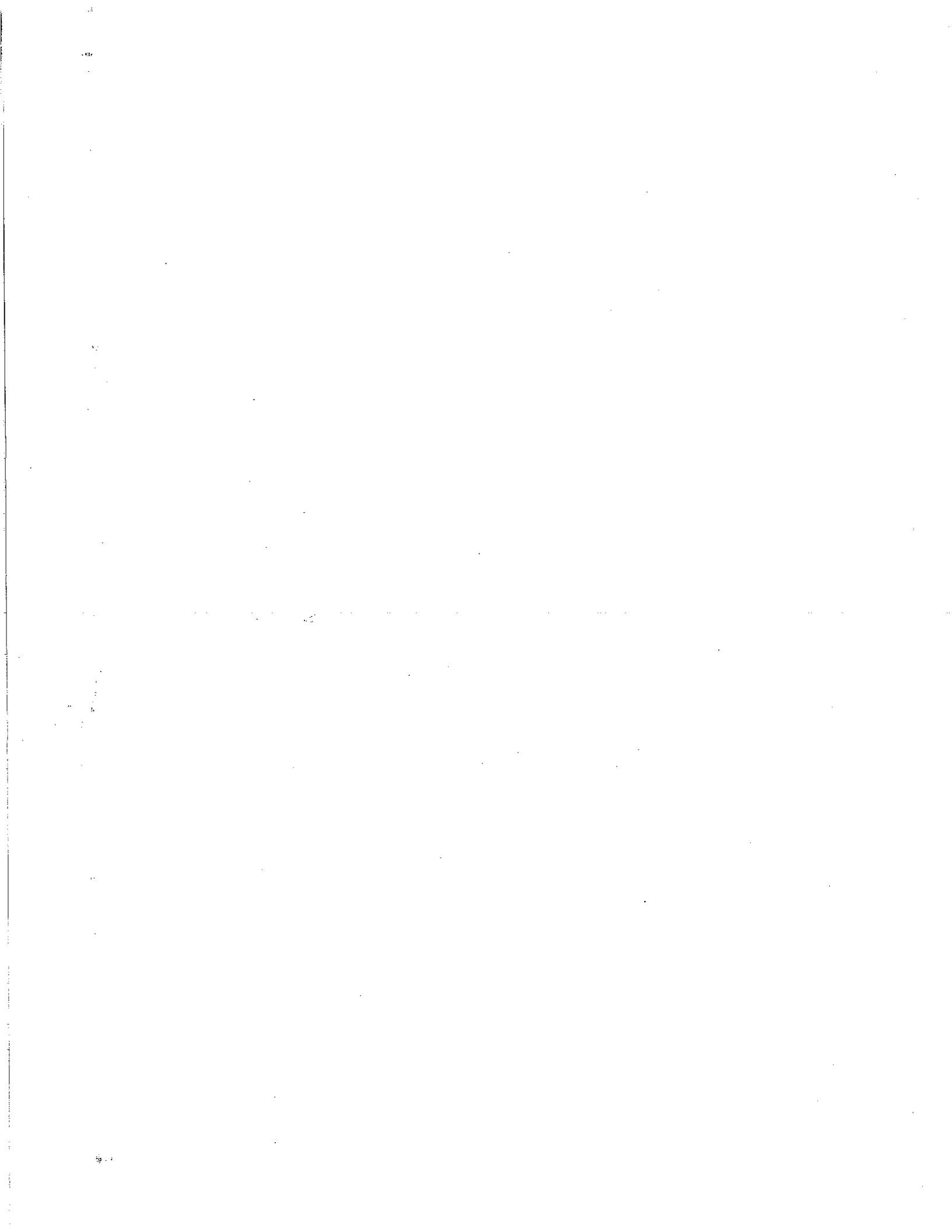
- seek out statistics that illustrate the social and economic conditions facing the particular population;
- identify specific challenges facing the particular population;
- identify particular government programs and initiatives to address the needs of the particular population;
- identify the presence or absence of the involvement of private industry and enterprises in addressing the needs of the population;
- identify current statistics that evaluate the effectiveness of government initiatives to address the needs of the specific population;
- determine whether government or the marketplace could best serve the needs of the particular population; and,
- suggest new initiatives that could meet the needs of the population.

Following presentation of all the group reports, the class could assume the role of political and national decision makers.

- Their task would be construct a set of principles (guidelines) that all government policies would follow, that would help address the needs of those living in poverty within Canadian society.

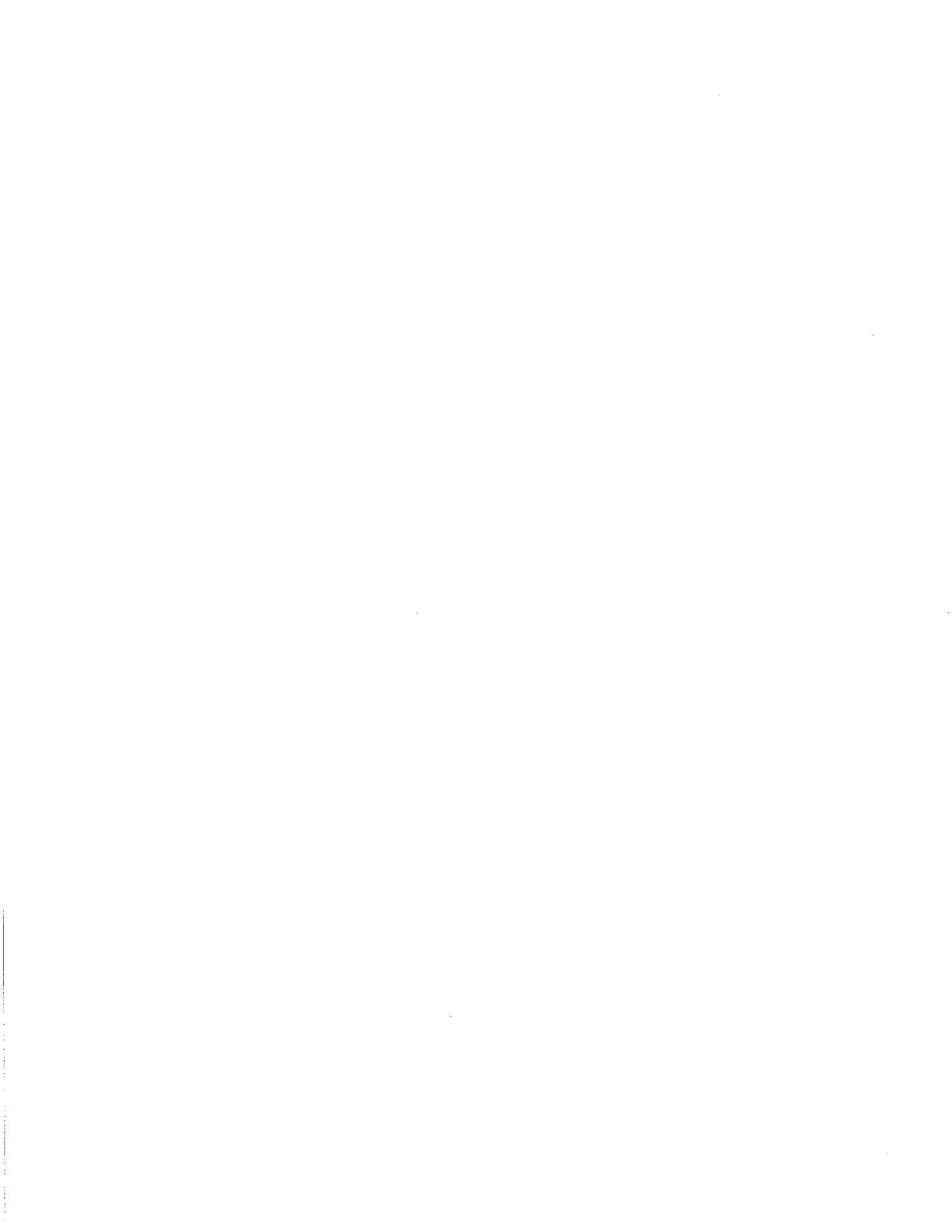
and/or

- The groups could articulate a basic set of services and opportunities that all Canadians should enjoy. How would government ensure the delivery of such services and opportunities?



Unit Four

The Forces of Nationalism



Overview of Unit Four

Between 1945 and 1975, Canadians enjoyed nearly thirty years of prosperity. That prosperity was generated by both domestic and external forces. By the late 1960s, external and domestic forces emerged that challenged the assumptions Canadians held concerning the role of government, the continued existence of the nation, and the continued economic well-being of the Canadian people. This unit will examine the external forces and domestic realities that affected the Canadian people during that time period.

The most significant external relationship since 1945 has been with the United States. That relationship influenced Canadian economic, social and political policies. The economic well-being of the Canadian nation greatly depended on unfettered access to the American market. American investment in Canada generated employment for Canadians. The American market became the largest consumer of Canadian exports. Canada became the U.S.'s largest trading partner.

On the international level, Canadian foreign and military policy makers accepted the United States as the leader of the "free world" in the ideological struggle against the Soviet Union and spread of communism. Canada eagerly entered into a military alliance with the United States. NATO and NORAD were two manifestations of that alliance.

The merits of that relationship engendered considerable debate among Canadians. Existing besides the American superpower meant that Canadian policymakers have had to consider the ramifications of specific policies on our relationship with the Americans. The consequences of the military, economic, cultural and political aspects of that relationship were and continue to be, a matter of almost continuous debate.

The debate was framed by competing visions of the relationship that should exist between the two nations. There are those, sometimes labelled "continentalists," who supported the economic integration of the two nations. They generally did not feel that economic and military co-operation would endanger Canadian sovereignty.

Canadian nationalists were less comfortable with the close relationship with the United States. They maintained that the economic and military disparity that exists between Canada and the United States poses a threat to Canadian sovereignty. In their opinion, Canadian independence can be best secured by pursuing economic and political policies that are less dependent on the American market or American external policies.

The 1960s saw the re-emergence of Quebec nationalism. That nationalism was, in part, reflected in the emergence of the Parti Québécois, whose paramount mission was to make Quebec a sovereign nation. The political success of the Parti Québécois presented a challenge to the entire nation. Would it be possible to accommodate the perceived interests and well-being of francophone Quebec within the Canadian federation? The debate over national unity and the "Quebec issue" dominated Canadian politics during the last decades of the twentieth century.

Regional tensions, particularly between Western Canada and the national government, gained national prominence during the 1970s. Escalating world energy prices in the early 1970s produced prosperity for Alberta and Saskatchewan. This prosperity created new employment opportunities. Between 1971 and 1981, the populations of Alberta and B.C. increased by 37.5 and 25.6 percent, respectively.

Once one of the weaker partners of the federal union, the West began to acquire enormous economic power through its sale of natural resources. The Western premiers called for a redistribution of powers, within the federation, to reflect the West's growing economic strength.

The Arab oil boycott of the early 1970s caused an escalation in the price of imported oil. In an attempt to provide relief for Eastern Canada, who relied on imported oil, Ottawa instituted the National Energy Program. The N.E.P. was vilified by many within the prairies. Its implementation seemed to confirm that the West's new-found economic prosperity was not accompanied by greater political influence over national decision making. Its implementation precipitated a political storm that pitted the petroleum-rich provinces of Western Canada against the national government.

Both Alberta and Saskatchewan viewed the N.E.P. as an attempt by Central Canada to "rob" the West of the oil revenue windfall. They claimed that they had the constitutional right to control and benefit from natural resources and that they intended to use the revenue windfall as an opportunity to diversify their respective provincial economies. The federal Liberal government was increasingly seen as the agent of Central Canada.

The most public expression of Western alienation, in the 1980s, was the formation of political parties advocating the separation of the Western provinces from Canada. The Western Canada Concept Party attracted significant support with campaigns against national policies such as bilingualism and immigration. The various Western separatist groups, were never able to form a broad alliance. Support for Western separatism declined by the mid-1980s.

A political price accompanied Western resentment towards the federal government and Central Canada. Only two Liberals were elected in Western Canada in the 1984 federal election which was won by the Progressive Conservatives. The new government had fifty-eight members from Western Canada. The West was given strong representation in the Cabinet of the new Mulroney government and it met many of the West's regional expectations. The Western Energy Accord (1985) effectively ended the contentious tax provisions imposed by the National Energy Program, deregulated the price and sale of oil, and created a climate that attracted foreign investment into the energy field.

The actions of the Mulroney government did not end Western alienation. The Reform Party emerged in the mid-1980s and articulated numerous demands to change the political status quo to get a greater influence for the West in national decision making.

The Reform Party capitalized on the unpopularity of a number of federal policies including the imposition of the Goods and Services Tax, and the Meech Lake and Charlottetown constitutional packages. Running on a platform of fiscal restraint, populist unrest and social conservatism, the Reform Party won 51 seats across Western Canada, picking up 38 percent of the regional vote in the 1993 federal election. The federal Conservative party lost all its seats in Western Canada. It elected only two members from the entire nation.

A fundamental challenge to the economic well-being of Canadians relates to the state of the environment and the resources that Canadians have relied on to sustain their economic well-being. The debate over strategies to secure export markets and sustain our national economic well-being will not be of great importance, if Canadians fail to protect the natural resources and environment that have sustained a high level of prosperity and economic well-being for many generations.

There are compelling reasons why the nature of the relationship Canadians have with the environment is, and will continue to be, crucial. This relationship will significantly impact the economic well-being of this generation of Canadians and future generations. It will significantly impact the health of both Canadians and their environment. There is increasing evidence that Canada's environment is being seriously degraded.

The 1993 federal election revealed the deep division within the nation. Both specific populations and regions of the nation expressed discontent with the political status quo. The future of the nation will depend greatly on the response of Canadians to the challenge of Quebec francophone nationalism and the challenge of regional disparity.

Core Material for Unit Four

Core Content	Core Concepts	Time Allotment
Continental Integration: Canada and the United States (p. 400) <ul style="list-style-type: none"> • The Uncomfortable Alliance: Canadian Nationalists and the United States (p. 404) • Trudeau: Expressions of Nationalism (p. 408) • Human Rights and Foreign Policy: Weighing the Options (p. 412) 	Sovereignty External Influence Foreign Policy Continentalism Cold War Extraterritoriality Nationalism Continental Integration Human Rights	4 hours
Quebec and Canada: Realities Impacting the Relationship (p. 416) <ul style="list-style-type: none"> • Maitre Chez Nous: The Quiet Revolution (p. 418) • The Politics of Language (p. 422) 	Social Cohesion Cultural Identity Ethnic Nationalism Quiet Revolution	3 hours
Testing National Unity: Regional Disparity (p. 426) <ul style="list-style-type: none"> • Western Canadian Discontent: Prosperity and Political Power (p. 428) 	Regionalism Heartland-Hinterland Regional Disparity Decision Making Regional Alienation	3 hours
The Environment: Challenges and Opportunities (p. 434)	Environment	2 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension.		3 hours
Total Class Time		15 hours

Core material appears in **bold** type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit Four: Foundational Objectives

Foundational Objective 1

Know that sovereignty asserts that the nation-state is the supreme decision-making power within a delineated territory and is subject to external authority only by its consent.

Core Concepts

Sovereignty

- Know that a nation's sovereignty can be challenged by the influence and actions of significant other nations.
- Know that every nation, including Canada, seeks to limit the influence of other nations in its national decision-making processes.

External Influence

- Know that external forces and actions influence both Canadian decision-making processes and the economic well-being of the Canadian citizenry.
- Know that Canada's most significant external relationship in the last half of the 20th century has been with the United States.
- Know that a number of incidents occurred throughout the decades following the Second World War that reawakened debate and concerns about Canada's close relationship with the United States.
- Know that international organizations, such as the General Agreement on Trade and Tariffs, have power to influence the economic policies and trade practices of individual nations.

Foreign Policy

- Know that the alignment of Canadian foreign policy with American policies has, and continues to, generate public debate within the Canadian public.
- Know that at specific times during the 20th century, Canadian foreign policies have mirrored American foreign policies, and at other times, Canadian foreign policies have differed from the foreign policy stances of the United States.
- Know that both continentalist and nationalist sentiments have influenced the foreign policies and actions of successive Canadian governments.
- Know that the issue of connecting human rights to foreign policy has raised debate within Canada.

Continentalism

- Know that continentalists believe that Canada's proximity to the United States has benefited the Canadian nation, both economically and politically, and that the nation's continued well-being is greatly dependent on maintaining satisfactory relations with the United States.
- Know that continentalists believe that elimination of trade and investment barriers between Canada and the United States would maximize Canadian prosperity.

Cold War

- Know that the ideological struggle between the communist Soviet Union and the United States became known as the "Cold War."
- Know that among the western democracies, the United States assumed military and economic leadership, in the Cold War, against the Soviet Union.
- Know that the Cold War dominated international affairs for 50 years following the Second World War.

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- Know that the Cold War convinced Canadians to collaborate in the face of the Soviet menace, and collaboration required Canada to align many of its international policies with those of the United States.

Continental Integration

- Know that many forces/realities existed to explain why Canada and the United States evolved a close and interconnected relationship.
 - Know that geography forced both nations to be aware of the actions/policies of the other. They shared decades of experience of interacting.
 - Know that the two nations shared a common language, similar legal systems, similar constitutional guarantees of individual rights and limits on the powers of government.
 - Know that the Second World War hastened the integration of the two nations' economies. The two nations were each other's largest trading partner.
 - Know that the perceived threat of communist expansion convinced Canadians of the need to have close co-operation with the United States.
- Know that throughout the 20th century, Canada's trading relationship with the United States increased, while its trading relationship with Great Britain declined.

Extraterritoriality

- Know that extraterritoriality occurs when a nation attempts to impose its laws and policies on citizens and organizations beyond its borders.
- Know that the application of extraterritorial actions infringes on the sovereignty of other nations.

Nationalism

- Know that nationalism reflects the belief that the well-being of one's own nation should be protected and enhanced, in order to meet the challenges of foreign interests and influences.
- Know that Canadian nationalists have maintained that the economic and military disparity that exists between Canada and the United States poses a threat to Canadian sovereignty.
- Know that Canadian nationalists feel that Canadian independence can be best secured by pursuing economic and political policies that are less dependent on the American market or American external policies.
- Know that Canadian nationalists have been concerned about the influence of the Americans on the Canadian political, cultural and economic agendas.

Foundational Objective 2

Know that the unity and well-being of the nation will be influenced by the extent to which significant populations feel that their interests and well-being are being enhanced and secured within the existing political structure.

Core Concepts

Human Rights

- Know that the issue of connecting human rights to foreign policy has raised debate within Canada.
- Know that human rights are universal and, as such, apply to everyone regardless of nationality, race, religion, political beliefs, age, or gender.
- Know that the concept of human rights differs from the concept of privilege.

Societal Cohesion

- Know that societal stability and national well-being are linked to whether the peoples and regions perceive that they have meaningful influence in national decision-making processes.
- Know that the degree to which those peoples and regions are satisfied with existing relationships will influence the long-term well-being of the nation.

Cultural Identity

- Know that within francophone Quebec, the relationship with English-speaking Canada has been, and continues to be, defined in terms of how best to secure French Canada's culture and identity.
 - Know that some francophones support the present constitutional status quo in terms of Quebec's place within the Canadian nation.
 - Know that some francophones favour Quebec remaining an integral part of Canada, but redefining the political arrangement between the two linguistic communities.
 - Know that some francophones favour the political separation of Quebec from Canada, making Quebec a sovereign nation.
- Know that during the deliberations leading to Confederation, the paramount concern of Quebec's francophone leaders was to secure the French-Canadian culture, language and way of life.

Ethnic Nationalism

- Know that common characteristics associated with ethnic nationalist groups include:
 - the group's commitment to the larger state is in competition with the group's commitment towards its own well-being;
 - the groups often develop organizations such as political parties, nationalist organizations and, in some cases, paramilitary and/or terrorist groups;
 - the group's history helps to define the distinctiveness, the separateness of the group, and the linguistic and cultural characteristics which define the group; and,
 - the group perceives itself as being unique from other population groups in the larger state and as needing some form of special status or rights to protect its unique identity.
- Know that ethnic nationalists and organizations may possess some or a combination of the above attributes.

Quiet Revolution

- Know that the Quiet Revolution refers to period in which the Lesage Liberal government brought rapid but non-violent change to Quebec society.
- Know that Quiet Revolution created a climate of confidence and fuelled nationalist fervour within the francophone community.
- Know that a new vision of Quebec developed as the nature of Quebec society changed. This vision was based on several assumptions:
 - Quebec could no longer remain isolated from the modern world and remain a rural society;
 - Quebec had to become a modern, industrial society;
 - Quebec could enhance its political power and maintain a vibrant culture by utilizing technology; and,
 - French-Canadians could compete successfully in the modern world.

Regionalism

- Know that there are a number of long-standing realities that have influenced and continue to influence the relationship among the regions of the nation.
- Know that the mere existence of various regions within the Canadian community makes it inherently difficult to arrive at national consensus on policy issues, priorities and decisions.

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- Know that the allocation and application of political power and economic activity and development are issues that most often bring the various regions into conflict, conflict among themselves and conflict with the central government.

Foundational Objective 3

Know that the future of the nation will, in part, depend on how well the interests of the regions are perceived to be addressed by the populations of those regions.

Core Concepts

Regional Disparity

- Know that there is regional disparity in terms of resources, population, economic well-being, and political and economic influence over national decision making.
- Know that each region has evolved its own institutions, and patterns of economic development that reflect its uniqueness.
- Know that each region has evolved its own agenda reflecting the needs and perceptions of the region's population, and its expectations about the performance of the nation's institutions and government.
- Know that a region's success in enacting its agenda is, in part, dependent on the ability of the region to influence national policy making.
- Know that regions that possess significant political and economic power are usually more successful at influencing the policies and actions of the central government than those with little political and economic power.

Heartland-hinterland

- Know that certain geographic areas called the heartland possess the resources and economic power (population, capital, services, industry, and political influence) to acquire and process staples from distant resource-producing areas called the hinterland.
- Know that alienation in the hinterlands was fuelled by their lower rates of economic development compared to the Central Canadian provinces and by their lack of political power at the federal level, which meant less influence over federal policies.

Regional Alienation

- Know that dissatisfaction with the response of the political establishment to the social and economic catastrophe of the 1930s led to the formation of new prairie-based political movements and contributed to Western alienation from the national decision-making processes.
- Know that during the latter decades of the 20th century, many in Western Canada believed that the West was being denied a role in the national decision making that was commensurate with its resources and economic strength.

Environment

- Know that there are compelling reasons why the nature of the relationship Canadians have with the environment has been, and will continue to be, crucial.
 - Know that the relationship will significantly impact the economic well-being of this generation of Canadians and future generations.
 - Know that the relationship between the people and the environment will significantly impact the health of both Canadians and their environment.
 - Know that there is increasing evidence that Canada's environment is being seriously degraded.
- Know that for centuries, Canada was viewed as a nation possessing infinite amounts of resources, thus there was little concern about conservation and sustainability.

Foundational Objective 4

Know that dialectical thinking is a system of reasoned exchange between points of view in which the merits of each case (thesis) are discussed and evaluated.

Dialectical Evaluation

- Know that dialectical evaluation is the process of:
 - gathering information;
 - defining the issues within the information;
 - testing the viewpoints for factual accuracy;
 - testing the viewpoints for their morality;
 - evaluating the factual and moral testing; and,
 - forming a conclusion about the issue.

Criteria

- Know that criteria are rules or standards which are accepted and used to provide a consistent basis for making judgements.

Evaluation

- Know that in determining whether a viewpoint is based on a legitimate moral principle, a variety of moral tests could be applied, including:
 - role exchange: is the principle still considered valid when it is applied to oneself?
 - universal consequences: would the principle still be considered valid if everyone behaved according to its dictates?
 - new cases: is the principle still valid when it is applied to a different but logically relevant case?

Foundational Objective 5

Know that every society will evolve, through debate and consensus, assumptions and practices concerning certain key societal relationships.

- Know that within each society, a divergent views will exist concerning key societal relationships, including:
 - whether it is possible for nations, of vastly unequal power and resources, to sustain a relationship based on equality;
 - whether a concern for human rights be considered a guiding principle of Canadian foreign policy;
 - whether it is possible to secure the well-being of all groups and regions within the Canadian nation; and,
 - whether government has a role in securing the well-being of the citizenry.

Content

Existing beside a superpower, the United States, has meant that Canadian policy makers have had to consider Canada's relationship with the U. S. in the formulation of policies.

- The consequences of that relationship, have been, and continue to be, a matter of debate within the Canadian community.
- That debate has been framed by competing visions of the relationship that should exist between the two nations.

Continental Integration: Canada and the United States

The political instability that characterized Europe during the 1930s had encouraged a growing military and economic relationship between Canada and the United States. In 1938, President Roosevelt pledged that the U.S. would defend Canada against any territorial aggression.

- The Ogdensburg Agreement of 1940 establishing the Permanent Joint Board of Defence to coordinate the defence of North America.
- The trials of the Second World War cemented that relationship. The Hyde Park Agreement of 1941, integrated the war production capabilities of both nations.

In the years immediately following the Second World War, there was little debate whether the close economic and political links with the United States posed a serious danger to Canadian sovereignty.

Many Canadians believed that Canada's affluence and stability were products of the close relationship with the United States.

- Canada's prosperity depended on American investment capital, and access for Canadian products to the affluent American domestic market.
- Unlike many of Canada's traditional customers in war-devastated Europe, the U.S. possessed the few affluent markets for Canadian exports.
- Many Canadians claimed that the close relationship with the U.S. did not pose a threat to Canadian culture and identity. Canada's culture and national identity would depend on the degree to which Canadians considered them essential.

Concepts (Knowledge Objectives)

Sovereignty

Know that sovereignty asserts that the nation-state is the supreme decision-making power within a delineated territory and is subject to external authority only by its consent.

- Know that a nation's sovereignty can be challenged by the influence and actions of significant other nations.
- Know that every nation, including Canada, seeks to limit the influence of other nations in its national decision-making processes.

External Influence

Know that external forces and actions influence both Canadian decision-making processes and the economic well-being of the Canadian citizenry.

Know that Canada's most significant external relationship, in the last half of the 20th century, has been with the United States.

- Know that following the Second World War, the United States and Soviet Union emerged as the only powers that possessed the military and economic power to exert influence world-wide.
- Know that the United States replaced Britain as Canada's "significant" international relationship. Britain had been weakened by the War and could not regain its prewar standing as a global power.
- Know that the Ogdensburg Agreement, the Hyde Park Declaration and the creation of the Permanent Joint Board of Defence, reflected growing ties between Canada and the U.S.

Foreign Policy

Know that the alignment of Canadian foreign policy with American policies has generated, and continues to, generate public debate within the Canadian public.

- At specific times during the 20th century, Canadian foreign policies have mirrored American foreign policies, and at other times, Canadian foreign policies have differed from the foreign policy stances of the United States.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise the skill of hypothesizing.

Practise identifying cause-effect relationships.

Practise using the critical attributes of concepts and paradigms for the purpose of evaluating and making judgements.

Practise relating events and assumptions to an argument and/or conclusions.

Does the existence of superpowers infringe on the ability of smaller nations to implement independent foreign policy options?

Is it possible for two nations, of vastly unequal power and resources, to sustain a relationship based on equality?

Does entering into a military alliance with a larger and more powerful nation influence the behaviour of the weaker nation?

- Incorporating the C.E.L.s
- Independent Learning
 - Critical and Creative Thinking
 - Personal and Social Values and Skills
 - Numeracy

Concept Application Lesson for: Power, Foreign Relations, Strategic Interests, and Public Opinion.

See Activity One of the Unit Four Activity Guide for a more detailed outline of this suggested activity.

Point out to students that one outcome of the Second World War was a dramatic shift in the power relationship between nations. Two superpowers emerged, the United States and the Soviet Union.

Discuss how the war changed the balance of power and the relative power of various nations.

- Why did Britain and other prewar colonial powers emerge from the war in a weaker position, economically, politically, and militarily?
- Why did the United States become such a powerful nation by the end of the war?
- Why did the Soviet Union become such a powerful nation by the end of the war?

Discuss how the war impacted Canada's relationship with Britain and the United States?

Discuss relations between the two new superpowers following the Second World War.

- Provide the students with the **Student Information Sheet: *The Cold War***, and the **Student Information Sheet: *Mutual Mistrust and the Atomic Secret***.

Discuss the reasons for the Cold War between the United States and the Soviet Union.

- Make students aware that relations between the Soviet Union and the Western democracies were strained by events before, during, and following the Second World War.

Content

In 1945, the threat to Canada seemed to come from the former wartime ally, the Soviet Union.

- The two postwar superpowers, the United States and Soviet Union, were engaged in an ideological contest, the "Cold War" that dominated international affairs for 50 years.
- The Western democracies, including Canada, accepted American leadership in the struggle to contain Soviet expansion in Europe, and the spread of communism in other regions of the world.

The Canadian government was eager to establish a collective response to the perceived Soviet menace. Canadian officials were instrumental in convincing the U.S. to form the North Atlantic Treaty Organization in 1949.

- In 1951, Canada was prepared to contribute military personnel to the American-led United Nations force sent to repel the communist North Korean invasion of South Korea.

The threat of a Soviet attack on North America appeared real during the early years of the Cold War. To counter a possible Soviet bomber attack on North America via the Arctic, the two nations in 1958, established the North America Air Defence System (NORAD). Several lines of radar installations were constructed across northern Canada.

The "Middle Power" and the United Nations

Canada emerged from the Second World War economically unscathed and possessing a sizable military. Both the Canadian public and government wanted Canada to play a significant role on the international stage.

- Many Canadians felt that the prewar policy of isolationism had actually encouraged international aggression and, ultimately, the Second World War.

Although not a superpower, Canada hoped to exercise the power and influence of a "middle power" in the new United Nations.

- Canada hoped that through the United Nations, the smaller nations would be able to moderate the actions of the Great Powers particularly the United States and the Soviet Union.

Concepts (Knowledge Objectives)

Foreign Policy

Know that both continentalist and nationalist sentiments have influenced the foreign policies and actions of successive Canadian governments. Both have influenced Canadian public opinion and Canadian decision makers.

Continentalism

Know that continentalists believe that Canada's proximity to the United States has benefited the Canadian nation, both economically and politically, and that the nation's continued well-being is greatly dependent on maintaining satisfactory relations with the United States.

- Know that continentalists believe that the high standard of living enjoyed by most Canadians is a product of the close integration of the Canadian and U.S. economies.
- Know that the Americans have provided Canada with a large, affluent market for Canadian goods, and have provided Canada with protection from foreign military threats.
- Know that continentalists believe that elimination of trade and investment barriers between Canada and the United States would maximize Canadian prosperity.

Cold War

Know that the ideological struggle between the communist Soviet Union and the United States became known as the "Cold War."

- Know that the Cold War dominated international affairs for 50 years following the Second World War.
- Know that the United States assumed military and economic leadership of the Western democracies during the Cold War against the Soviet Union.
- Know that the Cold War convinced Canadians that the democracies needed to collaborate in the face of the Soviet menace.
- Know that to pursue such a collaboration would require Canada to align many of its international policies with those of the United States.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying cause-effect relationships.

Is it possible for two nations of vastly unequal power and resources to sustain a relationship based on equality?

Learn to relate events and assumptions to an argument and/or conclusions.

What are the consequences for a nation entering into an alliance with a larger and more powerful nation:

- on its domestic decision making?
- on its foreign policy choices? and/or,
- on its allocation and/or use of its military resources?

Practise the skills of comparing and contrasting.

Practise the skill of hypothesizing.

What criteria could be used to determine whether a relationship with another nation is beneficial or harmful to one's own nation:

- economic factors?
- political factors?
- cultural factors? and/or,
- military factors?

Practise synthesizing all the relevant parts into a meaningful whole.

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Numeracy

Concept Application Lesson for: Alliances, Sovereignty, External Influence, Public Opinion, and Power.

Discuss the concept of alliances. Note that there are economic and political alliances. Focus on several issues including:

- What powers/responsibilities should member states of the alliance assume?
- What powers/responsibilities should the member states retain?
- How should decisions be made within an alliance?
- Should all members have equal input into decision-making processes?
- Should the most powerful nation/nations in the alliance have greater input into the decision-making processes?

Discuss the international situation following the end of the Second World War that encouraged Canada to seek an alliance with the United States.

- How did the Canadian public perceive the Soviet Union during the Second World War?
- How did the Canadian public perceive the Soviet Union following the Second World War?

Contrast the Canadian public's perception of the Soviet Union with its view of the United States in the late 1940s.

- What factors made the Canadian public more supportive of an alliance with the United States, over closer relations with the Soviet Union.

Have the students discuss the economic, political and military relationship between Canada and the United States at the end of the Second World War.

- Have students apply the questions/issues surrounding alliances to the Canadian-American alliance that emerged following the Second World War.

Content

The major powers were not prepared to relinquish any sovereign decision-making powers to an international organization. They preferred to maintain international peace and stability through consensus among the great powers.

- As permanent members of the Security Council, they held a veto over decisions, such as the use of military force or implementation of sanctions, that could adversely affect their national interests.

The Uncomfortable Alliance: Canadian Nationalists and the United States

Not all Canadians were comfortable with Canada's close relationship with the United States. Canadian nationalists preferred a less intimate relationship with the United States.

- Nationalists argued that extensive American investment and ownership in the Canadian economy, meant that the well-being of Canadians was being influenced by political and economic decisions made in the United States.
- Some argued that the Canadian government had to institute measures to restrict foreign ownership and to promote Canadian ownership and economic development.
- Nationalists also argued that the Canadian government had a critical role in promoting and protecting the nation's culture and identity, through such agencies as the Canadian Broadcasting Corporation.
- Nationalists argued that alliances such as NORAD were not alliances of two equal nations possessing equal decision-making powers. American military and political leaders controlled the decisions within such alliances.

By the late 1950s, many Canadians were not as keen to identify Canada's interests with U.S. policies and actions.

Relations between John Diefenbaker and the Kennedy administration were strained.

- An ardent proponent of Canada's links with Britain, Diefenbaker reflected a growing public concern over the extent of American influence.

Concepts (Knowledge Objectives)

United Nations

Know that all significant decision making in the U.N. was in the hands of the permanent members of the Security Council. Each of the Great Powers became permanent members and each possessed a veto that impeded any U.N. initiatives that ran counter to their respective national agendas.

Continental Integration

Know that there existed many forces/realities that influenced why Canada and the United States evolved a close and interconnected relationship.

- Know that geography forced both nations to be aware of the actions/policies of the other. They shared decades of experience of interacting.
- Know that the two nations shared a common language, similar legal systems, similar constitutional guarantees of individual rights and limits on the powers of government.
- Know that the Second World War hastened the integration of the two nations' economies. The two nations were each other's largest trading partner.
- Know that the perceived threat of communist expansion convinced Canadians of the need to have close co-operation with the United States.

Soviet Espionage

Know that Igor Gouzenko, a Soviet cypher clerk at the Soviet Embassy in Ottawa, defected and revealed Soviet spy rings in Canada, the United States and Britain. Some of the Soviet spy activity provided the Soviet Union with information concerning the construction of the atomic bomb.

External Influence

Know that a number of incidents occurred during the decades following the Second World War that reawakened debate and concerns about Canada's close relationship with the United States.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practising using the critical attributes from a concept to analyze data.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships;
- and,
- describing how the parts of the whole are related to each other.

Practise applying criteria as a basis for making evaluations.

Practise the skill of hypothesizing.

Why are national governments reluctant to relinquish any meaningful decision-making powers to an international association of nations?

Has the occurrence of two major world wars and the dangers of a nuclear war diminished the reluctance of national governments to relinquish power to an international association of nations?

Should the well-being of one's nation take precedence over the well-being of the large global community?

Should the well-being of the international community take precedence over the well-being of one's nation?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Development Lesson for: National Sovereignty, Collective Security, Domestic Affairs, Foreign Policy, Decision Making, and Consequences.

See Activity Two of the Unit Four Activity Guide for a more detailed outline of this suggested activity.

Note that most nations, including Canada, seek to limit the direct influence or interference of other nations in national decision-making processes.

- For example, some nations refuse to allow their armed forces to be commanded by officers appointed by the United Nations or other international organizations.

Discuss why nations jealously protect their national sovereignty:

- national governments seek domestic public support in order to maintain political power;
- national governments do not want to appear to be unduly influenced by other governments;
- national governments are concerned that other nations have policies and agendas that do not reflect the policies and agendas of the nation.

Discuss how national sovereignty can work against collective action by groups of nations or international organizations.

- Discuss the rationale for the creation of the United Nations at the end of the Second World War.

Discuss the Canadian vision for the new United Nations.

- Canada hoped that the new institution would be a forum that permitted all nations to participate in formulating policies to ensure world peace and tackle other world issues. All members would be obliged to co-operate.

Content

- During the 1957 federal election, Diefenbaker proposed reducing the nation's economic dependence on the U.S. by increasing trading links with Great Britain.

Soon after taking office, Diefenbaker was presented with the report of the Gordon Commission.

- The Commission raised concerns about the degree of direct American investment, and proposed suggestions to ensure that Canadians would have increased access to jobs, research opportunities, and shareholdings in foreign-owned companies.
- Diefenbaker placed restrictions on foreign ownership and resource development in the North West Territories. Oil and gas leases were restricted to Canadian citizens or to Canadian-incorporated or -controlled companies.

A particular irritant in Canadian-American relations were attempts by the U.S. to have American-owned branch plants in Canada follow U.S. trade laws.

- In 1959, the U.S. imposed a trade embargo on the Cuban communist regime of Fidel Castro. It expected that all American branch plants, including those in Canada would conform to the U.S. trade embargo. The Canadian government was adamant that foreign-owned companies in Canada had to follow Canadian laws, which permitted trade with Cuba.

During the Cuban Missile Crisis of 1962, the Americans were angered at Diefenbaker's reluctance to place Canada's NORAD forces on full alert.

The issue of whether Canadian forces would acquire nuclear weapons surfaced in the 1963 federal election.

- The Diefenbaker government was badly split on the issue. The opposition Liberals indicated that they were prepared to have Canadian forces in NATO equipped with nuclear weapons.
- **During the election campaign, U.S. officials let it be known that they favoured a Liberal victory. The Liberals won the election.**

Concepts (Knowledge Objectives)

Extraterritoriality

Know that extraterritoriality occurs when a nation attempts to impose its laws and policies on citizens and organizations beyond its borders.

- **Know that the application of extraterritorial actions infringes on the sovereignty of other nations.**

Continental Integration

Know that throughout the 20th century, Canada's trading relationship with the United States increased, while its trading relationship with Great Britain declined.

For example:

- in 1938, Britain supplied 18 percent of Canada's imports while the United States supplied 63 percent of Canada's imports;
- in 1957, Britain supplied 9 percent of Canada's imports while the United States supplied 71 percent of Canada's imports;
- in 1938, 41 percent of Canada's exports were sent to Britain, while 32 percent of Canada's exports were sent to the United States; and,
- in 1957, 15 percent of Canada's exports were sent to Britain, while 59 percent of Canada's exports were sent to the United States.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using facts, good argumentation and sound reasoning to support your opinions.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise using consequences as a means to evaluate actions.

Practise defining the assumptions that underlie a paradigm.

Practise constructing analytical grids as a means of categorizing and comparing information.

Does the existence of superpowers infringe on the ability of smaller nations to implement independent foreign policy options?

Is it possible for two nations of vastly unequal power and resources to sustain a relationship based on equality?

Does entering into a military alliance with a larger and more powerful nation influence the behaviour of the less powerful nation?

Is there justification for one nation to interfere in the internal affairs of another nation?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Numeracy

Concept Application Lesson for: Nationalism, Continentalism, Alliances, Extraterritoriality, Consequences, Power, National Sovereignty, Public Opinion, and Decision Making.

Provide the students with a definition of the concept of extraterritoriality.

Know that extraterritoriality occurs when a nation attempts to impose its laws and policies on citizens and organizations beyond its borders.

- The application of extraterritorial actions infringes on the sovereignty of other nations.

Discuss with the class the implications for Canada of joining the United States in economic and political alliances such as NORAD, NATO, and NAFTA.

Note that not all Canadians supported particular alliances/associations.

- In the late 1980s, there was a particularly heated debate between Canadian nationalists and those supporting a close economic and political relationship with the United States, over the merits of a free-trade agreement with the United States.

Review with the class the major tenets of Canadian nationalism and continentalism as it applies to Canada's relationship with the United States.

- Contrast the two paradigms on economic policy, political policy, military policy, and cultural policy areas. The students could construct an analytical grid to record their findings.

Content

The expanding American military involvement of the mid-1960s, strained relations between the two nations.

- In April 1965, Prime Minister Pearson, suggested to an American audience that the United States suspend its massive bombing of North Vietnam, as a first step towards a negotiated settlement.
- President Johnson did not respond favourably to the Canadian "advice" and communicated his feelings directly to Pearson.
- Following that incident, Canadian governments followed a policy of quiet diplomacy as the norm in relations between the two nations. In public, the two nations would demonstrate solidarity, and any disagreements would be settled in private.

The policies of Pearson's finance minister Walter Gordon mirrored growing Canadian concern over the extent of American control of the Canadian economy.

- Gordon represented the strong nationalist element within the Liberal government. In his first budget, Gordon proposed a 30 percent take-over tax on the sale of publicly-held Canadian companies to foreigners. The reaction of the business community forced Gordon to abandon the proposal.

Gordon established a task force, chaired by economist Mel Watkins, to investigate the impact of foreign investment on Canadian industry.

- The Watkins Report, issued in 1968, concluded that foreign-owned multinationals should obey Canadian laws, pay their fair share of taxes, and be encouraged to sell shares of their companies to Canadians.
- The Report called for the creation of a Canada Development Corporation that could provide investment capital for Canadian business ventures.

Trudeau: Expressions of Nationalism

The growing sense of national achievement aroused by the 1967 centennial celebrations fostered a growing sense of national pride.

- The new Prime Minister, Pierre Trudeau, announced that Canada was not prepared to become a "mirror image of the United States."

Concepts (Knowledge Objectives)

Know that by 1950, more than three-quarters of total foreign investments in Canada were American. The chief areas of American investment were mining, manufacturing and petroleum. By 1968, foreign-owned companies controlled nearly 80 percent of the oil and gas industry, and almost 60 percent of Canadian manufacturing.

Vietnam

Know that the American involvement in the unpopular Vietnam War helped to consolidate anti-Americanism in Canada.

Know that Walter Gordon, the finance minister in the Liberal government of the mid-1960s, was an ardent economic nationalist who articulated concerns over the growing U.S. control of Canada's economy.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using facts, good argumentation, and sound reasoning to support your opinions.

Practise using the thinking skills of:

- stating hypotheses that are testable and guide the search for data; and,
- presenting analyses to confirm or disconfirm the hypotheses.

What criteria should a nation use when deciding whether to associate itself with another nation or group of nations:

- economic considerations?
- political considerations?
- cultural and social considerations? and/or,
- military/defence considerations?

Is nationalism a more powerful force/influence than internationalism?

Is internationalism a more powerful force/influence than nationalism?

Continuation of the Concept Application
Lesson for: Nationalism, Continentalism, Alliances, Extraterritoriality, Consequences, Power, National Sovereignty, Public Opinion, and Decision Making.

How would Canadian nationalists and those who promote continentalism react to such alliances?

Have students, working individually or in groups, prepare a justification on reasons to support or oppose such alliances or associations.

- Have students discuss how Canada's sovereignty would be affected upon Canada entering into the particular alliance/association with the United States.

Have students assume the role of Canadian and American newspaper editors, during the formation of a particular alliance/association of the two nations.

- They are to prepare editorials either supporting or opposing the particular alliance/association.
- The concepts of national sovereignty, and extraterritoriality should be addressed in the editorials.

Their editorials should present a paradigm of the international community that supports the position of the editorial.

- The editorials should also suggest the consequences of participating or not participating in the alliance/association for Canada.

Students can present their editorials to the class for discussion.

Content

The Trudeau government passed legislation aimed at reducing foreign control over the Canadian economy.

- The Canada Development Corporation (1971) was created to encourage Canadian ownership and management in vital sectors of the economy.
- The Foreign Investment Review Agency (1974) was created to screen proposals for foreign takeovers of existing Canadian businesses.
- The oil crisis led to the creation of Petro-Canada with a mandate to develop a Canadian presence in the petroleum industry.
- The National Energy Program (1980) had the objective of developing Canadian self-sufficiency in oil.

Canada and the International Community: The Third Option

The Trudeau government conducted a review of Canada's postwar foreign policies and decided that new international realities demanded new foreign policies.

As Canadian economic dependence on the U.S. increased, the Trudeau government announced its "Third Option." The goal was to increase trade with other nations and thereby reduce dependence on the United States.

- The new policy failed, as trade with Britain and the European Common Market declined.
- By 1985, fully 80 percent of Canadian exports went to the United States, and 70 percent of Canadian imports were from the U.S.

Trudeau wanted to "distance" Canada from the United States somewhat and have Canada play a more constructive, independent role on the world stage.

- His government's early initiatives included recognizing the Peoples' Republic of China and announcing a phased reduction in Canada's commitment to NATO.

Canada's relations with the newly independent nations of Africa and Asia were facilitated by the way in which Canada was perceived by those nations. Canada had never possessed a colonial empire nor demonstrated any desire to do so. It also did not possess the military capability to influence events on a global basis like the United States.

Concepts (Knowledge Objectives)

Nationalism

Know that nationalism reflects the belief that the well-being of one's own nation should be protected and enhanced, in order to meet the challenges of foreign interests and influences.

Know that Canadian nationalists have maintained that the economic and military disparity that exists between Canada and the United States, poses a threat to Canadian sovereignty.

- **Know that Canadian nationalists feel that Canadian independence can be best secured by pursuing economic and political policies that are less dependent on the American market or American external policies.**

Know that Canadian nationalists have been concerned about the influence of the Americans on the Canadian political, cultural and economic agendas.

Foreign Investment Review Agency (FIRA)

Know that FIRA did little to impede continued foreign investment and takeovers of Canadian companies. Between 1971 and 1980, FIRA approved 90 percent of the foreign takeovers of Canadian enterprises.

United Nations

Know that Canada's active participation in numerous U.N. organizations and peacekeeping activities demonstrated Canadian's faith in the international organization as the best means to ensure future world peace.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using consequences as a means of evaluating actions.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships, and,
- describing how the parts of the whole are related to each other.

Practise synthesizing all the relevant parts into a meaningful whole.

Practise identifying and using the critical attributes of concepts to evaluate historical and contemporary situations.

Is foreign investment, capital and ownership an essential contributor to Canada's economic well-being?

Who should be involved in determining the conditions that determine whether a business locates in a specific community, region or nation?

Should business profits be the sole factor in determining whether a business locates in a specific community, region or nation?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Numeracy

Concept Development Lesson for: Foreign Ownership, External Influence, National Identity, Culture, Sovereignty, Economic Wellbeing, Nationalism, Continentalism, Dialectical Evaluation, Criteria, and Consequences.

See Activity Three of the Unit Four Activity Guide for a more detailed outline of this suggested activity.

Using several everyday situations as examples, discuss the relationship between ownership and decision making.

Note the recent trend towards global free trade and how that is related to Canada's economic well-being.

- Discuss the consequences of a general reduction in trade barriers between nations for the following:
 - branch plants located in Canada;
 - workers in those foreign-owned branch plants and their ability to improve their wages and work conditions;
 - ability of government to impose taxes, and business and labour regulations on companies; and,
 - ability of a region or community to attract businesses.

Discuss the attributes and operations of multinational corporations using several contemporary multinationals as illustrations.

- Discuss the reasons and factors that encourage multinationals to locate plants in specific locations.
- Note factors such as political stability, access to needed resources and consumer markets, available educated workforce, and costs of production.

Note that the issue of foreign investment and ownership has generated controversy within the Canadian community for many decades.

Content

Canadian leadership in the Commonwealth was to facilitate good relations with many newly independent Commonwealth nations.

- Prime Minister Diefenbaker had played a leading role in expelling South Africa from the Commonwealth in 1961.
- In 1962, Canada endorsed the principle of Black majority rule in Rhodesia and supported the imposition of economic sanctions against the white minority regime of Ian Smith.

Unlike the United States, Canada was prepared to provide humanitarian aid to socialist-controlled states such as Tanzania and Sandinista-controlled Nicaragua.

Considerable foreign aid was directed towards the francophone nations of Africa. By 1973, the twenty-one nations of francophone Africa were receiving one-fifth of the total CIDA budget.

- Ottawa heralded its support for the francophone nations as a demonstration of the way in which Canada's foreign policies reflected the bilingual nature of Canada.

In 1978, Trudeau stated, at the U.N., that Canada was the "the first nuclear armed country to have chosen to divest itself of nuclear weapons."

- Trudeau announced that Canada was prepared to reduce its military presence in Europe as part of NATO, phase out nuclear weapons, and to place its remaining forces on reserve status.
- New CF -18 Hornets acquired in 1984, were equipped with conventional rockets and not nuclear missiles.
- The Canadian government was also active on the issue of nuclear proliferation. When India detonated a nuclear device in May of 1984, Canada suspended its nuclear co-operation with India.

Human Rights and Foreign Policy: Weighing the Options

In the spring of 1989, thousands of Chinese university students held pro-democracy demonstrations in Beijing's Tiananmen Square.

Concepts (Knowledge Objectives)

Foreign Aid

Know that the Trudeau government did not accept the American belief that the developing nations should adopt the American-style free enterprise system as a model.

- Know that the Canadian government was prepared to continue aiding nations with socialist governments such as Tanzania and Sandinista-controlled Nicaragua.

Decolonization

Know that Canada played an active role at the U.N. encouraging the colonial powers to take immediate steps to grant independence to their colonies.

- Know that the Canadian government repeatedly condemned the policy of apartheid in South Africa.
- Know that Canada served as an active member of the Contact Group of Western nations which worked to end South Africa's control over Namibia.

Nuclear Role

Know that in 1978, Trudeau stated at the U.N. that Canada was "the first nuclear armed country to have chosen to divest itself of nuclear weapons." His government was prepared to reduce its military presence in Europe as part of NATO, phase out nuclear weapons and place its remaining forces on reserve status.

- Know that between 1970 and 1974, the Honest John nuclear missiles were eliminated from Canadian ground forces in Europe.
- Know that when the new CF -18 Hornets were acquired for the armed forces in 1984, conventional rockets replaced nuclear missiles as Canada's air defence weapon.

Skills/Abilities Objectives

Practise using facts, good argumentation and sound reasoning to support your opinions.

Practise considering and using consequences as a test for evaluating logical arguments.

Practise developing and applying criteria as a basis for making judgements.

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Values Objectives

Should government determine the form and degree of foreign investment and ownership in Canada?

What criteria should be used to evaluate the consequences of foreign investment and ownership, for the Canadian nation?

Is Canadian sovereignty endangered by the extensive degree of foreign investment and ownership in key sectors of the Canadian economy?

Who should be the beneficiaries of foreign investment?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: Foreign Ownership, External Influence, National Identity, Culture, Sovereignty, Economic Well-being, Nationalism, Continentalism, Dialectical Evaluation, Criteria, and Consequences.

Provide the students with the Student Information Sheets: *Percentage of Foreign Ownership by Sector, 1992*, and *The Debate Over Foreign Ownership*.

- Have the students hold a class discussion on the information contained in the Student Information Sheets. Have the class generate a number of questions/issues that arise from the issue of foreign ownership and investment.

Discuss with the class the arguments supporting and opposing multinational corporations operating in Canada.

Provide the students with the Student Information Sheet: *The Recording Industry in Canada*.

Have the student groups discuss steps that Canadian governments could take to promote the Canadian recording industry and independent Canadian record production.

Note that there are three general policy directions open to the student groups:

- allowing the present situation to continue;
- having government regulate and restrict the operation of multinationals; or,
- attempting to increase the Canadian content and involvement in the recording industry.

Each group will have to develop a rationale for its approach and present its strategy to the class for discussion.

Students could engage in a dialectical exercise focusing on the issue:

- Extensive foreign investment and control of the Canadian economy threatens the ability of Canadians to control their own economic, social and political decision making.

Content

- In response, the Chinese government ordered its troops to crush the pro-democracy movement. Hundreds, perhaps thousands, of unarmed students were killed. Thousands were imprisoned.

The Canadian government expressed its disapproval of the Chinese government's actions, and imposed a limited range of economic sanctions, including the postponement of the signings of five development assistance projects worth \$60 million.

- The economic sanctions did not greatly affect relations between the two countries. In 1989-1990, China remained the third largest recipient of Canadian development assistance.

The Chinese government did not graciously accept the nearly-universal condemnation of its actions. It claimed that no nation has the right to interfere in the human rights practices of another nation, and that international documents on human rights do not supersede the principle of national sovereignty.

Tiananmen Square rekindled the debate on how Canada should deal with governments that actively repress the human rights of their populations.

- Some argued that international sanctions, including restrictions on aid and trade with the offending state, was appropriate.
- Proponents cited the success of economic sanctions against the apartheid regime in South Africa.

Others argued that imposition of economic sanctions ends up hurting the general populace, not the governing elites.

- They claimed that economic sanctions were not an effective means of producing change in political behaviour.
- Vietnam, Cuba, and North Korea have all been sanctioned for over three decades, without any noticeable change in their policies on human rights.
- The sanctions placed on Iraq following its invasion of Kuwait in 1990, did not lead to change in Saddam Hussein's repressive regime.

Concepts (Knowledge Objectives)

Nuclear Proliferation

Know that Canada had supplied India with a Canadian-designed nuclear reactor as part of the Colombo Plan in 1956. The plutonium fuel used in the nuclear device detonated in 1974, came from that nuclear reactor.

- Know that when India detonated a nuclear device in May of 1984, Canada suspended its nuclear co-operation with India.

Human Rights

Know that the issue of connecting human rights to foreign policy has raised debate within Canada.

Know that human rights are universal and, as such, apply to everyone regardless of nationality, race, religion, political beliefs, age or gender.

Know that the concept of human rights differs from the concept of privilege.

- Know the privileges are a special right that may be earned or given to an individual or a group, as a favour or concession that can be taken away for some reason.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise making hypotheses based on reasonable assumptions and inferences.

Practise using consequences as a means of evaluating information and options.

Practise the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise developing and applying criteria as a basis for making judgments.

Should concern for human rights be considered a guiding principle of Canadian foreign policy?

Should concern over human rights, in other nations, take precedence over domestic Canadian concerns?

How should Canadians react to governments that institute repressive measures against their own populace:

- direct armed intervention?
- providing military assistance to those resisting the repressive regime?
- support international agencies that expose such human right violations? and/or,
- reducing or minimizing relations with governments committing gross violations of basic rights?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Development Lesson for: Human Rights, Foreign Policy, Options, Economic Sanctions, and Consequences.

See Activity Four of the Unit Four Activity Guide for a more detailed outline of the suggested activity.

Note: Activity Five provides students with an opportunity to engage in a dialectical activity focusing on the role ethics and human rights play in the formulation of Canadian foreign and trade policies.

Review some of Canada's international actions that have demonstrated its concern for human rights, including the nation's policies towards the apartheid regime in South Africa, the acceptance of political refugees following the Hungarian Revolution of 1956 and the Czechoslovakian Revolution of 1967.

Discuss the issue of human rights as it applies to foreign policy. The following questions could facilitate the discussion:

- When a regime systematically mistreats, and/or abuses populations because of their gender, race, religion or ethnic background, how should we react?
- When a government allows its police to torture prisoners, how should we react?

Have the students identify possible options that are available to the world community and individual nations. Provide historical and contemporary examples of application of the various policy options.

Note that when the Canadian government selects a policy response to oppressive regimes, there are consequences for Canadians.

Content

While Canada's relationship with the United States generated considerable debate, there emerged domestic challenges that were to consume the interest of Canadians.

Changing Realities: The Peoples of Canada

Events and forces that developed during the last decades of the 20th century have caused some Canadians to question the continued viability of the Canadian nation.

- Both populations and regions within the Canadian nation have expressed discontent with the existing political, social and economic status quo.
- Significant numbers of Quebec's francophones increasingly felt that francophone culture and identity were not being adequately protected within the existing political arrangement between English and French Canada. They demanded political solutions to their concerns.
- Some regions of the nation increasingly felt that their regional interests were being neglected by federal governments concerned more about the well-being of Central Canada. The economic uncertainties that have characterized the last decades of the century accentuated regional tensions.

Quebec and Canada: Realities Impacting the Relationship

The future of Quebec within the Canadian Confederation has been one of the domestic challenges throughout the last decades of the 20th century.

The continuance of this issue is a consequence of profound social and political changes that have occurred in Quebec since the late 1950s.

- The new urban and secular Quebec produced francophone political, cultural and economic elites. Those elites were determined to protect and enhance their francophone culture and identity.
- These changes led to a resurgence of French-Canadian nationalism. That nationalism has resulted in successive Quebec governments legislating to protect French Canada's distinct culture.

Concepts (Knowledge Objectives)

Diversity

Know that the unity and well-being of the nation will be influenced by the extent to which significant populations feel that their interests and well-being are being enhanced and secured within the existing political structure.

- Know that seeking new relationships that satisfy the needs of an increasingly diverse nation, is proving to be a difficult process.

Societal Cohesion

Know that societal stability and the national well-being are linked to whether the peoples and regions perceive that they have meaningful influence in national decision-making processes, and whether the decisions made support or threaten the group's well-being.

- Know that the degree to which those peoples and regions are satisfied with existing relationships will influence the long-term well-being of the nation.

Cultural Identity

Know that during the deliberations leading to Confederation, the paramount concern of Quebec's francophone leaders was to secure the French Canadian culture, language and way of life.

Know that within francophone Quebec, Quebec's relationship with English-speaking Canada has been, and continues to be, defined in terms of how best to secure French-Canada's culture and identity.

- Know that some francophones support the present constitutional status quo in terms of Quebec's place within the Canadian nation.
- Know that some francophones favour Quebec remaining an integral part of Canada, but redefining the political arrangement between the two linguistic communities.
- Know that some francophones favour the political separation of Quebec from Canada, making Quebec a sovereign nation.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise making hypotheses based on reasonable assumptions and inferences.

Practise defining the critical attributes of concepts and paradigms.

Practise relating historical events to contemporary issues.

Does the promotion of ethnic nationalism influence a group's opinion and relationship with other ethnic groups?

What criteria should be used to evaluate the consequences of a particular relationship between groups of people within a society:

- the well-being of the majority group?
- the well-being of the minority group? and/or,
- the well-being of the collective society?

Should history shape contemporary relationships between peoples?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Development Lesson for: Ethnic Nationalism, Identity, Paradigm, Annihilation, Segregation, Assimilation, and Accommodation.

See Activity Six of the Unit Four Activity Guide for a more detailed outline of the suggested activity.

Discuss with the students factors and experiences that contribute to a specific group of people developing a perceived collective identity.

- What commonalities do people have to share that contribute to a sense of being a distinct people?
- Note such factors as religion, language, territorial occupancy, tradition, culture, customs, and common historical experiences.

Provide students with the following attributes of ethnic nationalism.

Discuss how the historical relationship between two populations can shape a population's sense of identity. For example:

- the history of relations between the Armenian population and the state of Turkey;
- the historical experiences of the Jewish population in Eastern Europe;
- the historical relationship between the Aboriginal populations of Australia or South Africa and the European settlers;
- the historical relationship between Ireland and Britain; and or,
- the historical relationship between Palestinian Arabs and Jewish populations.

Content

Maître Chez Nous: The Quiet Revolution and Affirming An Identity

Quebec's changing society was reflected in the so-called "Quiet Revolution" of the early 1960s.

- The Liberal regime of Jean Lesage assumed power in 1960 with the intention of actively using the power of the state (province) to modernize Quebec society, and to secure the distinct nature of francophone Quebec within the Canadian federation.
- The Lesage government asserted a new confidence within the francophone community. It established a ministry of education, thus asserting state control over an area once dominated by the Church.
- The creation of Hydro-Quebec reflected both a desire to promote economic development controlled by francophones and to secure control over the province's energy sector.

The transformation of Quebec society and politics did not go unnoticed by Ottawa and the rest of Canada.

In 1963, the Pearson government established a Royal Commission on Bilingualism and Biculturalism. It was to provide suggestions on how the federal system could accommodate the two populations.

- The federal government agreed to a formula that allowed provinces to opt out of federal programs, while retaining their share of funding, as long as they established similar provincial program with those funds.
- The federal Liberals also sought to strengthen Quebec's representation in the federal parliament and government, by convincing Jean Marchand, Gérard Pelletier and Pierre Trudeau to run in the 1965 federal election.

In 1966, Daniel Johnson, the new Quebec premier, demanded that Quebec be given the power to act as a sovereign nation at the international level.

- The French government of Charles De Gaulle seemed to support Johnson's demands. In Paris, Quebec cabinet ministers were received at a level that was normally accorded to representatives of sovereign nations.

Concepts (Knowledge Objectives)

Ethnic Nationalism

Know that common characteristics associated with ethnic nationalist groups include:

- the group's commitment to the larger state is in competition with the group's commitment toward its own well-being;
- the groups often develop organizations such as political parties, nationalist organizations, and in some cases, paramilitary and/or terrorist groups;
- the group's history helps to define the distinctiveness, the separateness of the group, and the linguistic and cultural characteristics which define the group; and,
- the group perceives itself as being unique from other population groups in the larger state and as needing some form of special status or rights to protect its unique identity.

Know that ethnic nationalists and organizations may possess some or a combination of the above attributes.

Quiet Revolution

Know that the Quiet Revolution refers to a period in which the Lesage Liberal government brought rapid but non-violent change to Quebec society.

- The Quiet Revolution created a climate of confidence and fuelled nationalist fervour within the francophone community.

Know that a new vision of Quebec developed as the nature of Quebec society changed. This vision was based on several assumptions:

- Quebec could no longer remain isolated from the modern world and remain a rural society;
- Quebec had to become a modern, industrial society;
- by utilizing technology, Quebec could enhance its political power and maintain a vibrant culture; and,
- French-Canadians could compete successfully in the modern world.

Skills/Abilities Objectives

Practise relating historical events to contemporary issues.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise applying the critical attributes of concepts and paradigms for the purpose of analyzing contemporary situations and issues.

Values Objectives

Should the state play a significant role in fostering acceptable relationships among groups within society?

Can legislative measures substantially influence the attitudes of people towards members of other groups within society?

Is it possible for ethnic minorities to secure their cultural identity and well-being within a larger society?

What influences a group's perception of whether its collective well-being is secure within a society:

- economic well-being?
- influence on societal decision making?
- linguistic and cultural preservation? and/or,
- constitutional/legal protection of linguistic and cultural identity?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: Ethnic Nationalism, Identity, Paradigm, Annihilation, Segregation, Assimilation, and Accommodation.

Have the students investigate one of the historic relationships between two peoples.

- They should identify forces or conditions that are promoting the sense of collective identity of the particular populations.
- They should identify the consequences of the relationship for both populations.

Note that in some instances, groups within a state feel that their cultural identity and existence as a distinct group, depends on changing the political relationship the group has with other groups within the state.

- They may feel that political independence/ political sovereignty is essential to secure their identity and collective well-being.
- They may use a number of tactics to achieve that goal.

Have the students examine the possible presence of ethnic nationalism within the Canadian community.

- Groups could select one of the following populations: a particular Aboriginal people, francophone Quebecers, or anglophone Quebecers.
- Groups should apply the characteristics of ethnic nationalism to the group they are investigating.
- The groups should present their reports to the class for discussion.

Have the students discuss these value issues:

- Should the state play a significant role in fostering acceptable relationships among groups within the society?
- Can legislative measures substantially influence the attitudes of people towards members of other groups within the society?
- Is it possible for ethnic minorities to secure their cultural identity and well-being within a larger society?

Content

Key personalities assumed leadership of the federalist and separatist causes in 1968.

- Their personalities and agendas influenced the politics of the Quebec-Ottawa relationship.
- The separatist cause was greatly legitimized when the Liberal cabinet minister, René Lévesque, left the Liberals in 1968 and helped to create the Parti Québécois. In the same year, Pierre Trudeau became Prime Minister and leader of the federal Liberal Party.
- The two men held vastly different visions of Quebec and Canada.

Trudeau believed that Quebecers should seek their future in a larger Canada rather than a narrower Quebec.

- Trudeau did not support diminishing the power of the federal government. He rejected the opting-out principle, announcing that provinces that pulled out of future federal programs would not be reimbursed.
- Believing that all the provinces, including Quebec, already possessed sufficient jurisdiction to shape their own destinies, Trudeau opposed special status for any province.

Trudeau's vision of the Canadian nation was at serious odds with the views espoused by Quebec nationalists, who emphasized the special status of Quebec and the collective needs of Quebec's distinct society.

- They insisted that the collective identity and survival of French Canada could only be secured by a francophone-controlled government in Quebec City.
- Some nationalists, such as those in the Parti Québécois, maintained that Quebec could only secure its cultural identity by becoming a sovereign nation.
- Within the nationalist movements, there was debate about whether Quebec had to be a sovereign nation to accomplish that goal.

October Crisis: The War Measures Act

The debate over Quebec's relationship with Canada, took a sense of urgency with the October Crisis of 1970.

Concepts (Knowledge Objectives)

Nationalists

Know that the francophone nationalists are not unified on a strategy to secure Quebec's francophone culture and identity.

- Know that some francophone nationalists believed that the survival of French Canada's culture, identity and the French language, could only be secured through an independent and sovereign Quebec.
- Know that other nationalist maintained that the Canadian Confederation could be altered to accommodate Quebec's needs.

Education

Know that the creation of a Ministry of Education in Quebec, in 1964, led to the implementation of new curricula that were in line with the rest of North America.

Opting Out Formula

Know that the Quebec government used the opting-out formula to establish its own separate Quebec Pension Plan. A separate plan provided the Quebec government with an investment fund that could be used to expand economic activity within the province.

Pierre Trudeau

Know that Pierre Trudeau, Jean Marchand, and Gérard Pelletier, prominent Quebecers, were convinced to run for the federal Liberals in the 1965 election. All three were elected and appointed to the federal Cabinet.

- Know that the three opposed special status for Quebec and following Pearson's departure in 1968, they dramatically influenced the direction of the federal government toward Quebec.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise identifying consequences for the purpose of evaluating events and issues.

Practise relating historical events to contemporary issues.

Do restrictions on the ability of a minority to express its identity, strengthen the well-being and cultural identity of the majority group?

Should the state be engaged in a proactive program of securing the culture of a particular population within a society?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Ethnic Nationalism, Acculturation, Segregation, Accommodation, Assimilation, Sovereignty, Collective Rights, and Individual Rights.

See Activity Seven in the Unit Four Activity Guide for a more detailed outline of this suggested activity.

Discuss how the successive francophone-controlled governments of Quebec have instituted legislation to protect and enhance the use of the French language.

- Note legislation affecting language.
- Note the areas of provincial jurisdiction that enable Quebec to protect its francophone identity.
- Note the "notwithstanding" clause that may exempt provincial legislation from the terms of the Charter of Rights and Freedoms. Note cases in which the Quebec government has opted to use that clause.

Discuss how the social, economic, and political changes that occurred in Quebec in the 1950s and 1960s contributed to an increased awareness within the francophone community of its collective identity.

- What were the consequences of the Quiet Revolution for francophone Quebecers?
- What were the consequences of the Quiet Revolution for the entire Canadian nation?

Note the debate between francophones who support federalism and the continuance of Quebec within Confederation, and francophones who advocate an independent Quebec.

Remind the students of the ethnic composition of Quebec's population.

Content

- In that year, members of the Front de la Libération du Québec (F.L.Q.), an extremist separatist organization, kidnapped the British trade representative in Montreal, and murdered the Quebec Minister of Labour, Pierre Laporte.
- A majority of Canadians, including Quebecers, supported the federal government when it responded with the War Measures Act.
- The imposition of the War Measures Act silenced vocal support for the F.L.Q.. Hundreds of political radicals, mainly in Quebec, were arrested and interrogated. Of those arrested, 62 were eventually brought to trial, and 20 were convicted.

The Politics of Language

Language and linguistic rights became a divisive issue both within Quebec, and between English and French Canada.

- During the early 1960s, Quebec's birth rate dropped. At the same time, the entire nation was experiencing a surge in immigration.
- Most of the immigrants to Quebec preferred to have their children educated in the English language. Francophone nationalists voiced fears that the French language would be swamped by the expanding anglophone population. They demanded that the Quebec government ensure that new citizens be educated in the French language.

Both Liberal and Parti Québécois provincial governments introduced legislation to ensure the pre-eminence of the French language. In the process, they placed limitations on the use of English.

- Bill 63, passed in 1968, while affirming the right of parents to choose the language of their children's education, stipulated that every child attending school should learn French.
- In 1974, the Bourassa Liberal government passed Bill 22, which restricted the right of admission to English schools to children who were already proficient in English.

Such legislation divided the two linguistic communities within Quebec.

- Ardent francophone nationalists continued to argue that such legislation was not adequate to protect and promote the French language.

Concepts (Knowledge Objectives)

Special Status

Know that the concept of special status as it applies to Quebec comes from a number of historic assumptions and beliefs, including:

- Confederation was essentially an agreement between two founding peoples.
- Quebec was not like the other provinces. It was the home of French Canada and French-Canadian society;
- French-Canadians agreed to a federal structure to protect their identity. The Quebec provincial government has to have the powers to ensure the identity, culture, and language of French Canada; and,
- there had to be constitutional protection to ensure that non-francophone Canada would not institute measures that threatened the identity and culture of French Canada.

Sovereignists

Know that sovereignists support the political independence of Quebec, which would involve Quebec leaving the Canadian confederation and becoming a sovereign state.

Know that in 1967, René Lévesque left the provincial Liberal Party and in 1968, founded the Parti Québécois. Lévesque possessed the popularity and stature that attracted many nationalists to the cause of separatism.

Polarization

Know that the formation of the Parti Québécois also polarized Quebec politics between those favouring federalism and those favouring separation. It attracted considerable electoral support from the French-speaking populace within Quebec.

- Know that the Party polled 24 percent of the vote on a sovereignty-association platform in the 1970 provincial election. In the 1973 election, it polled 30 percent. It achieved political power in the 1970s and in the mid-1990s.

Skills/Abilities Objectives

Practise identifying cause and effect relationships.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise applying the critical attributes of concepts and paradigms for the purpose of evaluating contemporary events, actions and issues.

Practise identifying consequences for the purpose of evaluating contemporary events and issues.

Values Objectives

What are the consequences of instituting legislative measures that promote the well-being of one particular cultural group within the society:

- on other minorities within the society?
- on how the majority perceives the minorities within the society?

Is it possible to secure the well-being of both the majority culture and the minority culture within one society?

Is it possible to have a democratic state in which both majority and minority rights are *not* respected and secured?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Application Lesson for: Ethnic Nationalism, Acculturation, Segregation, Accommodation, Assimilation, Sovereignty, Collective Rights, and Individual Rights.

- Note that there is a large non-francophone population in Quebec. Elements of the anglophone community have resided in Quebec well before Confederation. There also is a diverse Aboriginal population within the province.
- Note that immigrants to Quebec tended to reside in the larger urban centres and tended to identify with the anglophone community.

Remind students that during both the 1980 and 1995 referendums, the anglophone and immigrant communities overwhelmingly supported the federalist cause and opposed the separatist option of a sovereign Quebec.

Have the class focus on the relationship between the francophone majority, as expressed by government policies/actions, with the non-francophone populations within Quebec. Student groups could investigate one of the following particular relationships:

- the Quebec government and recent immigrants; the Quebec government and the Anglophone community; and the Quebec government and the First Nations peoples.

Each group would have a number of tasks, including:

- Note how legislation that has reinforced the pre-eminence of the French language within Quebec, has affected the minority.
- Note the reaction of the particular non-francophone population to the legislation.
- Review the four possible approaches to cultural change, namely, annihilation, segregation, assimilation, and accommodation, for the purpose of identifying which of the approaches, or combination of approaches, the Quebec government has taken in responding to the particular non-francophone minority.

Content

- Anglophones felt that such laws were threats to their basic rights as Canadians.

The federal government, cognizant of concerns over the future of the French language, introduced legislation aimed at enhancing opportunities for francophones throughout the nation, and promoting the bilingual nature of the nation.

- The Official Languages Act of 1969 gave Canadians the right to use either official language in their dealings with federal government agencies. The Official Languages Program provided federal funds for the provinces to institute bilingual education programs.

The P.Q. won the 1976 provincial election with the promise of perusing sovereignty association only after holding a referendum on the question.

- The Lévesque government involved itself in the language issue when it passed Bill 101, the Charter of the French Language. The Charter made French the language of the workplace, imposed French language requirements on businesses, made French the legal language for statutes and legal documents, required that all commercial signs be in French, and restricted access to English schools.
- The Bill angered both the English-speaking minority within Quebec and many in other English-speaking regions of the nation.

The anticipated referendum was held in 1980.

- The question to be voted on was whether to give the provincial government the right to begin negotiations with the federal government for sovereignty association.
- Federalist opponents argued that a revision of the terms of union, a new revitalized federalism, would address Quebec's concerns.
- Almost 60 percent of Quebecers, including a majority of francophones, voted against the question.

The future well-being of the nation will also be influenced by the extent to which the regions feel that their interests and well-being are being addressed with the existing political system.

Concepts (Knowledge Objectives)

October Crisis

Know that the Front de la Libération du Québec (F.L.Q.) represented the most extreme separatists.

- Know that members of the F.L.Q. kidnapped the British trade representative in Montreal, James Cross, and murdered the Quebec Minister of Labour, Pierre Laporte.
- Know that in response, the federal government instituted the War Measures Act. The Act suspended the basic freedoms Canadians normally enjoy.
- Know that the instituting of the War Measures Act was generally supported by the majority of Canadians, both inside and outside Quebec.
- Know that the armed forces were called out to protect public buildings and political leaders.
- Know that hundreds of political radicals, mainly in Quebec, were arrested and interrogated. Of those arrested, 62 were eventually brought to trial, and 20 were convicted.
- Know that Laporte was murdered by the F.L.Q. group holding him. Cross was eventually found and released. His captors were able to negotiate an exile to Cuba.

Language

Know that both separatists and their political opponents within the francophone population attempted to use language as an instrument to secure their culture and identity.

- During the 1970s and 1980s, various governments of Quebec, both those favouring federalism and those favouring the separation of Quebec, have enacted legislation to protect French language and culture.

Know that there was also division among nationalists over the status of non-francophones within Quebec society. Some nationalists advocated policies that restrict the linguistic rights of non-francophones.

Know that in 1976, the language issue re-emerged in a dispute over air traffic control. Nationalists demanded French be used as the language of communication between air-traffic controllers and French-speaking pilots.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Dialectical Evaluation, Criteria, Moral Tests, Sovereignty, Decision Making, Individual Rights, Collective Rights, and Consequences.

See Activity Eight in the Unit Four Activity Guide for a more detailed outline of this suggested activity.

Note: This activity provides students with an opportunity to use the skills of dialectical thinking and evaluation to explore the issue of Quebec and its relationship within the Canadian community.

Have the class construct a timeline of significant events and personalities that have influenced relations between francophones and Anglophones in Quebec.

- Student groups could be assigned to investigate particular historical periods:
 - the colonial period from the British conquest of Quebec to Confederation;
 - from Confederation to the Conscripted Crises of the two World Wars;
 - Postwar Quebec and the Quiet Revolution to the formation of the Parti Québécois; and,
 - the October Crisis to the 1995 Referendum.

Inform students that they will be engaged in a dialectical activity focusing on the issue:

- Will it be possible for a francophone Quebec to preserve its culture, identity and language, as a member of the Canadian Confederation?

Provide the students with the **Student Information Sheet: *Quebec and Canada: Realities Impacting the Relationship***, which provides a chronology of significant events and personalities in Quebec since the 1960s.

Practise constructing timelines for the purpose of identifying relationships such as cause and effect relationships.

Is it possible to protect and enhance the well-being of francophone Quebec within the Canadian Confederation?

Practise relating historical events to contemporary issues.

Should a cultural majority institute measures and legislation that restrict minorities from expressing their identity, including linguistic identity?

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

What would be the short-term and long-term consequences of Quebec separation?

Practise using the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

Content

Testing National Unity: Regional Disparity

Since Confederation a combination of geographic realities, and political and economic policies produced two Canadas.

One Canada, a narrow belt extending from Windsor to Quebec City, became the nation's industrial and commercial heartland.

- Its population and economic strength gave the region considerable political influence over national decision making. The region's population elected over 50 percent of the Members of Parliament, and could determine the party that formed the national government.
- The largest city in the region, Toronto, was home to half of the nation's 500 largest companies, and accounting for 25 percent of Canada's gross national product.

Some of the Central Canada's growth has been at the expense of other regions.

- The employment opportunities available in the industrial heartland have meant that Canadians in other regions are often forced to move to Central Canada.
- Between 1984 and 1990, 1.6 million jobs were created across Canada. Sixty-five percent of those jobs were located in Central Canada; 8 percent in Atlantic Canada, and 24 percent in Western Canada.

Small populations, resource-dependent economies, high unemployment, and limited influence over the national economic and political decision-making processes, characterized the other Canada.

- The populations of the hinterland regions have often felt that the political and economic power of Central Canada has unduly influenced national policy making, to the detriment of their region's needs.

Successive federal governments have been aware of the uneven regional economic growth and of its negative impact on national unity and social cohesion.

Concepts (Knowledge Objectives)

Regionalism

Know that the future of the nation will, in part, depend on how well the interests of the regions are perceived to be addressed by the populations of those respective regions.

- Know that the mere existence of various regions within the Canadian community makes it inherently difficult to arrive at national consensus on policy issues, priorities and decisions.
- Know that the allocation and application of political power and economic activity are issues that most often bring the various regions into conflict, conflict among themselves and conflict with the central government.

Regional Disparity

Know that there is regional disparity in terms of resources, population, economic well-being, and political and economic influence over national decision making.

- Know that each region has evolved its own institutions and patterns of economic development that reflect its uniqueness.
- Know that each region has evolved its own agenda reflecting the needs and perceptions of the region's population, and its expectations about the performance of the nation's institutions and government.
- Know that a region's success in enacting its agenda is, in part, dependent on the ability of the region to influence national policy making.
- Know that regions that possess political and economic power are usually more successful at influencing the policies and actions of the central government than those with little power.

Heartland-hinterland

Know that certain geographic areas called the heartland possess the resources and economic power (population, capital, services, industry, and political influence) to acquire and process staples from distant resource-producing areas called the hinterland.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the skills of comparing and contrasting.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships, and,
- describing how the parts of the whole are related to each other.

Practise synthesizing all the relevant parts into a meaningful whole.

Who should be held accountable for the economic well-being of a specific region or population:

- the people within the specific region?
- the collective Canadian public? and/or,
- private industry and the marketplace?

Within a diversified nation such as Canada, is it possible to develop policies that ensure that the well-being of all regions are being enhanced?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning
- Numeracy

Concept Development Lesson for:
Standard of Living, Regional Disparity, Resources, Government, and Criteria.

Discuss how the contemporary Canadian standard of living compares to the standard of living in other nations.

Inform students that a national standard of living can be a misleading indicator.

- Note that not all Canadians experience the same standard of living. There is great disparity in terms of wealth distribution within the Canadian community.
- There are segments of the population that enjoy a standard of living quite superior to the country's general population, and segments that experience a standard of living quite inferior to the country's general population.

Note that the standard of living is not uniform across all regions of Canada and that the regional disparity is due to many factors.

Discuss some key factors that affect the economy well-being of the prairie region.

- Note the importance of exporting of raw resources such as grain, livestock and minerals. The economic well-being of the region's population greatly depends on the level of exports of such resources, and the level of exports is influenced by the availability of world markets for said resources. If exports decline, the region's economy will suffer. If exports are robust, the region's economy will strengthen.

Have the class develop criteria that could serve as indicators of the economic well-being of a region and its population.

- Have the class develop an analytical grid that records the criteria.

Content

- They have attempted, through a host of programs, to promote regional development.
- These programs have not been overly successful. Much of the funding intended to stimulate regional economic growth across the nation has still gone to Quebec and Ontario. In 1986, they received 60 percent of the total development funds.

Western Canadian Discontent: Prosperity and Political Power

The attitudes and predispositions of significant segments of the prairie populace have been influenced by a number of long-standing beliefs about their region's relationship with Central Canada.

Many Westerners felt that the resource-rich prairie provinces have been exploited by national governments which reflected the interests of Central Canadians.

- Perennial issues of contention were federal freight-rate and tariff policies, which were held responsible for making the West a captive market for high-priced manufactured goods from Central Canada.
- Westerners had to pay higher prices for consumer goods and farm machinery, manufactured in Central Canada, while their own crops were sold on the unprotected international market.

To many on the prairies, the National Policy and its related policies that allowed Central Canada to remain the industrial heartland of Canada, clearly reflected the fact that Ontario and Quebec held enough seats in the House of Commons to largely determine which party formed the national government.

- Successive federal governments were willing to neglect the interests of other regions of the nation in order to accommodate Central Canada's voters.
- Some Westerners attributed the inability or unwillingness of the federal government to more actively counter the social and economic impact of the Great Depression, to a lack of federal concern for the interests and needs of the prairies.

The discovery of the Leduc oil field, in 1947, marked the beginning of a "new" West.

Concepts (Knowledge Objectives)

Crow's Nest Pass Agreement (1897)

Know that the issue that most symbolized the hinterland position of the West has been discriminatory freight rates.

- Know that the Crow's Nest Pass Agreement of 1897 allowed for the movement of grain by railroad at rates below cost in order to assist farmers to get the grain to international markets. However, the low rates applied only to grain and discouraged the shipment of other products processed in the West.

Regional Alienation

Know that alienation in the hinterlands was fuelled by lower rates of economic development compared to the Central Canadian provinces and by their lack of political power at the federal level to shape national policies.

Know that the most significant twentieth century event in prairie history was the Depression of the 1930s. The political and social consequences of the Depression shaped the actions and beliefs of prairie people for many decades afterwards.

- Know that thousands of prairie farmers were forced to migrate to other regions of the nation.
- **Know that dissatisfaction with the response of the political establishment to the social and economic catastrophe of the 1930s led to the formation of new prairie-based political movements and contributed to Western alienation from the national decision-making processes.**

Regional Paradigms

Know that while long-standing perceptions continued, the nature of the prairie economy was changing by the late 1940s.

- Know that in some instances, changing economic realities simply reinforced those long-standing beliefs. In other instances, changing realities affected the perceptions of the population towards its own region and its position within the Canadian community.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise developing and applying criteria for the purpose of evaluating contemporary situations.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise using an analytical grid to categorize and classify information so that it can be analyzed.

Practise applying the moral tests of:

- universal consequences;
- rôle exchange;
- new cases.

What criteria should be used to determine the economic well-being of a region and its population?

Do we have a moral responsibility to ensure the well-being of Canadians in other regions of the nation?

Continuation of the Concept Development Lesson for: Standard of Living, Regional Disparity, Resources, Government, and Criteria.

Have groups investigate particular regions of the nation to identify the major factors that influence the region's standard of living.

- Have the students record their findings on the analytical grid produced by the class.

Have the students, comparing the regional evidence, discuss and identify key factors that differentiate the more prosperous regions of the nation, such as Central Canada, from the less-prosperous regions of the nation.

- Why is one region more prosperous than another region?
- Is the type of economic activity that dominates a region a good indicator of the well-being of the region's population and economy?
- Are geographic factors, such as climate and location, important determinants of the relative economic well-being of a region?
- What has been the impact of political policies, such as the National Policy, on the long-term well-being of the particular region?

Have a class discussion on how regionalism represents a significant challenge for contemporary Canadian society.

- Why does the existence of regions make national decision making difficult?

Have the class discuss whether they should be concerned about the well-being of Canadians in other regions.

- Is the well-being of people on the prairies connected to the well-being of Canadians in other regions of the nation?
 - Do Canadians have a moral responsibility to promote the well-being of other citizens and regions of the nation?
-

Content

The new regional economy was similar to the old in that it remained heavily dependent on exporting natural resources. However, the natural resources now included oil, natural gas, potash, and uranium.

- Diversification within the resource sector did not reduce the region's vulnerability to highly variable world prices.

Escalating world energy prices, in the early 1970s, produced prosperity for Alberta and Saskatchewan. The prosperity created new employment opportunities. Between 1971 and 1981, the populations of Alberta and B.C. increased by 37.5 and 25.6 percent, respectively.

Once one of the weaker partners of the federal union, the West began to acquire enormous economic power through the sale of natural resources. The Western premiers called for a redistribution of powers, within Confederation, to reflect the West's growing economic strength.

The Arab oil boycott of the early 1970s had caused an escalation the price of imported oil. In an attempt to provide relief for Eastern Canada, which relied on imported oil, Ottawa instituted the National Energy Program.

- The N.E.P. was particularly vilified by many within the prairies. Its implementation seemed to confirm that the West's new-found economic prosperity was not accompanied by greater political influence over national decision making.
- Its implementation precipitated a political storm that pitted the petroleum-rich provinces of Western Canada against the national government.

Both Alberta and Saskatchewan viewed the N.E.P. as an attempt by Central Canada to "rob" the West of the oil revenue windfall.

- They claimed that they had the constitutional right to control and benefit from their natural resources and that they intended to use the revenue windfall as an opportunity to diversify their respective provincial economies.
- The federal Liberal government was increasingly seen as the agent of Central Canada.

Concepts (Knowledge Objectives)

Regional Alienation

Know that during the latter decades of the 20th century, many in Western Canada believed that the West was being denied a role in national decision making that was commensurate with its resources and economic strength.

Regional Tensions

Know that the decade of the 1970s was a period in which the economic interests/agendas of one region came into conflict with the interests/agendas of other regions of the nation.

National Energy Program

Know that the oil crisis precipitated by the Arab oil embargo, in the early 1970s and the formation of OPEC, led to a confrontation between the federal government and the energy-rich Western provinces.

- Know that the rising costs of imported oil that fuelled the industries of Eastern Canada put significant pressure on the federal government to shelter those industries and Eastern consumers from the rising energy costs.
- Know that the Trudeau Liberal government's National Energy Program included the policy goals of equalizing the price of oil across the nation and promoting a greater degree of energy self-sufficiency for the nation.
- Know that the creation of the federally-owned petroleum company, Petro-Canada, was a major part of the National Energy Program.

Western Separatism

Know that Western alienation did not result in significant support for Western separatist parties.

- Know that among the prairie electorate, support for separatism averaged only 6.6 percent during the 1975 to 1985 period.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise defining the assumptions that underlie a paradigm or concept.

Practise making hypotheses based on reasonable assumptions and inferences.

Should the wealth of one region of the nation be used to ameliorate inequalities or challenges in other regions of the nation?

Is it morally right for a national government to transfer wealth from one region to another region of the nation?

Are there criteria that could be used to determine the long-term consequences of being an integral part of the Canadian nation?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Regionalism, Paradigms, Political Power, Transfer Payments, and Equalization.

Review with the students the political clash between the federal government and the energy-producing provinces of Western Canada, during the 1970s.

- What were the stated motives and objectives of the National Energy Program?
- How did the N.E.P. specifically impact the exporting and pricing of oil and gas?
- Why were the Western provinces opposed to the actions of the federal government?

Inform students that the controversy over the N.E.P. provides only one instance of how the national government has affected Western Canada.

Note the role transfer payments have played in Saskatchewan's history.

- How has the national government aided Saskatchewan and its economic well-being?

Have students investigate the form and extent of federal government assistance to Saskatchewan. The students should:

- indicate specific areas in which the federal government funding has been provided;
- indicate how funds are allocated to specific provinces (determination of have and have-not categories of provinces); and,
- indicate how the province's agricultural sector has benefited from actions, services, policies, and funding from the federal government.

Discuss the principle of equalization within the Canadian community.

- The discussion could be facilitated by focusing on the responsibility of Canadians and regions of the nation towards the well-being of other Canadians and regions of the nation.

Content

The N.E.P. was not the only federal policy that alienated many within the West.

- During the negotiations concerning the repatriation of the Constitution, Western premiers made their support conditional on the federal government reducing its power, especially on economic issues.
- A number of the Western provinces were also opposed to having Quebec acquire any form of special status or powers greater than those of the other provinces.

The most public expression of Western alienation, in the 1980s, was the formation of political parties advocating the separation of the Western provinces from Canada.

- The Western Canada Concept Party attracted significant support with campaigns against national policies such as bilingualism and immigration.
- The various separatist groups were never able to form a broad alliance. Support for Western separatism declined by the mid-1980s.

A political price accompanied Western resentment towards the federal government and Central Canada. Only two Liberals were elected in Western Canada in the 1984 federal election.

- The Progressive Conservatives won the 1984 federal election. The new government had 58 members from Western Canada.
- The West was given strong representation in the Cabinet of the new Mulroney government and met many of the West's regional expectations.
- The Western Energy Accord (1985) effectively ended the contentious tax provisions imposed by the National Energy Program, deregulated the price and sale of oil, and created a climate that attracted foreign investment into the energy field.

The actions of the Mulroney government did not end Western alienation. The Reform Party emerged in the mid-1980s and made numerous demands to change the political status quo to give the West more say in national decision making.

Concepts (Knowledge Objectives)

Know that the federal government was still seen as catering to the agendas of Ontario and Quebec. Federal policies, particularly in the energy field, were also seen as attempts by Central Canada to keep the West in the role of an economic hinterland.

Know that the actions of the Mulroney government did not end Western alienation.

Regional Alienation

Know that the Reform Party emerged in the mid-1980s and made numerous demands aimed at getting a greater say for the West in national decision making.

- Know that the Reform Party capitalized on the unpopularity of federal policies such as the Goods and Service Tax, and the Meech Lake and Charlottetown constitutional packages.
- Know that running on a platform of fiscal restraint, populist unrest and social conservatism, the Reform Party won 51 seats across Western Canada, picking up 38 percent of the regional vote in the 1993 federal election.
- Know that the federal Conservative party lost all its seats in Western Canada. It elected only two members from the entire nation in the 1993 federal election.

Skills/Abilities Objectives

Practise identifying consequences to evaluate the selected actions.

Practise the skills of good argumentation and presentation.

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise using the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

Values Objectives

Should all citizens be entitled to a basic set of services that ensure their individual well-being and equality of opportunity?

Do Canadian citizens have any moral responsibilities towards other citizens and regions of the nation?

Are there criteria that could be used to determine the long-term consequences of being an integral part of the Canadian nation?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Development Lesson for: Regionalism, Paradigms, Political Power, Transfer Payments, and Equalization.

Discuss whether every Canadian should be entitled to a basic level of services and opportunities. If yes, what should those basic services and opportunities be?

Focus the discussion/debate on the issue of medical care.

- Should all Canadians, regardless of income and locations, be entitled to a basic level of medical services?

Note that successive federal governments have insisted on national standards in the area of medical care. To assist the less-wealthy provinces and regions of the nation, the federal government provides funds for those provinces to attain national standards.

- The Canada Health Act also contains provisions that allows the federal government to withhold funds to provinces that are violating provisions of the Act and disrupting national standards.

Discuss whether there should be national standards? What could possibly occur if there were no national standards and federal financial participation to meet those standards?

Have students prepare editorials or engage in a dialectical exercise focusing on the following statement:

- Saskatchewan has benefited from being an integral part of the Canadian nation.

Their editorials/dialectic exercise should address the following issues:

- principle of equalization grants and transfer payments; and,
- the responsibility of Canadians towards other Canadians and regions of the nation.

An alternative activity could have students seek methods to reduce regional disparity and regional discontent.

Content

- The Reform Party capitalized on the unpopularity of a number of federal policies including the imposition of the Goods and Service Tax, and the Meech Lake and Charlottetown constitutional packages.
- Running on a platform of fiscal restraint, populist unrest and social conservatism, the Reform Party won 51 seats across Western Canada, picking up 38 percent of the regional vote in the 1993 federal election.
- The federal Conservative party lost all its seats in Western Canada. It elected only two members from the entire nation.

The oil crisis of the mid-1970s focused the attention of many Canadians on the issues of the environment, protection of the nation's resources and conservation.

A fundamental challenge to the economic well-being of all the regions of Canada relates to the state of the environment and the resources that Canadians have relied on to sustain their economic well-being.

The debate over strategies to secure export markets and sustain our national economic well-being will not be of great importance, if Canadians fail to protect the natural resources and environment that sustained a high level of prosperity and economic well-being for many generations.

- **How is the well-being of Canadians, today and in the future, related to the well-being of the environment?**

The Environment: Challenges and Options

There are compelling reasons why the nature of the relationship Canadians have with environment has been, and will continue to be, crucial.

- **The relationship will significantly impact the economic well-being of this generation of Canadians and future generations.**
- **The relationship will significantly impact the health of both Canadians and their environment.**
- **There is increasing evidence that Canada's environment is being seriously degraded.**

Concepts (Knowledge Objectives)

Know that particular issues that arose during the recent decades were viewed, by many Westerners, in the context of the long-held beliefs concerning Central Canada.

Western Alienation

Know that alienation in the hinterlands was fuelled by lower rates of economic development compared to the Central Canadian provinces and by the lack of political power at the federal level to shape national policies.

Know that the federal government was still seen as catering to the agendas of Ontario and Quebec. Federal policies, particularly in the energy field, were also seen as attempts by Central Canada to keep the West in the role of an economic hinterland.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the assumptions that underlie a paradigm.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise making hypotheses based on reasonable assumptions and inferences.

Who should be held responsible for degradation of the environment:

- those parties directly involved in the exploitation of the environment? or,
- those who benefit from the exploitation of the environment?

Should the well-being of a nation's population take precedence over the well-being of the global environment?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Environment, Economic Well-being, Sustainability, Criteria, Costs, Renewable Resources, Non-renewable Resources, and Consequences.

Note that the perception that Canada possesses an infinite supply of resources, available for exploitation, has been challenged by events in recent years.

Discuss some contemporary events and economic activities that have led to public concerns about their environmental impact.

Possible examples could include:

- restrictions placed on the cod fishery on the East Coast, and the salmon fishery on the West Coast;
- the challenge of finding safe locations for the disposal of uranium waste materials;
- the challenge of drilling for oil and gas in the Arctic or in coastal waters;
- the urbanization which is taking valuable agricultural lands; and,
- the dangers associated with the use of chemicals and fertilisers to improve crop production.

Remind the students that, historically, Canadians have secured economic well-being through the exploitation of the nation's resources.

- Although depleting specific resources, the exploitation has produced employment opportunities and generated income for both individual Canadians and the nation.

Discuss and generate ideas about the causes of the various environmental challenges such as the depletion of the East Coast fishery, the pollution of the Great Lakes, and acid rain.

- Note that the consequences are the result of both the actions of Canadians and people from other nations.

Content

- **Environmental degradation is a global challenge and it will require a global effort to deal with the challenge.**

Events in the last decades of the 20th century have challenged Canadian's perception that they live in a nation with unlimited resources and wealth.

- The over-fishing of the Atlantic fishery has led to the curtailment of major sectors of the domestic fishing industry. The effect of overfishing and the reduction in fish quotas devastated the already economically depressed Atlantic region.
- In 1996, the federal government issued restrictions on the West Coast salmon fishery which reduced the fishing fleet by 50 percent.

The practices of Canadians and of foreign nations have endangered both the well-being of the environment and themselves.

- For decades the factories and large urban centres along the Great Lakes dumped pollutants in the Lakes. Only recently have serious attempts been made to regulate/curtail such practices.
- The continued reliance on oil has placed demands on finite domestic sources of oil, presented the significant financial burden of importing oil, and significantly contributed to air pollution.
- Environmental disasters, such as oil spills in the Arctic or along Canada's coasts, have demonstrated the extent and costs of human activities.
- Agricultural practices have resulted in the loss of significant amount of topsoil which, if the practices continue, will endanger the ability of the land to sustain agriculture.

Agriculture and the Environment

The description of Canada as the "breadbasket of the world" would lead people to believe that our nation has vast regions suitable for farming of export crops.

Concepts (Knowledge Objectives)

Environment

Know that there is a direct link between the health of the Canadian economy and the health of the environment. Our economy is primarily resource-based and, therefore, environment-based.

- Know that if the environment is "injured", the economy will also be "injured".

Know that there are compelling reasons why the nature of the relationship Canadians have with environment is, and will continue to be, crucial.

- Know that the relationship will significantly impact the economic well-being of this generation of Canadians and future generations.
- Know that the relationship will significantly impact the health of both Canadians and their environment.
- Know that there is increasing evidence that Canada's environment is being seriously degraded.

Perception

Know that for centuries, Canada was viewed as a nation possessing infinite amounts of resources, thus there was little concern about conservation and sustainability.

Resources

Know that Canada possesses 28 million hectares of farmland, 245 million hectares of productive forests, and 9 percent of the world's supply of fresh water.

Know that Canada remains one of the richest nations in terms of natural resources.

- Those resources, combined with a small national population, have led successive generations of Canadians to rely on the export of resources and products as a means of securing their economic well-being.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise developing criteria for the purpose of evaluating decisions and actions.

Is the continued well-being of the Canadian citizenry influenced by the well-being of the environment?

Practise using consequences as a means of evaluating actions.

Is it possible to reconcile the goals of wealth creation and the well-being of the environment?

Practise the skills associated with good argumentation and presentation.

Who should be involved in establishment of policies surrounding the exploitation of the environment?

Continuation of the Concept Development Lesson for: Environment, Economic Well-being, Sustainability, Criteria, Costs, Renewable Resources, Non-renewable Resources, and Consequences.

Have the students focus on the issue of protecting the environment and ensuring economic activity that supports an acceptable standard of living for most Canadians.

- Is it possible to reconcile the two interests?

Ask the students to develop criteria that could be applied to proposed economic activities that ensures both the well-being of the environment and the economic well-being of Canadians.

The criteria could include:

- the benefits to the Canadian public that can be derived from the economic activity;
- the sustainability of the economic activity in terms of the long-term well-being of the resource or geographic region being exploited;
- the impact on employment;
- the impact on the environment;
- the financial commitments associated with the economic activity;
- the disruption of regional lifestyles;
- the social consequences of the economic activity for the local populations;
- the degree of public involvement in the decision-making processes governing the economic activity; and,
- the degree to which the economic activity meets existing environmental legislation.

Each group will present its criteria to the class. The class can attempt to reach a consensus on national criteria.

Content

- **The areas suitable for sustained agricultural crop production are actually quite limited. Only five percent of Canada's total area is suitable for this activity. Most of this land (over 70 percent) is located in the prairie provinces.**
- **In addition to being limited in size, most of the agricultural land has a number of physical and climatic constraints which limit its productive potentials.**
- **Despite such constraints, production levels have increased during the past 30 years.**

There is evidence that the degradation of the agricultural land base is occurring at an alarming rate.

- **In Southwestern Ontario, the erosion problem has caused a loss in corn yields of some 30 to 40 percent.**
- **On prairie lands affected by salinization, crop yields have been reduced by 10 to 75 percent, even though farmers have increased their use of fertilizer.**

Soil degradation is costly not only to agricultural industries but to the whole Canadian economy.

- **Agriculture is the foundation of the economies of many provinces. While only four percent of the population actually earn a living as primary producers, fully one job in ten depends on agriculture or agriculture-related industries.**
- **The agriculture sector generates 40 percent of the nation's Gross Domestic Product and 10 percent of the nation's export earnings.**

Agriculture is but one resource sector that is facing the challenge of resource management and utilization.

- **The challenge for Canadians is to develop policies and practices that both support the well-being of Canadians and the well-being of the environment and its resources.**
- **It will be difficult to secure the well-being of the people without securing the well-being of the land.**

Concepts (Knowledge Objectives)

Economic Well-being

Know that wealth of a nation is derived from a number of factors:

- the educational/training skills of the population;
- the technology and industrial infrastructure available to the population; and,
- the natural resources, and geographic and climatic conditions.

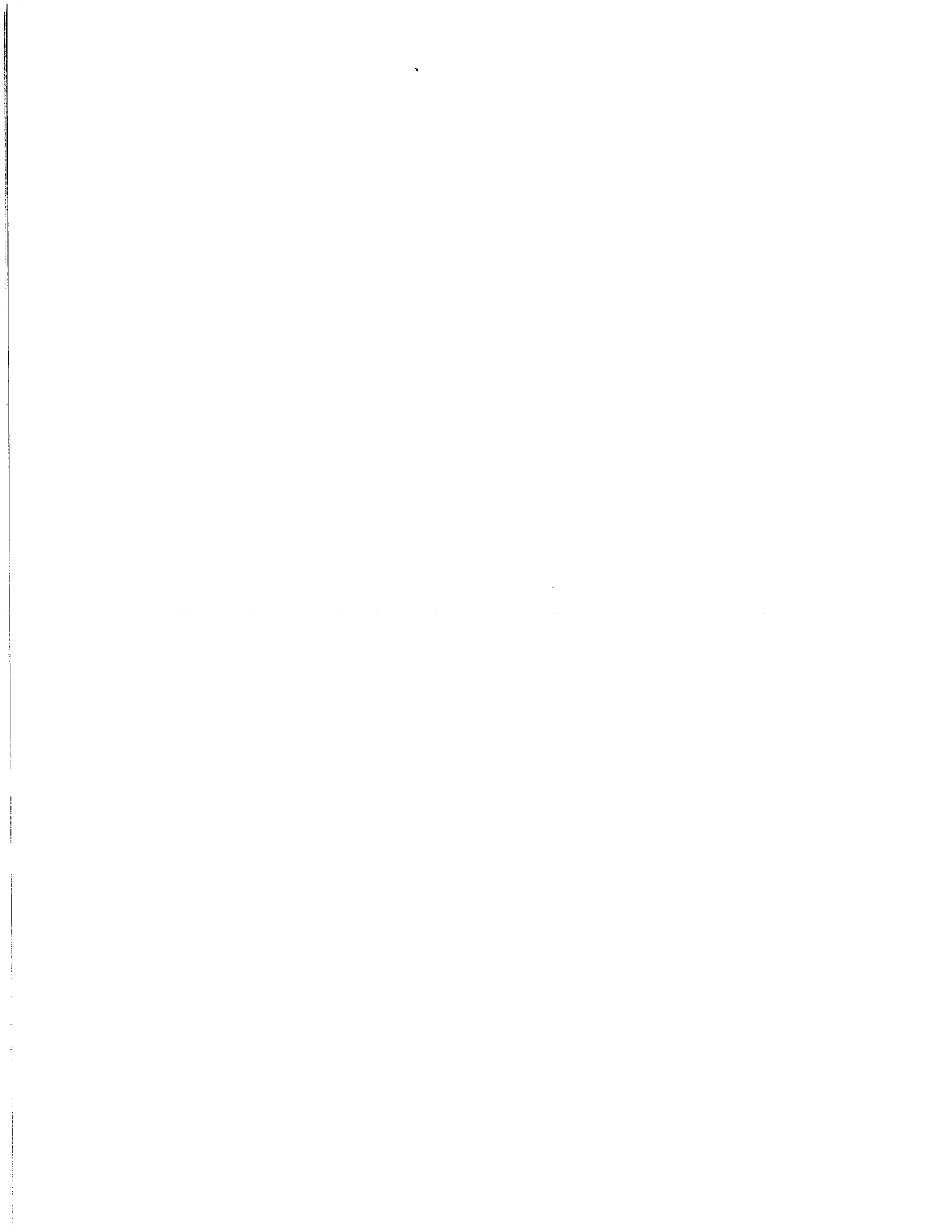
Technology

Know that the revolutions in technology and science have profoundly altered the relationship between humans and their environment.

- **Know that new knowledge combined with new demands on the earth's resources has raised new challenges and issues which can impact the potential for continued human existence.**

Unit Five

Challenges and Opportunities



Overview of Unit Five

Making a Democracy Work: Entering the Decision-Making Processes

Social cohesion within a society is enhanced when the members of that society feel that they have meaningful access to the decision-making processes that affect their lives. The challenge of involving all citizens in national decision making is difficult for nations that are geographically large and ethnically diverse, like Canada. Not all populations within the Canadian nation have felt that they have had equal access to and influence over collective national decision-making processes. Our nation's future will greatly depend on how the constituent populations interact.

Throughout Canada's history as a nation, not all peoples have had equal influence and control over the decision making that affects their lives. For many decades, the Canadian political decision-making processes excluded large segments of the population. The elites that controlled political and economic decision making were reluctant to relinquish their power. Indeed, the constitutional dialogue leading to the formation of Canada, was primarily a dialogue between two linguistic communities, French-speaking Quebec and the English-speaking population in the other regions of British North America. Most citizens of the new nation had not been directly involved or consulted in the deliberations. It was also a dialogue among males. Both women and the First Nations peoples were largely excluded from the process.

The political and economic decisions that surrounded Confederation reflected the interests/agendas of those involved in the deliberations, namely, the political and economic elites of Central Canada.

The domination of national decision making by any one segment of the population or any one region, as existed at the time of Confederation, has been challenged throughout the 20th century. New realities will not permit such a closed process aimed at nation-building. Populations, such as women, First Nations peoples, visible minorities, and labour, who have felt marginalized in terms of national and societal decision making, continue to challenge systems and institutions that impede their quests for equality of opportunity.

A large segment of Quebec's francophone population views the political status quo as not protecting its cultural identity and is seeking political changes to secure its cultural well-being. Some elements of that community are advocating that only Quebec, standing as an independent nation, can secure French Canada's identity and well-being.

The ethnic composition of the nation has changed greatly during the last decades of the century. The desire/commitment, for an increasingly diverse nation and peoples to successfully fashion a nation in which all citizens can maintain their identities, and fully participate in national and societal decision making, is still to be determined.

High levels of unemployment and inflation, that characterized the late 1970s, made it increasingly difficult for government to continue to finance universal social programs. The economic slowdown ignited a debate as to the role of government. The ideological tenets that supported government intervention in the marketplace and the development of a social safety net were now being challenged. The perception that policies that had worked in the past no longer worked contributed to a growing sentiment that the intrusiveness of government was responsible for many of the ills facing western societies.

The neo-conservative political-economic paradigm challenged the concept of interventionist government, placing the blame for the West's economic woes largely on government. It found a ready audience throughout Western Europe and North America. Throughout the western democracies, political movements that advocate limited government achieved electoral successes. The neo-conservatives pointed to the high levels of government debt as proof of the inefficiencies and "failure" of state-management of national economic life.

The Mulroney government, elected in the early 1980s, reflected that new ideology. The new government's priorities included making government less intrusive in the workings of the marketplace, reducing the role of government, and seeking a close economic and political relationship with the United States. The proposal for a free trade agreement with the United States renewed the debate between continentalists and nationalists over Canada's relationship with the United States.

The Mulroney government had received considerable electoral support within the province of Quebec. Mulroney promised to bring Quebec into the constitution. There were unsuccessful attempts at constitutional renewal throughout the 1980s and early 1990s. The consequences of those constitutional failures are still emerging.

New global realities have emerged, in the last decades of the 20th century, which increasingly interconnect the well-being of Canadians and the Canadian nation with events and policies that originate beyond Canada's borders. The ability of Canadians to develop coherent policies in response to the new realities will greatly influence the long-term well-being of the Canadian nation.

Core Material for Unit Five

Core Content	Core Concepts	Time Allotment
<p>Changing Realities: The Peoples of Canada (p. 500)</p> <ul style="list-style-type: none"> • Reflecting New Realities: Equality and the Charter of Rights (p. 500) • The Movement towards Gender Equality (p. 502) • The Just Society and Aboriginal Peoples (p. 506) 	<p>Diversity Inequality Identity Charter of Rights</p> <p>Aboriginal Rights</p>	3 hours
<p>The Challenge of Diversity: Immigration and the Canadian Community (p. 514)</p> <ul style="list-style-type: none"> • Racial Overtones: Immigration and Asians (p. 516) • Multiculturalism and the State (p. 522) 	<p>Assimilation Accommodation Immigration</p> <p>Multiculturalism</p>	3 hours
<p>The Neo-conservative Challenge: Triumph of the Marketplace (p. 526)</p> <ul style="list-style-type: none"> • The Mulroney Era: "Limits" on Government (p. 530) • The Free Trade Debate: Clash of Paradigms (p. 534) 	<p>Economic Well-being Ideology Neo-conservatism Free Trade Globalization Sovereignty</p>	4 hours
<p>Meech Lake and Charlottetown: Attempts at Constitutional Reconciliation (p. 538)</p>	<p>Constitutional Renewal</p>	2 hours
<p>Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension.</p>		3 hours
Total Class Time		15 hours

Core material appears in **bold** type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally-developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Unit Five: Foundational Objectives

Foundational Objective 1

Know that within the Canadian community, seeking of new relationships that satisfy the needs of an increasingly diverse society is proving to be a difficult process.

Core Concepts

Diversity

- Know that the Canadian community had become increasingly diverse since the end of the Second World War, and that Canadians of non-British, non-French and non-Aboriginal backgrounds sought both recognition of the nation's diversity, and meaningful participation in all aspects of Canadian life.
- Know that as the nation became more culturally diverse, various ethnic groups became more assertive about preserving their cultural heritage and reinforcing their position within the Canadian community.

Identity

- Know that populations, within the Canadian community, feel that their ability to influence societal and national decision making has been limited.
- Know that groups within Canadian society seek to maintain and/or enhance their group's cultural identity, and economic and political well-being.
- Know that groups will seek to influence societal and political decision making in a manner that supports the group's goals.
- Know that changing attitudes and actions on the part of both Aboriginals and non-Aboriginals are changing the relationships between the two peoples, and in the process, changing the Canadian nation.
- Know that changing immigration demographics are creating new dynamics in terms of relations among the peoples of Canada and have brought prominence to the debate of what it means to be Canadian.
- Know that many non-British and non-French groups disputed the Report of the Royal Commission on Bilingualism and Biculturalism's emphasis on the bicultural nature of the nation.

Inequality

- Know that significant populations within the Canadian community have felt that they have historically not being allowed to enjoy equality in terms of rights and opportunities.
- Know that those populations have pressed for equal opportunities to participate in societal and political decision making.
- Know that in the decades following suffrage, Canadian women still had not achieved equality in terms of income, participation in politics and career opportunities.
- Know that many Aboriginal people have viewed the history of relations with government as being a history in which the national interest always took precedence of the interests of Aboriginal peoples.
- Know that prior to the White Paper, Aboriginal peoples were largely excluded from meaningful participation in decision making at both the national and community levels.

Immigration

- Know that there was significant opposition by segments of the Canadian population to admitting immigrants who were not from the British Isles or the United States.
- Know that xenophobia is a fear and/or intense opposition to internal minority groups because of their perceived foreign connection.
- Know that, at the beginning of the 20th century, some Canadians believed that Eastern European and Asian immigrants were a threat to established British, Anglo-Saxon values and institutions.
- Know that restrictive immigration policies found support within the Canadian labour movement.
- Know that existed considerable opposition to Asian immigration has existed.
- Know that new realities are impacting relations between new Canadians and the existing populations.

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- Know that in the last decades of the 20th century the number of immigrants from Asia, Africa and Latin America has grown.
 - Know that changing immigration demographics are having social, economic and political ramifications for Canadian society.
 - Know that this immigration has created new dynamics in terms of relations among the peoples of Canada and has brought prominence to the debate of what it means to be Canadian.

Assimilation

- Know that assimilation occurs when one culture imposes its values, beliefs, and practices on other cultures, with the goal of having those cultures adopt its values, beliefs, and practices.
- Know that through agencies such as the Department of Indian Affairs, the federal government established the goals and priorities of policies directed at Aboriginal people.
- Know that the assimilation of Aboriginal peoples remained the desired option of government.
- Know that there were societal expectations that immigrants to Canada should undergo a process of assimilation and adopt Canadian values, practices and beliefs.
- Know that immigration policy has always reflected a dialectic between the desired population increase, the impact of immigration on established "Canadian" assumptions and values, and the racial and ethno-cultural composition of the country.
- Know that the Immigration Act of 1952 prohibited immigrants from entering Canada for reasons of nationality, geographic origin, peculiarity of custom, unsuitability of climate, and probable inability to be "readily assimilated."

Foundational Objective 2

Know that Canadian society and its institutions are seeking to meet the challenges that arise within an increasingly diverse society.

Core Concepts

Charter of Rights and Freedoms

- Know that the Charter guaranteed the traditional freedoms of speech, association, conscience, and religion, and prohibited discrimination on the basis of colour, sex, or creed.
- Know that the Charter broke new constitutional ground respecting mobility rights, equality rights, minority-language education rights, gender equity, and multiculturalism.
- Know that the Charter allowed for affirmative action programs on behalf of women and minorities, recognized language rights, and the right of English and French minorities to education in their own language.

Multiculturalism

- Know that since the 1960s, government policies have not promoted the assimilation of immigrants.
- Know that the Canadian Bill of Rights, introduced in 1960, rejected discrimination on the basis of race, religion, national origin, or sex.
- Know that in 1962, the Diefenbaker Government introduced new regulations that ended the use of race and national origin as reasons for the exclusion of immigrants.
- Know that the Trudeau Government, in October 1971, proclaimed "a policy of multiculturalism within a bilingual framework." The government pledged to provide support to all Canadian cultural groups in combatting discrimination.
- Know that the policy was based on the following principles:
 - support and assistance for cultural groups to overcome cultural barriers to full participation in Canadian society;
 - promotion of the interaction among all cultural groups in the interest of national unity;
 - assistance for cultural groups to maintain and develop their cultures; and,

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- assistance for immigrants to acquire at least one of Canada's official languages.
 - Know that the Constitution Act of 1982 declared that the Charter be interpreted in a manner consistent with the "preservation and enhancement of the multicultural heritage of Canada."

Accommodation

- Know that accommodation occurs when two or more cultures, living in close proximity, maintain their own identity while sharing specific aspects of the other cultures.

Aboriginal Rights

- Know that some organizations maintain that Aboriginal peoples possess certain Aboriginal rights arising from their ancestors' occupancy of the land since time immemorial.
- Know that both the abandonment of the White Paper and the federal government's adoption of the policy of First Nations' control of education, were direct results of concerted lobbying efforts by First Nation political leaders and groups.
- Know that the Charter of Rights and Freedoms provides for the recognition of the existing aboriginal and treaty rights of Aboriginal peoples (Inuit, First Nations, and Métis).
- Know that the Constitution Act of 1982 defined Aboriginal peoples to include the Inuit and Métis. Prior to the Act, the Métis had enjoyed no form of constitutional recognition.
- Know that Section 32 of the Constitution Act provided constitutional recognition for Canada's Aboriginal peoples and entrenched existing aboriginal and treaty rights. Those rights were to apply equally to males and females.

Constitutional Renewal

- Know that the Constitution Act of 1982 consists of a renamed British North America Act, an amending formula, and the Charter of Rights and Freedoms.
- Know that Quebec did not recognize or accept the patriation of the Constitution and the terms of the Constitution Act of 1982.
- Know that the Meech Lake Accord and the referendum on the Charlottetown Accord revealed the continuing disagreement among Canadians regarding the role of the federal government in Canadian Confederation.
- Know that the Meech Lake Accord provided for an expansion of provincial powers.
- Know that the five major points of the Meech Lake Accord were:
 - Quebec was recognized as a "distinct society;"
 - three of the nine Supreme Court judges were to be from Quebec;
 - constitutional amendments about the structure or power of government required the agreement of all ten provinces;
 - provinces could "opt out" of new federal programs and establish their own matching programs with federal money; and,
 - Quebec was given control over immigration policy within the province.
- Know that there was significant opposition to both the terms of the Accord and the process used to arrive at those terms.
- Know the several provincial legislatures did not ratify the Accord by the established deadline and the Accord was thereby nullified.
- Know that major provisions of the Charlottetown Agreement included:
 - recognition of Quebec's distinctiveness and of its need to promote the French language, culture and civil law;
 - the New Brunswick legislature and Parliament of Canada would entrench the principle of two linguistic communities in that province;
 - a social and economic union would be enforced through stated common objectives shared by the provinces and federal government;
 - the principles of equalization and regional development would be re-enforced; and,
 - there would be a commitment by all governments to reduce internal trade barriers between the provinces and to work together to form a stronger economic union.

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- Know that the federal government decided to put the measure to a vote in a national referendum. On October 26, 1992, the Canadian public had an opportunity to vote yes or no to the proposed Charlottetown Accord.
 - Know that the referendum on the Charlottetown Accord was defeated in a nation-wide referendum.
 - Know that the failed attempts to reach a constitutional agreement with Quebec produced political consequences at both the federal and provincial levels.

Foundational Objective 3

Know that there is a debate over the role of government in securing the well-being of members of the society.

Core Concepts

Ideology

- Know that the paradigms of reform liberalism, democratic socialism, and neo-conservatism, each defines the relationship between the people and the government, and the role government has in securing the economic and social well-being of the citizenry.
- Know that the advocates of the differing political paradigms compete for the support of the Canadian public.
- Know that there is an ongoing debate over the proper relationship between the state (government and its policies) and the marketplace (economic activity).

Neo-conservatism

- Know that the tenets of neo-conservatism represented an ideological challenge to the tenets that created the safety net, and were to define the political debate on the role of government.
- Know that neo-conservatism shared many of the ideological tenets of classical liberalism.
- Know that the major tenets of neo-conservatism include:
 - The marketplace is the generator of economic activity and prosperity and is best able to distribute goods and services.
 - Government intervention in the workings of the marketplace is undesirable and should be limited.
 - Individuals should assume a greater responsibility for their individual well-being.
- Know that the policy orientation and a number of actions of the Mulroney government were influenced by the economic theories of the U.S. administration of Ronald Reagan and Britain's Margaret Thatcher.
- Know that neo-conservatism which called for a limited role for government, and the promotion of economic globalization, did not go unchallenged.

Foundational Objective 4

Know that international forces represent a challenge to the ability of Canadians to exercise sovereignty over national and societal decision making.

Core Concepts

Economic Well-being

- Know that by the early 1970s, the prosperity that Canada and the other industrialized nations had enjoyed for 30 years was being challenged by new international competitors including Japan, Taiwan, Korea and other Pacific rim nations.
- Know that the formation of trading blocs, such as the European Community, restricted access for Canadian exports to a number of foreign markets.

Free Trade

- Know that a major foreign policy goal of successive Canadian governments has been to secure international markets for Canadian exports and to promote attempts to reduce trade barriers at the international level.
- Know that Canada's dependency on U.S. markets has increased throughout the 20th century.
- Know that the wealth obtained by the exporting resources to external markets has contributed to the high standard of living enjoyed by most Canadians.
- Know that based on a percentage of gross national product, Canada is the world's largest economic trader.
- Know that economic considerations, with the goal of enhancing the economic well-being of Canadians, are important considerations in the formulation of Canadian foreign policy.
- Know that both continentalist and nationalist sentiments have influenced the foreign policies and actions of successive Canadian governments.
- Know that there emerged a consensus among the major trading nations, in the early 1980s, that the free trade of goods and services between nations be encouraged and that restrictions on free trade be reduced/eliminated.
- Know that the ensuing debate over the merits of a free trade agreement with the United States divided the Canadian public and placed regions of the nation in opposing camps.

Globalization

- Know that those who accept the presence of "globalization" articulate a view of the world that has implications for individual nation-states.
 - Know that nations are viewed as being an integral part of a world-wide economy. The well-being of any nation/region will depend on how it fares in the world-wide marketplace.
- Know that technology has facilitated mobility of capital, raw materials and consumer goods that has led to national economies becoming increasingly interdependent.
 - Know that this integration demands that individual states co-ordinate their national economies and policies, to reflect this world-wide marketplace.

Sovereignty

- Know that manifestations of globalization, such as the reduction in international trade barriers, has challenged the sovereignty of nation-states including Canada.
- Know that political boundaries and national sovereignty, appear to have been marginalized by global economic and environmental forces that demand integration, interdependence and uniformity on a transnational scale.
- Know that national political and economic agendas are increasingly vulnerable to the demands and forces and players in the international marketplace.
- Know that some multinationals possess the resources to compete for influence with nation-states in establishing national agendas and priorities.
- Know that international organizations, such as the General Agreement on Trade and Tariffs, have the power to influence the economic policies and trade practices of individual nations.
- Know that while economics and ideology tied Canada closely with the United States, there were Canadians who were concerned about the implications of that close relationship.
- Know that Canadian nationalists have been concerned about the influence of the Americans on the Canadian political, cultural and economic agendas.

Foundational Objective 5

Know that dialectical thinking is a system of reasoned exchange between points of view in which the merits of each case (thesis) are discussed and evaluated.

Dialectical Evaluation

- Know that dialectical evaluation is the process of:
 - gathering information;
 - defining the issues within the information;
 - testing the viewpoints for factual accuracy;
 - testing the viewpoints for their morality;
 - evaluating the factual and moral testing; and,
 - forming a conclusion about the issue.

Criteria

- Know that criteria are rules or standards which are accepted and used to provide a consistent basis for making judgements.

Evaluation

- Know that in determining whether a viewpoint is based on a legitimate moral principle, a variety of moral tests could be applied, including:
 - role exchange: is the principle still considered valid when it is applied to oneself?
 - universal consequences: would the principle still be considered valid if everyone behaved according to its dictates?
 - new cases: is the principle still valid when it is applied to a different but logically relevant case?

Foundational Objective 6

Know that every society will evolve, through debate and consensus, assumptions and practices concerning certain key societal relationships.

- Know that within each society, there will exist a divergence of views concerning key societal relationships, including:
 - whether it is valid for a society to apply contemporary values and beliefs in the process of evaluating the values and beliefs of past generations and societies;
 - whether it is fair to attribute particular beliefs and values to an entire population;
 - whether the majority, within the society, have the "moral" right to define the practices and assumptions that govern relations among groups within that society;
 - whether social change is a product of changing societal attitudes and assumptions or the result of legislative actions by government;
 - whether governments should institute measures that further the well-being of particular populations;
 - defining the role of the marketplace and of government, in determining the well-being of the populace; and,
 - whether external forces represent a significant challenge to the ability of Canadians to maintain their sovereignty over the decision-making processes that affect their collective well-being.

Content

Changing Realities: The Peoples of Canada

During the last decades of the twentieth century new political, economic and social realities have emerged that present Canadians with both challenges and opportunities. The well-being of the nation will be greatly influenced by how Canadians respond to those challenges and opportunities.

Societal stability and national well-being is linked to whether the peoples of the nation feel that they have meaningful influence over the decision making that affects their lives. Not all segments of the Canadian public have felt that they have had that opportunity.

- In the 1960s, groups such as women, Aboriginal peoples, and new citizens, mobilized and articulated their agendas with the goal of gaining equal opportunities to participate in Canadian society.

Reflecting New Realities: Equality and the Charter of Rights

The 1980 referendum acted as a catalyst for renewed attempts at constitutional reform.

- During the referendum campaign, federalists promised Quebecers a renewed federalism that would extend Quebec's control over social and economic programs.
- A 1979 federal task force on national unity proposed giving more powers to all provinces, not just to Quebec.

As part of a renewal of federalism, Prime Minister Trudeau announced that the federal government would, with or without provincial approval, seek to repatriate the Constitution.

- On November 5, 1981, all provinces, except Quebec, achieved an agreement with Ottawa on repatriation. The agreement resulted in the Constitution Act of 1982, consisting of a renamed British North America Act, an amending formula, and the Charter of Rights and Freedoms.

The Charter broke new constitutional ground respecting mobility rights, equality rights, minority-language education rights, gender equity, and multiculturalism.

Concepts (Knowledge Objectives)

Diversity

Know that within the Canadian community, seeking of new relationships that satisfy the needs of an increasingly diverse society is proving to be a difficult process.

Inequality

Know that significant populations within the Canadian community have felt that they have historically not being allowed to enjoy equality in terms of rights and opportunities.

- Know that those populations have felt that their ability to influence national decision making has been limited.
- Know that those populations have pressed for equal opportunities to participate in societal and political decision making.

Identity

Know that groups within Canadian society seek to maintain and/or enhance their group's cultural identity, and economic and political well-being.

Know that groups will seek to influence societal and political decision making in a manner that supports the group's goals.

Constitution Act of 1982

Know that the Constitution Act of 1982 consists of a renamed British North America Act, an amending formula, and the Charter of Rights and Freedoms.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise making hypotheses based on reasonable assumptions and inferences.

Practise using consequences for the purpose of evaluating events and issues.

Practise the skills of good argumentation and presentation.

Is it possible for those involved in social change to objectively evaluate the merits and consequences of the social change that is occurring?

What are the consequences of social change on society?

Is social change always beneficial to society?

Continuation of the Concept Application Lesson for: Social Change, Social Contract, Collective Rights, and Consequences.

Discuss how the expectations of a people within a society can bring about significant social changes within that society.

- Use the historical examples of Gandhi and Indian Independence and the civil rights movement in the United States.

Note that within a society there are groups who support a change within the political, economic or social status quo. There are groups who are opposed to changes to the status quos.

- Why would a particular group of people seek to change the status quo?
- Why would a particular group of people seek to maintain the status quo?

Have the students focus on contemporary Canadian society.

- What forces of change are affecting our society?
- What groups within Canadian society are seeking significant social change?
- How would the particular social change affect them individually? What are their feelings concerning the particular social changes that are being sought?
- What would be the consequences for Canadian society if those social changes came about?

Have the students debate the following question:

- Is social change always beneficial to the society?

Content

- The Trudeau government did respond to a number of the Commission's recommendations, including establishing a cabinet portfolio to represent women's issues.
- The Canadian Human Rights Commission's Code of 1978, expressly prohibited discrimination on the basis of sex, and contained provisions to ensure equal pay for work of equal value.

The 1982 Constitution Act and Charter did not meet all the demands of all the women's groups.

- Dissatisfaction was expressed that the Charter did not prevent discrimination on the basis of marital status, sexual orientation, and political beliefs; that it did not provide for equal representation for women in the Supreme Court; and that it did not give women the explicit right to reproductive freedom.

This dissatisfaction reflected the diversity that existed among the women's movement.

- There was not a single agenda for all Canadian women and the multitude of women's groups. Issues such as removing abortion from the Criminal Code and the right for women to have abortions divided both Canadian women and the larger society.
- However, there was consensus that women had the right to participate fully in any further constitutional initiatives.
- Issues that emerged during the 1980s and 1990s included domestic violence against women, child poverty, inequalities in federal programs such as unemployment insurance, conditions faced by immigrant and Aboriginal women, and the provision of affordable daycare.

Canadian women made significant gains in terms of education, employment and participation in the political process.

- By the late 1980s, more women than men were attaining undergraduate degrees. Audrey McLaughlin had become the first woman to lead a major federal party. In 1990, Rita Johnson of British Columbia became the nation's first female premier, and Kim Campbell became the first female Prime Minister when she succeeded Brian Mulroney.

Concepts (Knowledge Objectives)

Affirmative Action

Know that the Charter allowed for affirmative action programs on behalf of women and minorities, recognized language rights, and the right of English and French minorities to education in their own language.

Political Involvement

Know that the right to vote did not lead to a dramatic increase in the level of participation by women in the political process. Although constituting half of the population, women were largely excluded from the business and political elites. Only five women were elected to Parliament prior to 1950. It was not until the election of John Diefenbaker's Conservatives in 1957, that a woman was appointed to the federal cabinet.

Inequality

Know that in the decades following suffrage, Canadian women still had not achieved equality in terms of income and career opportunities.

Poverty

Know that the increase of women entering the workforce was in part due to financial necessity faced by single-parent families.

- Know that during the 1970s, the number of single-parent families jumped from 477 525 to 714 005, of which 85 percent were headed by women.

Charter of Rights

Know that provisions of the Constitution Act and its Charter of Rights did not satisfy some women.

- Know that the legislation did not include a guarantee of equal rights in the Charter, and the prohibition of discrimination based on sex was made subject to the "notwithstanding" clause. Thus governments could override that prohibition.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the key attributes of concepts for the purpose of applying the concepts to historical and contemporary situations.

Practise identifying cause and effect relationships.

Practise using personal experiences to achieve a greater understanding of a concept or paradigm.

What criteria should a person or society or use to evaluate social changes:

- impact on the society?
- impact of populations within the society?
- impact on the institutions of society?
- impact on the behaviour of people within the society?
- probable consequences of the social change?
- economic considerations? and/or,
- cultural considerations?

Is it valid for one society to apply its contemporary values and beliefs in the process of evaluating the values and beliefs of past generations and other societies?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Social Change, Social Contract, Collective Rights, and Consequences.

Discuss with students that when a society undergoes significant social change, the dynamics that govern relations among the peoples of a society are often impacted by that social change.

Discuss sources of change such as:

- environmental disasters such as famines;
- technological developments such as the computer;
- human-made calamities such as wars; • large migrations of people;
- the actions of nations and governments such as the imposition of particular ideologies; and,
- the actions of particular populations within a society such as the committing of genocide.

Have the students generate a number of historical examples of change within Canadian society.

- For example, how did the Depression of the 1930s change the attitudes of Canadians concerning the role of government in securing the well-being of the citizenry?

Have the students generate examples of significant changes that have occurred in their lives. Possible areas of change include:

- employment opportunities;
- communication and transportation;
- culture and entertainment; and,
- environmental issues and concerns.

Note that the 1960s was also a period of great social change in North America.

- Particular populations began or renewed a process in which they sought to secure more equitable participation in societal, political and economic decision making.

Content

- Those rights and freedoms were not absolute. Legislatures could place "reasonable limits" on citizens' enjoyment of rights and could use the "notwithstanding clause" to exempt legislation from the terms of the Charter.

The architects of the Charter knew that it had to address the changing realities of Canadian society.

The Charter had to deal with not only the needs of francophone Quebec, but also address the concerns of other populations within the Canadian community. The new Constitution attempted to recognize their importance within Canadian society.

- Section 28 of the Charter, which guaranteed gender equality, came about only after lobbying by feminist groups. The original charter proposals did not address gender equality.
- Section 35 provided constitutional recognition for Canada's Aboriginal peoples and entrenched existing Aboriginal and treaty rights. Those rights were to apply equally to males and females.
- Section 27 provided recognition of the cultural diversity within the nation by requiring the courts to interpret the Charter "in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians."

The Movement towards Gender Equality

The influence of the American civil rights movement in the 1960s mobilized women's movements in both the United States and Canada. The goal was to secure gender equality.

- That decade saw increasing numbers of women securing higher levels of education, entering the workforce and more fully participating in societal decision making.
- Participation in the workforce brought forward such issues as the provision of affordable daycare, and pay equity.
- Various women's groups pressured the Pearson government into appointing a Royal Commission on the Status of Women in 1967.

Concepts (Knowledge Objectives)

Charter of Rights and Freedoms

Know that the Charter guarantees all Canadians the following:

- **Fundamental Freedoms** including freedom of conscience and religion, thought, belief, opinion, and expression.
- **Democratic Rights** including the right to vote, and to run for election.
- **Mobility Rights** including the right to enter, remain in, and leave Canada, and the right to live in, move to, and work in any province.
- **Legal Rights** including the right to life, liberty, and security, protection against unreasonable search and seizure or arbitrary detention or imprisonment, to be informed quickly about the charges, to hire a lawyer, to have a trial within a reasonable time, and not to be subjected to cruel and unusual treatment or punishment.
- **Equality Rights** including the right to protection from discrimination on the basis of race, national or ethnic origin, colour, religion, age, sex, or mental or physical disability.
- **Official Language rights** including the right to use English and French in the government and courts of Canada and New Brunswick.
- **Minority Language Education Rights** including the right to education in English or French where there are sufficient numbers of students.
- **Aboriginal Rights** including the recognition of the existing Aboriginal and treaty rights of Aboriginal peoples (Inuit, First Nations, and Métis).

Know that the Charter's rights and freedoms were not absolute. Provincial governments could utilize the notwithstanding provision to override constitutional rights, for a specified period of time.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise defining the assumptions that underlie a paradigm.

Are the assumptions and practices of one generation necessarily outdated and irrelevant to the succeeding generation?

Practise identifying cause and effect relationships.

Is it accurate to attribute particular beliefs or goals to an entire population?

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

What are the forces within a society that contribute to significant social change?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Gender Equality, Societal Expectations, Collective and Individual Rights, Social Change, Tactics, Social Contract, and Consequences.

Point out to students that beginning in the 1960s, groups within Canadian society began to organize and demand opportunities and the rights to enjoy the benefits of an affluent and stable society.

- The influence of the American Civil Rights Movement, the process of decolonization occurring throughout Africa and Asia, the greater number of people receiving a higher education, the mass media, and general North American prosperity, all influenced public perceptions and assumptions concerning progress and creating a better society.

Have the students discuss and identify contemporary societal assumptions surrounding the role of women in society.

- How does the perceived role for women differ from the perceived role for men?

Have the students discuss and identify societal assumptions concerning the role and position of women during the first decades of the 20th century.

- Compare/contrast those assumptions with contemporary assumptions held at the end of the 20th century.
- Note that the assumptions surrounding the position of women within society have changed dramatically.

Provide the students with the following definition of the change process:

Change is a process in which people's reaction to different situations ranges over time from:

- denial that any change is necessary;
- to acknowledgment that a situation requires some concern;

Content

Full equality, including equality of opportunity, has not yet been fully realized.

- In the 1980s, the average woman's wage remained at only about 65 percent of the average man's. Only 5 percent of full-time working women were employed in managerial-level positions, while two-thirds of workers receiving the minimum wage were women.
- Restricted employment options and low-paying jobs resulted in women constituting nearly 60 percent of the adults living in poverty.

Canada's Aboriginal peoples also were not willing to be excluded from the decision-making process that affected their well-being.

The Just Society and Aboriginal Peoples

The 1960s was a period in which many believed that society could institute measures to address social inequalities and construct a more equitable society.

- It was also a period in which the Canadian public became more aware of the impoverished health and living conditions of Aboriginal peoples. There were demands that both governments and society take actions to remedy such conditions.

During the 1968 federal election, the Trudeau Liberals made the creation of a "just society" the centrepiece of their campaign.

- Aboriginal peoples were to be included in that "just society," and Trudeau's government's White Paper on Indian Policy, issued in 1969, was to be the instrument.
- The legislative and constitutional basis for discrimination would be ended by repealing the Indian Act, abolishing the Department of Indian Affairs and Indian reserves, and transferring many federal responsibilities for Indian affairs to the provinces.
- First Nations people would receive the same services, through the same government agencies, as other Canadians.

Concepts (Knowledge Objectives)

Inequality

Know that in 1988, Canadian men with an education of Grade 8 or less received an average annual income of \$22 387. Women college graduates earned an average salary of under \$20 000.

- Know that within the professions, women tended to enter traditional areas that were less remunerative than those dominated by men.

Know that in the 1980s, both the federal government and a number of provincial governments instituted pay equity legislation.

Change

Know that changing attitudes and actions on the part of both Aboriginal peoples and non-Aboriginal peoples are changing the relationships between the two peoples, and in the process, changing the Canadian nation.

Assimilation

Know that through agencies such as the Department of Indian Affairs, the federal government established the goals and priorities of policies directed at Aboriginal people.

- Know that the assimilation of Aboriginal peoples remained the desired option of government.

Aboriginal Population

Know that in 1981, the population of Registered Indians, as defined by the Indian Act was 323 782.

- Know that in 1991, the population was 521 461
- It is estimated that the population will be 622 901 by the year 2001.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise relating historical events to contemporary issues.

Practise identifying consequences for the purpose of evaluating events, actions and issues.

Practise making hypotheses based on reasonable assumptions.

What criteria should be used to evaluate the consequences of social change:

- the benefits that accrue to a particular population within the society?
- the benefits that accrue to the entire society?
- the consequences of the social change on other populations within the society?

Is the mass media an agent for change or an instrument to maintain existing societal assumptions and practices?

Is social change a product of changing attitudes and assumptions or the result of legislative actions such as anti-discrimination laws?

Continuation of the Concept Application Lesson for: Gender Equality, Societal Expectations, Collective and Individual Rights, Social Change, Tactics, Social Contract, and Consequences.

- to acceptance that something should be done; to,
- defence of the change that was made.

Have the students use the process as a guide to describe how the perceptions and assumptions surrounding the position of women within Canadian society have changed since the beginning of the 20th century.

In fulfilling the task, student should consider the following:

- the economic and social conditions that many Canadian women experienced before the 1960s;
- mainstream society's expectations of women in Canadian society;
- the social and/or political events and influences that became catalysts for Canadian women to seek an improvement in their individual and collective societal position;
- the expectations (agendas) of Canadian women;
- the supporters and opponents of the movement for gender equality during the 1960s;
- the popular media's portrayal of Canadian women;
- the tactics the women's movement used;
- the response of the state to the agenda of the women's movement;
- the consequences of social change for Canadian women; and,
- the consequences of social change for the entire Canadian community.

Each group will present its findings to the class for discussion. The presentations should follow the change process outlined earlier in the activity.

Content

The White Paper and Aboriginal reaction to the Paper, marked a watershed in the evolution of First Nations peoples within the Canadian community.

- Aboriginal peoples were no longer content to have governments formulate and apply policies that governed their lives.

The White Paper politicized many Aboriginal peoples who saw the Paper as simply a reaffirmation of the long-standing policy goal of assimilation.

- **The near-universal opposition of First Nations peoples resulted in the government shelving the Paper in 1971.**

The vocal Aboriginal opposition also reflected the social changes occurring within the Aboriginal populace. The population was becoming better educated and more urbanized. An articulate Aboriginal leadership was emerging.

- Increasingly, Aboriginal peoples were expressing their concern over the threat of assimilation to their cultural identities. They were now seeking the means to secure their identities as distinct peoples.

The diversity within the Aboriginal population posed a challenge for Aboriginal groups to present a common agenda and pursue a common strategy in dealing with governments. However, there were some goals that most Aboriginal groups sought, including:

- seeking control of the decision-making processes that affect their lives;
- recognition of existing land claims; and,
- entrenching and delineating Aboriginal rights in the constitution.

Most Aboriginal groups have connected their long-term well-being to the settlement of land claims. They have become increasingly frustrated with industrial developments that have depleted the wildlife and resources upon which Aboriginal peoples have traditionally depended.

- While these developments seem to expose Aboriginal peoples to environmental and social-cultural threats, they generally provide few economic benefits. Companies constructing and operating various industrial and energy projects have traditionally hired few Aboriginal people.

Concepts (Knowledge Objectives)

Decision Making

Know that many Aboriginal people have viewed the history of relations with government as being a history in which the national interest always took precedence over the interests of Aboriginal peoples.

- Know that during the Second World War, the federal government overrode treaty provisions and made status Indians eligible for overseas military conscription, seized reserve lands, and transferred reserve populations.

Social Change

Know that many of the changes taking place within the Aboriginal peoples mirrored those that transformed Quebec society in the 1960s:

- both peoples secularized their education systems and became increasingly urbanized;
- both peoples saw a new middle class emerge that provided leadership and articulated social and political change;
- both peoples increasingly stressed their sovereignty over particular lands;
- both peoples stressed their unique cultural identity and the threat to their identity posed by the larger Canadian society; and,
- both peoples called for increased political authority and power to secure their identities as distinct peoples.

White Paper of 1969

Know that prior to the White Paper, Aboriginal peoples were largely excluded from meaningful participation in decision making at both the national and community levels.

- **Know that following the White Paper, the First Nations became active participants in policy formation.**
- **Know that both abandonment of the White Paper and the federal government's adoption of the policy of First Nations' control of education were direct results of concerted lobbying efforts by First Nations political leaders and groups.**

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise applying the criteria from the critical attributes of a relevant concept.

Practise defining the assumptions that underlie a paradigm.

Practise applying the thinking skills of:

- stating criteria that can be used as a base for decisions; and,
- presenting tests such as consequences to evaluate the criteria selected.

Is there a sense of superiority in the act of seeking to assimilate another society or culture?

Should the agenda of the cultural majority determine the national agenda and policies towards cultural minorities?

Do all societies exhibit aspects of assimilation towards newcomers to their societies?

Do all societies exhibit aspect of accommodation towards newcomers to their societies?

Is it possible for a minority to resist pressures for assimilation exerted by the dominant culture?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Assimilation, Accommodation, Immigration, Discrimination, Individual Rights, Collective Rights, and Societal Expectations.

Provide the students with a definition of the concept of assimilation. Discuss the assumptions that surround that concept.

- Why would a society seek to assimilate another society?
- Is there a sense of superiority in the act of seeking to assimilate another society or culture?
- What are some of the rationalizations that surround the act of attempting to assimilate another society/culture?
- What are the perceived strengths of an assimilated society?

Provide the students with a definition of the concept of accommodation. Discuss the assumptions that surround that concept.

- How does the concept of accommodation differ from the concept of assimilation?
- Does acceptance of a policy of accommodation imply a belief in the equality of peoples?
- What are some of the rationalizations that surround attempts at accommodation with another society/culture?
- What are the perceived strengths of a society that supports the accommodation of different populations?

Discuss contemporary manifestations of assimilation and accommodation in Canadian society. Note such evidence as clothing, a single legal system, behavioural mores and expectations.

Content

Growing frustration over unresolved land claims led Yukon and Northwest Territory Aboriginal groups, in the mid-1970s, to oppose the construction of oil and natural gas pipelines to carry fuel to southern markets.

- Justice Thomas Berger was appointed to study the impact of the pipelines on local residents and the environment. Aboriginal presentations to the Berger Inquiry stressed their desire to hold off major developments until their land claims had been settled.
- The federal government accepted Berger's recommendation to halt pipeline developments for a decade and to settle outstanding land claims. In 1984, the Inuit of the Mackenzie Delta received a land settlement that gave them 242 000 square kilometres. Other Aboriginal peoples of the region were to also reach settlements with Ottawa.

Other land claims were slow to settle. There were over 500 claims outstanding in 1990. Some Aboriginal peoples were prepared to pursue more overt action to force government to the negotiating table.

- In 1990, the Lubicon Cree of Northern Alberta forcibly prevented oil companies from drilling on territory they claimed.
- The Cree of Northern Quebec threatened legal action if Quebec proceeded with a second James Bay hydro-electric project.
- The confrontation that gained national and international attention occurred, in the summer of 1990, between the Quebec provincial police and Mohawk Warriors at Oka, Quebec. One police officer was killed during the confrontation and the Canadian military intervened. The confrontation aggravated relations between the Aboriginal and non-Aboriginal local residents. The federal government bought the disputed land and made it available to the Mohawks.

With the attempts at constitutional renewal, prompted by the 1980 referendum, Aboriginal peoples saw an opportunity to press government to enshrining Aboriginal rights in the constitution.

- The 1982 Constitution Act entrenched existing Aboriginal and treaty rights, and defined Aboriginal peoples to include the Inuit and the Métis. Prior to the Act, the Métis had enjoyed no form of constitutional recognition.

Concepts (Knowledge Objectives)

Aboriginal Rights

Know that some organizations maintain that Aboriginal peoples possess certain Aboriginal rights arising from their ancestors' occupancy of the land since time immemorial.

- Know that they were all seeking a greater degree of self government for their respective peoples.

Land Claims

Know that the Supreme Court decision in the Nisga case of 1973, supported the legitimacy of Aboriginal rights.

- **Know that the Nisga court decision prompted the federal government to establish an Office of Native Claims.**
- Know that the first comprehensive land claim signed was the James Bay and Northern Quebec Agreement in 1975.

Constitution Act of 1982

Know that the Constitutional Act of 1982 voiced a constitutional position for Aboriginal peoples that was radically different from the position taken in the 1969 White Paper.

Know that the Constitution Act of 1982 defined Aboriginal peoples to include the First Nations, Inuit and Métis.

- Know that prior to the Act, the Métis had enjoyed no form of constitutional recognition.

Know that the Constitution Act of 1982 included provisions for a constitutional conference, possibly conferences, to focus on Aboriginal issues, including the identification and clarification of Aboriginal rights.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise defining the assumptions that underlie a paradigm.

Practise identifying cause and effect relationships.

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Are the assumptions and practices of one generation necessarily outdated and irrelevant to the succeeding generation?

Is it accurate to attribute particular beliefs or goals to an entire population?

What are the forces within a society that contribute to significant social change?

Should government be involved in social change through legislation?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Equality, Societal Expectations, Aboriginal Rights, Collective and Individual Rights, Social Change, Tactics, Social Contract, and Consequences.

Point out to students that beginning in the 1960s, groups within Canadian society began to organize and demand opportunities and the right to enjoy the benefits of an affluent and stable society.

- The influence of the American Civil Rights Movement, the process of decolonization occurring throughout Africa and Asia, the greater number of people receiving a higher education, the mass media, and general North American prosperity, all influenced public perceptions and assumptions concerning progress and creating a better society.

Have the students discuss and identify the societal assumptions concerning the Aboriginal population, during the first decades of the 20th century.

- Compare/contrast those assumptions with contemporary assumptions held at the end of the 20th century.
- Note that the different assumptions surrounding the "position" of Aboriginal peoples within society, have changed dramatically.

Provide the students with the following definition of the change process:

Know that change is a process in which people's reaction to different situations ranges over time from:

- denial that any change is necessary;
 - to acknowledgment that a situation requires some concern;
 - to acceptance that something should be done; to,
 - defence of the change that was made.
-

Content

The Constitution Act clearly established that constitutional changes affecting Aboriginal and treaty rights would not take place without the consent and participation of Aboriginal peoples.

- The Act did not, however, define Aboriginal rights or focus on the issue of self-government.
- Those issues were not resolved by a series of meetings held during the 1980s, between the federal and provincial governments, and Aboriginal organizations. In those meetings, a number of provincial governments expressed their opposition to entrenching the right of self-government until there was a clear definition of what constituted self-government.

By the early 1980s, the provinces and the Inuit, Métis and non-status Indians insisted on being involved in the decision making surrounding Aboriginal rights and issues.

Amendments to the Indian Act in 1985 affected the lives of First Nations peoples.

- Bill C-31 removed the discriminatory clause that deprived status Indian women of their status when they married a non-status Indian. Those who had previously lost their status could apply to be reinstated, which made them eligible to return to live on their home reserves, to be placed on the band's membership list, and to share in the band's assets.
- The inflow of reinstated status Indians to the reserves, exasperated the already overcrowding and inadequate services on most reserves.

The opposition of Aboriginal peoples to the proposed Meech Lake Accord, in June 1990, and the Oka confrontation of that year, kept Aboriginal issues on the national agenda.

- Aboriginal leaders were prominently involved in the failed Charlottetown Accord of 1992.
- There was agreement over inclusion of the principle of self-government in the Constitution, although there continued to be disagreement over the meaning and extent of self-government.

Concepts (Knowledge Objectives)

Constitution Act of 1982

Know that Section 32 of the Constitutional Act provided constitutional recognition for Canada's Aboriginal peoples and entrenched existing Aboriginal and treaty rights. Those rights were to apply equally to males and females.

- Know that the Constitution Act did not recognize the right of self-determination for Aboriginal People.

Self-Government

Know that many Aboriginal leaders have insisted that Aboriginal people's inherent right to self-government translates into a "third order" of government.

- Know that both federal and provincial governments have rejected that interpretation and have agreed to entrench a form of Aboriginal right to self-government that is based on powers to be negotiated, and subject to federal and provincial sovereignty.

Bill C-31

Know that amendments to the Indian Act in 1985 profoundly affected the lives of First Nations peoples.

- Know that under the Indian Act of 1876 and its 1951 revision, a status Indian woman who married a non-status person, automatically lost her Indian status. Bill C-31 removed the discriminatory clause.
- Know that by 1992, Bill C-1 registrants represented 16 percent of total registered populations on reserves. The expanded populations have aggravated already overcrowded reserve conditions.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise relating historical events with contemporary issues.

Practise identifying consequences for the purpose of evaluating events, actions and issues.

Practise making hypotheses based on reasonable assumptions.

What criteria should be used to evaluate the consequences of social change:

- the benefits that accrue to a particular population within the society?
- the benefits that accrue to the entire society? and/or,
- the consequences of the social change on other populations within the society?

Is the mass media an agent for change or an instrument to maintain existing societal assumptions and practices?

Is social change a product of changing attitudes and assumptions or the result of legislative actions such as anti-discrimination laws?

Continuation of the Concept Application Lesson for: Equality, Societal Expectations, Aboriginal Rights, Collective and Individual Rights, Social Change, Tactics, Social Contract, and Consequences.

Have the students use the process as a guide to describe how the perceptions and assumptions surrounding the position of Aboriginal peoples within Canadian society have changed since the beginning of the 20th century.

In fulfilling the task, student should consider the following:

- the economic and social conditions that many Aboriginal peoples experienced before the 1960s;
- mainstream society's expectations of Aboriginal peoples in Canadian society;
- the social and/or political events and influences that became catalysts for Aboriginal peoples to seek an improvement in their individual and collective societal position;
- the expectations (agendas) of Aboriginal peoples;
- the supporters and opponents of the efforts of Aboriginal peoples to improve their economic, social and political situation within Canadian society;
- the popular media's portrayal of Aboriginal peoples;
- the tactics used by Aboriginal groups to seek change;
- the response of the state to the agenda of Aboriginal peoples;
- the consequences of social change for Aboriginal peoples; and,
- the consequences of social change for the entire Canadian community.

Each group will present its findings to the class for discussion. The presentations should follow the change process outlined earlier in the activity.

Content

The Challenge of Diversity: Immigration and the Canadian Community

In its 1970 report, the Royal Commission on Bilingualism and Biculturalism, while endorsing the bicultural nature of the nation, also noted the contribution made by other ethnic groups to national life.

The Commission's recognition of the contribution of peoples, other than those of British and French ancestry, revealed an attitude of accommodation accompanying the growing diversity within the Canadian community.

- **The acceptance of immigrants and a recognition of their contributions to Canadian society, has not always characterized the attitudes of resident Canadians.**

At the beginning of the 20th century, there was a consensus that the nation was a partnership between francophones and anglophones. New citizens were expected to conform to one of these "founding" cultures.

- Such assumptions influenced the expectations that surrounded the thousands of Eastern European immigrants that arrived in Canada, during the first decades of the century.
- Their arrival marked the first major Canadian wave of immigration which occurred between 1886 and 1914. The arrival of hundreds of thousands of immigrants also led to a debate on immigration policies and the future shape of Canadian society.

Although immigration from Eastern Europe was viewed as a necessity for the development of a prairie agricultural economy, there were concerns that these new non-British citizens represented a challenge to the existing social and cultural status quo.

- The resident Canadian populations viewed the three million immigrants with suspicion and a degree of animosity. Many Anglo-Saxon Protestants strongly identified with British culture and institutions and felt culturally superior to those who were not Anglo-Saxon. In their opinion, the newcomers needed to abandon their ancestral culture and traditions and adopt the values of Anglo-Canadians.

Concepts (Knowledge Objectives)

Assimilation

Know that assimilation occurs when one culture imposes its values, beliefs, and practices on other cultures, with the goal of having those cultures adopt its values, beliefs, and practices.

Accommodation

Know that accommodation occurs when two or more cultures, living in close proximity, maintain their own identity while sharing specific aspects of the other cultures.

Euro-Canadian Settlement of the Canadian West

Know that the campaign to attract settlers to the prairies, in the 1890s and first decade of this century, was a success.

- Know that between 1891 and 1911, the population of Western Canada increased from 251 473 to 1 334 628.
- Know that between 1897 and 1914, the promise of free land resulted in over one million Americans emigrating to Canada and an additional million immigrants arriving from Europe.
- Know that during the first 20 years of the twentieth century, Canada's population almost doubled, from 5.4 million to 10.4 million.

Immigration

Know that there was significant opposition by segments of the Canadian population to admitting immigrants who were not from the British Isles or the United States.

Xenophobia

Know that xenophobia is a fear and/or intense opposition to internal minority groups because of their perceived foreign connection.

Know that, at the beginning of the 20th century, some Canadians believed that Eastern European and Asian immigrants were a threat to established British, Anglo-Saxon values and institutions.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the key attributes of significant concepts and paradigms.

Is it valid for society to apply contemporary values and beliefs in the process of evaluating the beliefs and practices of past generations?

Practise defining the assumptions that underlie a paradigm.

Is it accurate to attribute particular beliefs or goals to an entire population?

Practise the skills of hypothesizing.

Does the majority within the society have the moral right to define the practices and assumptions that govern relations among groups within that society?

Practise the skills associated with role-playing to gain a better understanding of historical events and policies.

• If not, who should define that relationship?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Immigration, Equality, Societal Expectations, Assimilation, Accommodation, Social Change, Social Contract, and Consequences.

Note that during the decades immediately following Confederation, the tenets of assimilation dominated public opinion within English Canada.

- The goals of assimilation were to be applied to all peoples including First Nations and Aboriginal peoples, and immigrants from Europe.

Have student groups focus on the issues and opinions surrounding the arrival of immigrants from Eastern Europe who settled on the Canadian prairies.

- Discuss the assumptions/concerns, held by many Canadians, about the wave of European immigration that occurred during the first decades of the 20th century.
- What were the long-term expectations of the immigrants?
 - economic expectations? and,
 - cultural expectations?
- Were these expectations in support of a policy of assimilation or a policy of accommodation?

Have the students assume the role of editorial writers at the time of the arrival of thousands of immigrants from Eastern Europe, in the first decades of the 20th century.

- Some students could prepare an editorial that supports a government policy to promote assimilation of the new immigrants. The editorials should outline a strategy for the government to accomplish the goal of assimilation.

Content

- French Canada feared that the immigrants would become "Anglicized," and become part of the English majority, and that the growing majority would eventually overwhelm French language and culture.

The arrival of large numbers of immigrants raised fears within the Anglo-Saxon population of Western Canada.

- The poverty of the new immigrants raised fears that they would be a continuous burden on Canadian society. There were also fears that the immigrants would bring with them diseases such as smallpox.

The government's plan to settle Doukhobors, a Russian pacifist religious sect, near Edmonton in 1899, met with such opposition from the residents of the city that government officials decided to settle the Doukhobors in other areas.

The resentment and mistrust directed towards the immigrants was not caused by any generosity on the part of government towards the new arrivals. Government assistance to the immigrants largely ended when they arrived at the assigned homesteads. The new settlers faced numerous hardships including a lack of the capital necessary to start farming.

Sifton's successor as Interior Minister pursued a more selective immigration policy to ensure that only "desirable" immigrants were admitted to Canada.

- Provisions of an amended Immigration Act were used to exclude Jews and Blacks.

Many workers viewed the immigrants as unfair competitors who were willing to work for low wages. A ready supply of immigrants seeking employment made it difficult for workers to demand better wages and working conditions.

- Consequently, employers often lobbied the federal government to promote immigration.

Racial Overtones: Immigration and Asians

Immigrants, other than those from Eastern Europe, also raised fears within segments of the Canadian community.

Concepts (Knowledge Objectives)

Religious Persecution

Know that free land was not the only incentive for immigrants to leave Europe. Groups including Mennonites, Doukhobors and Jews hoped to leave the religious persecution they faced in Eastern Europe.

Doukhobors

Know that Doukhobor practices and beliefs, such as their objection to military service, living in communal families, and refusing to swear loyalty to the Crown, all raised mistrust within the Anglo-Saxon population.

- Know that the Doukhobor refusal to give up communal land ownership and swear allegiance resulted in the Saskatchewan government confiscating over half of their lands, in 1907.

Immigration and Organized Labour

Know that restrictive immigration policies found support within the Canadian labour movement.

- Know that many trade unionists strongly objected to immigrant workers who they viewed as foreign scabs and strike-breakers.
- Know that some trade unionists believed that immigrants were willing to work for low wages and that their presence had the effect of lowering general wage rates in the labour market.
- Know that it was difficult for unskilled workers to demand improvements in working conditions and higher wages.
- Know that governments were not ideologically sympathetic to the concerns of the workers.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the skill of role-playing to gain a better understanding of concepts and paradigms.

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Practise defining the assumptions that underlie a paradigm.

Practise applying the criteria from the critical attributes of a relevant concept.

Are assimilationist policies inherently wrong?

Should governments institute laws that promote the rights of a particular population within the nation?

Should governments institute laws that restrict the rights of a particular population within the nation?

Should there be criteria that determine the extent to which governments/society will protect and enhance the rights and identity of groups within the society?

What expectations should the host society have of immigrants?

Do immigrants have a responsibility to adapt to the dominant mores and practices of their new home society?

Continuation of the Concept Application Lesson for: Immigration, Equality; Societal Expectations, Assimilation, Accommodation, Social Change, Social Contract, and Consequences.

The strategy should:

- develop a rationalization of why assimilation will benefit the immigrants and the entire nation;
- identify aspects of immigrants' cultures that seem to be incompatible with the goals of assimilation; and,
- identify the agencies/institutions that would be used to implement the strategy.

Some students could prepare an editorial that supports a government policy of accommodation towards the new immigrants. The editorials should outline a strategy for the government to accomplish the goal of accommodation.

The strategy should:

- develop a rationalization of why the goal of accommodation will benefit the immigrants and the entire nation;
- develop a plan to win public support for a policy of accommodation;
- identify the long-term goals of the strategy;
- identify aspects of immigrants' cultures that seem to be compatible with the goals of accommodation; and,
- identify the agencies/institutions that would be used to implement the strategy.

The groups could present their editorials to the class.

Students could engage in a dialectical exercise that focuses on the merits of the policies of accommodation or assimilation.

Content

- Asian immigrants were targeted as an alien population that was not entitled to equality of opportunity nor to services open to other immigrants or Canadians.

Whereas public debate over East European immigration centred on how best to assimilate that population, the debate over Asian immigration was about whether to even admit them to Canada.

Previous Asian immigration had not been due to any altruism on the part of government. Asians were admitted to work on the Canadian Pacific Railway. When the railway was completed, both the railway and the government disclaimed any responsibility for the Chinese labourers.

- Further Chinese immigration was not encouraged by the Canadian government. In 1903, a head tax of \$500 was imposed on every Chinese immigrant. Despite the head tax, Chinese immigration increased during the early years of the century.

In British Columbia, Asian immigrants were seen as economic and cultural threats. In 1907, anti-Asian demonstrations, some violent, were held in Vancouver, to protest the inflow of Asian immigrants. Demands for their exclusion led to legislation restricting Asian immigration in 1908.

Immigration into Canada was severely reduced by the Depression of the 1930s.

- Many of the new immigrants were employed in the most insecure segments of the economy and were the first to lose their jobs and to go on relief.
- Concern over the number of immigrants on relief led the government to use Sections 40 and 41 of the Immigration Act to deport non-Canadian citizens on relief.

By the mid-1930s, Hitler's anti-Semitic policies were forcing thousands of Jews to flee Germany.

- Aware of widespread public opposition to Jewish immigration, the government restricted the number of Jewish immigrants.

Concepts (Knowledge Objectives)

Asian Immigration

Know that there was considerable opposition to Asian immigration.

Know that between 1881 and 1884, some 15 700 Chinese were brought to Canada to work as contract labourers on the Canadian Pacific Railway.

- Know that by 1901, the number of Asians had risen to 23 700, including 4 700 Japanese and 1 700 East Indians.
- Know that Asian immigration was localized on the West Coast.

Racism

Know that in July 1907, anti-Asian demonstrations led to riots in which mobs descended on Vancouver's "Chinatown" and "Little Tokyo" and attacked Asians and their businesses.

Komagata Maru Incident

Know that the Canadian government, bowing to public pressure, refused to allow the Japanese-registered immigrant ship, the Komagata Maru to dock and allow the passengers, 376 East Indians, to disembark.

Know that some Canadians believed that immigrants from Eastern Europe would bring Bolshevik ideals to Canada and influence Canada's workers.

- Know that both government and business blamed much of the labour discontent on foreigners and foreign ideas.

Ku Klux Klan

Know that by capitalizing on anti-foreign and anti-Catholic resentment, the Ku Klux Klan organized branches in southern Ontario, British Columbia and Manitoba by 1921.

- Know that the Klan gained considerable support in the prairie provinces.
- Know that by 1927, the Klan had attracted over 15 000 members in Saskatchewan. By 1928, the Klan had a membership of 20 000.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise using one's personal experiences to gain an understanding of a concept or paradigm.

Practise using previously developed criteria as a basis for analyzing historical and contemporary situations.

What factors/conditions shape a group's opinion and relationship with another group:

- economic considerations?
- political/ideological considerations?
- historical relationships between the two peoples? and/or,
- size of the particular groups?

Do expressions of ethnic/group diversity and distinctiveness accentuate ethnic/group divisions within a society?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Social Change, Diversity, Conflict, Societal Expectations, Equality, Race, Ethnicity, Consequences, and Policy.

Discuss with the class the challenges of living within a culturally diverse society. Note the diversity existing within contemporary Canadian society.

Note that contemporary societies are challenged by diversity and by the need to accommodate their diverse populations.

- The former Yugoslavia, Soviet Union, South Africa, Belgium, the Middle East and Northern Ireland have all had experiences in which ethnicity, religion and cultural factors have contributed towards strife between populations.

Have the students discuss factors/conditions that can strain relations between groups within a society.

Note such factors as:

- economic factors such as income, opportunity and standard of living;
- perceptions of particular groups as to whether their interests are being addressed in an equitable manner;
- perceptions that the group is being discriminated against by the larger society or some other group;
- racial or ethnic factors;
- cultural practices that differentiate the groups;
- history of relations between the particular groups; and,
- ability of the particular group to influence societal political, social and economic decision making.

Have the students identify whether any of the factors/conditions are present within contemporary Canadian society.

Content

In May of 1947, Prime Minister King announced his government's policy on immigration. The policy reflected the division that existed within the Canadian public over immigration.

- While proclaiming the economic benefits of admitting more immigrants, King assured the public that those admitted would be carefully selected, and that the number of immigrants would not surpass the "absorptive capacity" of the nation's economy.

King's government repealed the Chinese Exclusion Law of 1923, but continued severe restrictions on Asian immigration.

- The location of immigration offices ensured that the great majority of immigrants came from Britain, Europe and the United States.
- **A preference for European immigrants was embedded in the Immigration Act of 1952, which prohibited immigrants from entering Canada for reasons of "nationality, geographic origin, peculiarity of custom, unsuitability of climate, and probable inability to be readily assimilated."**

By the late 1950s, prosperity was returning to Europe, and the flow of well educated technical and professional people that Canada desired, declined. Therefore, regulations were altered to allow for immigration of skilled people from regions other than Europe and the United States.

- Revisions of the Immigration Act, in 1962 and 1967 reduced the racial and ethnic bias.

The gradual end of racial discrimination in immigration policy and a decline in European immigration combined to transform the ethnic mix of immigrants to Canada.

- In 1966, 87 percent of immigrants were of European origin. In 1970, 50 percent came from non-European regions, particularly from the Caribbean and Asia.

In 1970, when the Bilingualism and Biculturalism Commission issued its Report, 25 percent of the nation's population was of other than British or French origins.

Concepts (Knowledge Objectives)

Immigration

Know that the Immigration Act of 1952 prohibited immigrants from entering Canada for reasons of nationality, geographic origin, peculiarity of custom, unsuitability of climate, and probable inability to be "readily assimilated."

Know that the two decades which followed the Second World War saw considerable immigration from war-devastated Europe. The communist takeover of Eastern Europe also encouraged thousands to immigrate to Canada.

- Unlike immigrants in the past, these immigrants gravitated to large urban centres such as Toronto and Montreal.
- Know that between 1946 and 1962, 1 761 505 new immigrants came to Canada.
- Know that postwar immigration was primarily European. Only 4 percent of the immigrants came from Asia and Africa.

Know that new realities are impacting relations between new Canadians and the existing populations.

- Know that in the last decades of the 20th century the number of immigrants from Asia, Africa and Latin America has grown.
- Know that changing immigration demographics are having social, economic and political ramifications for Canadian society.

Know that immigration policy has always reflected a dialectic between the desired population increase, the impact of immigration on established Canadian assumptions and values, and the racial and ethno-cultural composition of the country.

Identity

Know that changing immigration demographics are creating new dynamics in terms of relations among the peoples of Canada, and have brought prominence to the debate about what it means to be Canadian.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the critical attributes of concepts and paradigms.

Practise identifying the assumptions that underlie a paradigm.

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Do all groups within a society have an equal claim to accessing and influencing societal decision making?

Is it the proper function of societal institutions to actively promote commonalities and a set of shared beliefs?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson for: Social Change, Immigration, Racism, Societal Expectations, Accommodation, Assimilation, Consequences, and Policy.

See Activity One of the Unit Five Activity Guide for more detailed outline of this suggested activity.

Note that at the beginning of the 20th century, Canadians were unfavourably inclined towards immigrants who were not from the British Isles.

- Discuss why Asian immigrants were treated differently than immigrants from Eastern Europe.
- Focus a class discussion on contemporary attitudes towards non-European immigrants.

Review with the students the concept of acculturation and the four approaches to cultural change - annihilation, segregation, assimilation, and accommodation.

- Briefly identify and discuss the assumptions that surround each of the four approaches.

Have student groups identify the form of relationship that existed during the following historical period/events in Canada's history:

- English and French-speaking Canada at the time of Confederation;
 - the government and citizens of Canada and the Aboriginal peoples of the North West at the time of the purchase of Rupert's Land and the signing of the Treaties;
 - resident Canadians and immigrants from Eastern Europe who settled on the Canadian prairies;
-

Content

The national preoccupation with the Quebec issue contributed to a feeling among some of the new citizens that their needs and interests were considered less important than the needs of Quebec. There were increasing demands that governments address their needs and recognize the benefits of a multicultural society.

- Both the Royal Commission on Bilingualism and Biculturalism and the federal government responded.

Multiculturalism and the State

Since the 1960s, government policies no longer promoted the assimilation of immigrants. A series of legislative steps have attempted to meet the reality of an increasingly diverse nation.

- In 1971, Prime Minister Trudeau announced support for a policy of multiculturalism to complement the existing policy of official bilingualism.
- The Constitution Act of 1982 declared that the Charter be interpreted in a manner consistent with the "preservation and enhancement of the multicultural heritage of Canada."
- The revised Multicultural Act of 1988 provided government funding to promote cultures and reduce discrimination.

By the mid-1980s, Canada's low fertility rate and reduced immigration levels, resulted in fears that the nation's population would actually decline in the near future. Those fears prompted some Canadians to advocate increased immigration as a means of invigorating a stagnant Canadian economy.

The Mulroney government introduced a program that encouraged the entry of wealthy immigrants who promised either to invest capital or establish businesses in Canada. Most of the immigrants in this program came from Asia and settled in British Columbia.

- In 1990, the government indicated that it would raise the immigration level to 250 000 annually. Not all Canadians responded favourably.

Concepts (Knowledge Objectives)

Royal Commission on Bilingualism and Biculturalism

Know that the goal of the Royal Commission on Bilingualism and Biculturalism, of 1962, was to identify steps to take to develop "Confederation on the basis of an equal partnership between the two founding races." This reflected the official perception that the nation was a partnership of English and French Canada.

Know that many non-British and non-French groups disputed the Report of the Royal Commission on Bilingualism and Biculturalism's emphasis on the bicultural nature of the nation.

Diversity

Know that the Canadian community had become increasingly diverse since the end of the Second World War, and that Canadians of non-British, non-French and non-Aboriginal backgrounds sought both recognition of the nation's diversity, and meaningful participation in all aspects of Canadian life.

Immigration

Know that the persistent perceptions that immigrants are competitors for scarce jobs and contributors to expanding welfare rolls, have fuelled anti-immigration attitudes among some Canadians.

Policy

Know that since the 1960s, government policies have not promoted the assimilation of immigrants.

Know that the Canadian Bill of Rights, introduced in 1960, rejected discrimination on the basis of race, religion, national origin, or sex.

Know that in 1962, the Diefenbaker Government introduced new regulations that ended the use of race and national origin as reasons for the exclusion of immigrants.

Skills/Abilities Objectives

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Practise developing criteria for the purposes of evaluating actions.

Values Objectives

Should the majority group within a society determine the form of the relationship with minority groups within the society, and with groups newly entering the society?

What form of relationship promotes the unity of the nation:

- assimilation?
- accommodation? or,
- segregation?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Application Lesson for: Social Change, Immigration, Racism, Societal Expectations, Accommodation, Assimilation, Consequences, and Policy.

- resident Canadians and immigrants from Asia;
- Canadians and particular ethnic groups during the First World War; and,
- the relationship and attitudes of resident Canadians and immigrants during the inter-war period.

Each group should identify the factors/influences that contributed to the relationship that evolved between the particular populations.

Have the students discuss whether each of the possible approaches to cultural change are present in contemporary Canadian society.

- Have students use newspapers, magazines, and other media to identify a number of issues that are influencing the relationships among the peoples of Canada.
- Have students identify contemporary conditions and influences that are affecting how groups within Canadian society are relating to each other.

Have the class discuss which of the approaches should guide relations among peoples within a diverse society such as Canada.

- Provide the students with the **Student Information Sheet: *The Citizen Forum and the Canadian Identity***, and the **Student Information Sheet: *Immigration and the Point System***.

Students can use the Student Information Sheets as a reference when constructing a list of ten principles that should guide relations among the peoples of Canada.

Content

Public concern over immigration continued. That public, in turn, influenced government policy. There was considerable anger over would-be immigrants entering the nation illegally, and the government responded.

- The acceptance rate of refugee immigrants declined from about 75 percent in 1989, to about 50 percent in 1993. New legislation also limited the right of rejected applicants to appeal.

The policy of multiculturalism has prompted a debate within Canadian society.

Supporters of multiculturalism argue that:

- the policy has made Canada a more tolerant society;
- that the nation's problems are not the result of its diversity, but are often the result of a failure to recognize diversity as being necessary and normal;
- that ethnic strife rarely occurs when diversity is encouraged;
- that the policy works to remove discriminatory barriers that preclude equality; and,
- that multiculturalism is not an option, but a necessary response to the reality of a diverse Canadian society.

Opponents suggest that the policy tends to promote too much diversity and pluralism in Canada.

- **By focusing on our cultural differences and our individual rights, Canadians have lost the sense of what binds them together as a collective society.**

The 1980s were characterized by recessions and high unemployment. These new uncertainties had profound political consequences.

Continued Economic Well-being: The Fiscal and Global Challenges

Continuous economic growth, in the decades following the Second World War, had made it possible for governments to establish a network of social support programs.

- However, the high levels of unemployment and inflation that characterized the late 1970s, made it increasingly difficult for government to continue to finance such programs.

Concepts (Knowledge Objectives)

Multiculturalism

Know that the Trudeau government, in October 1971, proclaimed "a policy of multiculturalism within a bilingual framework." The government pledged to provide support to all Canadian cultural groups in combatting discrimination.

The policy was based on the following principles:

- support and assistance for cultural groups to overcome cultural barriers to full participation in Canadian society;
- promotion of the interaction among all cultural groups in the interest of national unity;
- assistance for cultural groups to maintain and develop their cultures; and,
- assistance for immigrants to acquire at least one of Canada's official languages.

Know that the Constitution Act of 1982 declared that the Charter be interpreted in a manner consistent with the "preservation and enhancement of the multicultural heritage of Canada."

Francophones and Immigration

Know that between 1945 and 1980, between one-half and two-thirds of immigrants were English-speaking, while three percent of immigrants were francophone.

Know that francophone Quebecers fears over immigration and the tendency of immigrants to integrate into the anglophone community have prompted successive Quebec governments to seek greater control over immigration into the province.

- Know that Quebec governments have placed restrictions on the education of immigrant children to increase the chances of that population becoming francophones.

Diversity

Know that as the nation became more culturally diverse, various ethnic groups became more assertive about preserving their cultural heritage and reinforcing their position within the Canadian community.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the assumptions surrounding concepts and paradigms.

Practise identifying consequences as a means of evaluating policies and actions.

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise using the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

Should it be the role of government to promote the interests of particular segments/populations in the society?

If government is seeking to create a societal climate of accommodation among the peoples of Canada, how should that be accomplished:

- by public education?
- by legislation?
- by a combination of public education and legislative actions?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Development Lesson for: Dialectical Evaluation, Criteria, Moral Tests, Ethnic Nationalism, National Well-being, Government, National Unity, Multiculturalism, and Consequences.

See Activity Two of the Unit Five Activity Guide for a more detailed outline of the suggested activity.

Note: Inform students that they will be engaged in a dialectical exercise focusing on the issues arising from living in an increasingly culturally diverse nation, and the response of government to that diversity.

Have a class discussion on the challenges associated with developing relationships within culturally diverse societies such as Canada.

- Provide some historical and contemporary examples of how societies have responded to the issue.

Note the re-emergence of ethnic nationalism, throughout the world, following the Second World War.

- Note some of the political consequences that have resulted from the emergence of ethnic nationalism.
- Discuss whether expressions of ethnic nationalism can be found within the Canadian community.

Discuss some of the characteristics commonly associated with ethnic nationalism.

Discuss with the students the following principles that constitute the federal government's policy of multiculturalism.

- Discuss some the arguments used to support and oppose the policy of multiculturalism.

Note the cultural diversity that exists in contemporary Canadian society.

Content

- Personal and corporate incomes stagnated as the costs of the social safety net increased. The fiscal position of governments deteriorated as their taxation revenues declined.

By agreeing to cost-shared programs with the provinces in the areas of health, education, and welfare, Ottawa had committed itself to make outlays that it could not control.

- The rising expenditures of transfer payments to individual citizens, businesses and other levels of government, contributed greatly to the growing national debt.
- Between 1974 and 1978, payments to the provinces rose from \$6 billion to \$10.5 billion.
- Transfer payments to individuals, such as unemployment insurance, rose from \$8.7 billion to \$14.6 billion. Subsidies to businesses rose from \$2.8 billion to \$4 billion.
- As the national debt increased, the cost of servicing that debt also increased, from \$3 billion to \$6.4 billion.

Changing international conditions threatened the prosperity that sustained the social safety net and the nation's high standard of living.

- By the 1970s, Japan was challenging the western industrialized nations for both domestic and external markets. Japanese televisions and cars were putting North American factories out of business. Singapore, Taiwan, Hong Kong and South Korea entered the global marketplace, and competed against Canadian exports.

The Neo-conservative Challenge: Triumph of the Marketplace

The economic uncertainties arising in the 1970s had political consequences.

The ideological tenets that supported government intervention in the marketplace and the development of a social safety net were now being challenged.

- A perception that policies that had worked in the past no longer worked contributed to a growing sentiment that the intrusiveness of government was responsible for many of the ills facing western societies.

Concepts (Knowledge Objectives)

Expenditures

Know that prior to 1974, the federal government consistently operated with surpluses. Every year after 1974, the government expenditures exceeded government revenues.

Know that the expansion of government social programs raised government spending substantially.

- Know that in 1950, the federal government spent just over \$1 billion on health and social welfare.
- Know that by 1971, the federal government was spending \$9 billion on health and social welfare.

Inflation

Know that the OPEC oil embargo of 1973 had the effect of dramatically increasing the costs of imported oil. The price increase fuelled inflation and unemployment throughout the industrialized western nations.

Transfer Payments

Know that federal transfer payments to individuals include: Old Age Security, the Guaranteed Income Supplement, the Child Tax Credit, the Canada Assistance Plan, Unemployment Insurance, and the Quebec and Canada Pension Plans.

- Know that transfer payments to persons are the largest category of expenditure by the federal government. Total expenditures for 1993-1994 for the federal government was \$160.2 billion. Transfer payments to individuals amounted to over \$40 billion.

Economic Well-being

Know that by the early 1970s, the prosperity that Canada and other industrialized nations had enjoyed for 30 years, was being challenged by new international competitors including Japan, Taiwan, Korea and other Pacific rim nations.

Know that the formation of trading blocs, such as the European Community, restricted access for Canadian exports to a number of foreign markets.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise considering and using consequences as a test for evaluating logical arguments.

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise using the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

What should be the role of government in determining the economic well-being of individuals and regions of the nation?

Should the economic well-being of individuals and regions of the nation be determined by the operations and forces of the international marketplace?

Should a nation seek to limit the impact of the actions and policies of other nations, and the international marketplace, on the economic well-being of its citizenry?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Government, Economic Well-being, Exports, Trade, External Influence, Social Safety Net, and Region.

See Activity Three of the Unit Five Activity Guide for a more detailed outline of this suggested activity.

Discuss how governments play a significant role in the well-being of individual citizens and regions of the nation.

- Provide some historical and contemporary examples.

Have students generate a list of services and programs, either operated or financed by government, that provide for the well-being of individual citizens and regions of the nation.

Assign student groups to investigate the role of government during the following periods:

- colonial period; expansion of the new nation from coast to coast; early decades of the 20th century; period between the two world wars; and, the decades immediately following the Second World War.

Have students discuss the costs of such programs. How are they paid for?

- How is the state of the national economy influence government revenues?
- What factors significantly affect the state of the Canadian economy?

Discuss the importance of export trade to the well-being of the national and prairie economies. Discuss how governments attempt to assist Canadian exporters.

Students could engage in the following dialectical discussion on the role of government in promoting and sustaining the economic well-being of the nation.

Content

The neo-conservative political-economic paradigm challenged the concept of interventionist government.

- Government interference in the workings of the marketplace and the costs of supporting a vast social safety net were blamed for the West's economic woes. Neo-conservatives found a ready audience throughout the Western Europe and North America.

Tenets of the neo-conservatism addressed both the role of government and the generation of economic wealth.

- Government should restrict its activities to non-economic concerns, such as national defence and the setting of national laws.
- Individuals should assume a greater responsibility for their individual well-being.
- The marketplace is the generator of economic activity and prosperity and is best able to distribute goods and services.
- Government intervention in the workings of the marketplace, through taxation, regulation and expansion of programs, have made the economies of the Western industrialized world inefficient.
- Governments could best help the economy by reducing taxes, controlling inflation, and allowing the private sector to adjust to changing economic conditions.

Neo-conservatives increasingly saw the world as one global marketplace, and believed that prosperity could best be secured through global free trade.

- A global marketplace would allow resources, goods, services, and capital to move freely and operate without national restrictions.
- All nations and enterprises, such as multinational corporations, should have access to world's resources and markets. That would necessitate the elimination of trade barriers between nations.

Throughout the Western world, the new mercantilism was championed by political parties labelled "neo-conservative."

Concepts (Knowledge Objectives)

Ideology

Know that there is a ongoing debate over what the proper relationship between the state (government and its policies) and the marketplace (economic activity) should be.

Know that the paradigms of reform liberalism, democratic socialism, and neo-conservatism, each defines the relationship between the people and the government, and the role government has in securing the economic and social well-being of the citizenry.

- Know that the advocates of the differing political paradigms compete for the support of the Canadian public.

Ideology

Know that the policy orientation and a number of actions of the Mulroney government were influenced by the economic theories of the U.S. administration of Ronald Reagan and Britain's Margaret Thatcher.

Neo-conservatism

Know that the tenets of neo-conservatism represented an ideological challenge to the tenets that created the safety net, were to define the political debate on the role of government.

Know that neo-conservatism shared many of the ideological tenets of classical liberalism.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the critical attributes of concepts and paradigms.

Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical and contemporary situations.

Practise considering and using consequences as a test for evaluating logical arguments.

Should the operations of the marketplace including determining what is produced, and the distribution of the products, services, and wealth be regulated by government?

Are there certain services that are best operated by government?

Are there certain services that are best operated by non-government entities?

What criteria should be used to determine when government should intervene, regulate or operate certain services:

- national well-being?
- national standards of services to all citizens?
- profitability? and/or,
- costs of government intervention/acquisition of service?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Neoconservatism, Privatization, Criteria, Globalization, Equalization, and Regional Disparity.

Have the students review the major tenets of neo-conservatism.

- note how neo-conservatives view government and the role of government;
- note that the issue of government deficits is considered of more importance than other issues such as unemployment and social services;
- note the assumptions concerning wealth accumulation and the rewards of the market place;
- note the relationship that should exist between the individual and government; and,
- note the belief in the marketplace as the best means to generate economic activity, produce and distribute products and services.

Provide students with the **Student Information Sheet: The Rise of Neo-conservatism and the Triumph of the Marketplace**. Have the students discuss how the tenets of neo-conservatism differs from the tenets of reform liberalism and democratic socialism.

- Students could construct an analytical grid that illustrates the ideological differences.
- The grid could address the issues noted above. See the **Student Worksheet: Ideological Comparisons**, in the Unit Five Activity Guide. The worksheet illustrates a possible grid format.
- Students could add particular issue topics, such as the environment, to the grid.

Have groups of students investigate how neo-conservative governments in Britain and the United States have reduced the role of government and lessened its control/influence over the marketplace.

Content

- In 1979, Britain's Margaret Thatcher launched her government on an extensive program aimed at reducing the role of government. A number of previously nationalized firms were privatized.
- The American Reagan Administration of the 1980s, was also dedicated to privatization and de-regulation of the economy and championed the cause of international trade liberalization.
- The rhetoric of both governments towards the Soviet Union was reminiscent of the Cold War.
- **The Canadian political scene did not remain impervious to the political rise of neo-conservatism.**

The Mulroney Era: "Limits" on Government

In 1984, the Progressive Conservatives, led by Brian Mulroney, were elected. They governed the nation for the next decade.

- The new government's priorities included making government less intrusive in the workings of the marketplace, reducing the role of government, and seeking a close economic and political relationship with the United States.

The Mulroney government initiated legislation that reduced government regulation of foreign investment and its role in the marketplace.

- Shortly after taking office, the Conservatives effectively removed the power of the Foreign Investment Review Agency. That agency had been established to block or regulate external takeovers of Canadian businesses.
- The National Energy Program was also dismantled. The price of oil would be determined by world markets and not the government of Canada.

In 1989, the Conservatives introduced measures to reduce federal transfer payments to the provinces.

- **The reduction in federal contributions to medical care, higher education, and social assistance meant that the provinces had to assume a greater proportion of the costs to maintain the same level of services.**

Concepts (Knowledge Objectives)

Neo-conservatism

Know that the major tenets of neo-conservatism include:

- the marketplace is the generator of economic activity and prosperity and is best able to distribute goods and services;
- government intervention in the workings of the marketplace is undesirable and should be limited; and,
- individuals should assume a greater responsibility for their individual well-being.

Know that neo-conservatism which called for a limited role for government and the promotion of economic globalization, did not go unchallenged.

- Know that there was the opinion that government could play a significant and positive force in guiding economic activity and formulating the national economic agenda.

Nationalism

Know that while economics and ideology tied Canada closely to the United States, there were Canadians who were concerned about the implications of that close relationship.

- Know that Canadian nationalists have been concerned about the influence of the Americans on the Canadian political, cultural and economic agendas.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise using the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

Should various non-government entities in the marketplace, ensure that the economic well-being of a region's population is an integral element of their agendas?

Should governments be governed by the same forces and constraints as the marketplace?

Is government a business?

Continuation of the Concept Application Lesson for: Neo-conservatism, Privatization, Criteria, Globalization, Equalization, and Regional Disparity.

Discuss the neo-conservative belief that the individual should be more responsible for their own well-being.

- Note that governments have been reducing and even cancelling programs that have assisted individuals in the past.

Have the students focus on the issue of how the privatization of previously government-operated and -funded services would affect themselves and the Canadian community.

Have the students focus on one of the following areas: medical services, pension plans, and security through law enforcement and correctional institutions.

- Each group should:
 - address the issue of accountability to the public;
 - address the issue of the direct costs that would be incurred by the individual to receive the particular service;
 - address the issue of universality; and,
 - address the issue of equality of services.

The students could engage in a dialectical activity focusing on the following thesis:

- Certain services or responsibilities should be controlled by the public sector and not left to the workings of the marketplace.

Content

The Mulroney government believed that the public sector (government) had to be downsized because it had become too large and was crowding out the private sector.

- By 1993, the government had reduced the size of the federal civil service from about 230 000 to about 220 000 employees.

Despite the reduced number of civil servants, the overall federal budget continued to grow faster than the rate of inflation. The Mulroney government did not severely reduce the accumulated national debt nor the annual deficit.

- For the fiscal year 1993-1994, the Mulroney government incurred a deficit of \$45 billion.

Believing that the private sector could more effectively operate some government programs and operations, the Mulroney government, between 1984 and 1989, completely or partly privatized sixteen Crown corporations and operations.

On the international scene, the American Reagan administration found an ideological ally in Prime Minister Mulroney.

- The election of Ronald Reagan as U.S. President, in 1980, marked a new era of tension between the Soviet Union and the United States. The Reagan administration sought Canadian compliance in actively challenging the Soviet Union.
- Reagan initiated the U.S.'s largest peacetime increase in military spending. Emphasis was on modernizing the nuclear capabilities of American forces.

The Mulroney government was committed to closer relations with the United States and in March of 1985, the two nations agreed on a \$7 billion overhaul of NORAD.

- In 1987, the government issued a White Paper on defence policy that proposed an upgrading of the armed forces, and the acquisition of a fleet of nuclear-powered submarines to patrol the Arctic region.
- Budget considerations and the demise of the Soviet Union, in the late 1980s, both contributed to cancellation of the submarine program.

Concepts (Knowledge Objectives)

Privatization

Know that privatization is the sale of government-owned assets or activities to the private sector.

Deficit

Know that debt charges, which are interest payments on the government's debt, represent the second largest expenditure of the federal government.

- Know that more than one-third of federal tax revenues go to interest payments on the national accumulated debt.
- Know that in 1993-1994, transfer payments and debt charges accounted for half of the federal spending.

Cruise Missiles

Know that the Trudeau government had agreed, in 1981, to allow the U.S. military to test unarmed Cruise Missiles on Canadian territory. Those tests generated considerable controversy among the Canadian public.

Strategic Defence Initiative

Know that during the early 1980's, Litton systems (Canada) Limited had received Canadian government loans and grants to develop and produce a navigational guidance system for the Cruise missile.

Foreign Policy

Know that a major foreign policy goal of successive Canadian governments has been to secure international markets for Canadian exports and to promote reduced trade barriers at the international level.

Sovereignty

Know that international forces represent a challenge to the ability of Canadians to exercise sovereignty over their national and societal decision making.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying cause and effect relationships.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise developing and applying criteria for the purpose of evaluating contemporary actions and policies.

Practise applying the thinking skills of:

- stating criteria that can be used as a basis for decisions; and,
- presenting such tests as consequences that justify the criteria selected.

Does Canadian reliance on the well-being of the U.S. economy and the actions/policies of the American government, represent a danger to the well-being of the Canadian nation?

What criteria should a nation use to determine the consequences of a relationship with another nation?

Should the well-being of other nations be a consideration in entering into a relationship with another nation?

Do all regions of the nation benefit from the NAFTA?

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills
- Numeracy

Concept Application Lesson for: Imports, Exports, Protectionism, Free Trade, Trading Blocs, Regions, Tariff, Deficit, and Surplus.

See Activity Four of the Unit Five Activity Guide for a more detailed outline of this suggested activity.

Note the importance of trade to Canada's economy.

- About 25 percent of all the goods and services produced in Canada are exported.
- One job in five exists because of exports.
- Each year, Canadians import goods worth more than \$160 billion.
- The value of our exports is even greater. In 1992, we exported goods worth over \$158 billion and imported goods worth about \$148 billion. Canada had a trade surplus for goods of about \$10 billion.

Provide the students with the **Student Information Sheet: *Canada's leading Imports and Exports.*** Discuss the major categories of items that Canadians import and export.

Provide the students with the **Student Information Sheet: *Expanding World Trade, GATT and Trade Liberalization.*** Discuss the formation of trading blocs in recent decades. Why do nations form trading blocs?

Discuss with the students the points that have been made to support NAFTA and the points that have been made to oppose NAFTA.

Provide students with a list of Canadians in different occupations, residing in different regions of the nation. For example:

- Saskatchewan potash worker;
- Nova Scotia fisherman;
- Montreal shoe-factory worker;

Content

The Mulroney government's movement towards a closer economic relationship with the United States, was to re-awaken nationalist sentiment and opinion within the nation and generated considerable controversy.

The Free Trade Debate: Clash of Paradigms

The general economic uncertainties made Canadians acutely aware of the nation's dependence on trade, and focused attention on the importance of the U.S. market to Canada's economic well-being.

- In 1982, the Trudeau government established a commission to investigate economic options for the nation.
- The Commission on Canada's Future issued its report in 1985 and suggested that free trade with the United States provided the best hope for continued economic prosperity.

Increasing protectionist sentiments in the United States and the creation of trading blocs such as the European community provided a sense of urgency that Canada had to secure access to its largest trading partner, the United States.

- In early 1985, the Mulroney government initiated negotiations with the U.S. with the intention of establishing free trade.

The government's intentions became a catalyst for an intense and emotional debate.

The debate divided the nation with differing occupational groups, employment sectors, and regions of the nation taking opposing stands.

- Regions with economies dependent on the export of raw resources were more supportive of the free trade proposal.
- Ontario, where the nation's manufacturing sector was located, feared that free trade would see many companies, particularly American subsidiaries, moving to the larger U.S. market, with the accompanying loss of thousands of jobs.

Concepts (Knowledge Objectives)

Exports

Know that the wealth obtained by exporting resources to external markets has contributed to the high standard of living enjoyed by most Canadians.

Know that 30 percent of Canada's production is for export. Most other western industrialized nations have less than 10 percent of their economies tied to exports.

- Know that based on a percentage of gross national product, Canada is the world's largest economic trader. In the 1990s, 33 percent of Canada's GNP came as a result of international trade.
- Know that in 1990, Canada ranked as the eight largest exporting nation in the world. The value of those exports was \$131 billion U.S. Canada's share of the world's trade was 3.8 percent.

Economic Integration

Know that the importance of the U.S. market was evident.

Know that Canada's dependency on U.S. markets has increased throughout the 20th century.

- Know that in 1987, over one-third of Canada's G.N.P. was derived from foreign trade. Three-quarters of Canada's exports were being sold to the United States.

Free Trade

Know that the debate over the merits of a free trade agreement with the United States divided the Canadian public and placed regions of the nation in opposing camps.

- Know that advocates of free trade argued that secure access to the U.S. market was essential since almost 80 percent of Canada's exports went to the U.S. and over 2 million Canadian jobs were dependent upon that trade.
- Know that they claimed that the Agreement would give Canadian producers and manufacturers open access to a market of 250 million people.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise developing criteria for the purpose of analyzing information.

Practise relating historical events to contemporary issues.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise constructing an analytical grid to categorize and classify information for the purpose of analyzing the information.

Practise using consequences as a test for evaluating policies and decisions.

Will Canadians be able to respond to changing conditions in global trade?

Will future generations of Canadians will be able to enjoy the high standard of living enjoyed by past and present generations of Canadians?

Continuation of the Concept Application Lesson for: Imports, Exports, Protectionism, Free Trade, Trading Blocs, Regions, Tariff, Deficit, and Surplus.

- person wanting to buy a private yacht;
- owner of a large Canadian boat factory; and,
- factory worker in Ontario.

Have the students select those Canadians who would probably benefit from and favour the Free Trade Agreement and those who would probably oppose the Agreement.

Student groups could be assigned to different regions of the nation to determine whether their particular region would benefit from the Agreement.

- There should be class agreement on the regional indicators they will investigate.
- The students could construct an analytical grid that lists those indicators and the impact of NAFTA on the various regions of the nation.

Discuss with the students how the world's economy has changed in the last 50 years.

- Provide several examples of changing economic conditions in international trade.

Have the class discuss the following issues/points concerning trade in the future:

Can we maintain our traditional markets?

- Canada has largely relied on export of raw materials or products made from natural resources. However, developing countries are now providing cheaper forest, mineral, and fish products to our traditional markets.
- How can we maintain our traditional markets in the face of this new competition?

Can we develop new products to create new markets? Canadians have invented many products, including the telephone, snowmobile, zipper, snowblower, hydrofoil, and newsprint that have greatly affected the world.

Content

Ontario's concerns were echoed by organized labour which feared a loss of unionized manufacturing jobs with the movement of plants to the U.S.

Organized labour feared that free trade with the United States would entrench the pattern of negotiations and increased layoffs that had begun in the late 1970s.

- The late 1970s and 1980s had seen the impact of the recession, increased foreign competition, and the downsizing of government translated into higher levels of unemployment.
- By the winter of 1977, 944 000 Canadians were officially unemployed, the highest rate since 1940. By 1978, there were over one million or 9.7 percent of the workforce, unemployed.
- In the wake of massive layoffs and low demand for products, companies began to insist that their workers relinquish some of their past gains in terms of wages, bonuses, fringe benefits and other work conditions.
- A pattern of bartering jobs for contract concessions emerged in both industrial and service industries.

The details of the free trade treaty were agreed upon in late 1987. The following year, the Mulroney government called an election for November 1988.

- In that election, the opponents of free trade divided their support between the N.D.P. and the Liberals. The Conservatives, with only 43 percent of the vote, won a majority of seats in Parliament.
- **The Agreement came into effect on January 1, 1989.**

The U.S. initiated negotiations with Mexico for a similar free trade deal. The Canadian government was anxious to be included in the talks.

- In 1993, the North American Free Trade Agreement, which created a free trade region encompassing Canada, Mexico and the United States, came into effect.

The formation of regional trade blocs such as the North American Free Trade Agreement was a manifestation of a general world-wide move towards trade liberalization.

Concepts (Knowledge Objectives)

Know that those opposing free trade argued that free trade would result in:

- multinational corporations consolidating their North American operations in locations with lower production costs and wages;
- the destruction of domestic industries due to a flood of cheaper American imports;
- a threat to Canada's cultural industries;
- Canadians being forced to harmonize their social and environmental policies with those of the U.S.;
- undue American influence over internal Canadian policy formation;

Opponents of free trade argued that it was not necessary since American industry depended on Canadian resources and markets and were not likely to pull out if free trade was not realized.

Globalization

Know that those who accept the presence of globalization articulate a view of the world that has implications for individual nation-states.

- Know that nations are viewed as being integral parts of a world-wide economy.
- Know that the well-being of any nation/region will depend on how it fares in the world-wide marketplace.
 - Know that technology has facilitated mobility of capital, raw materials and consumer goods that has caused national economies to become increasingly interdependent.
 - Know that this integration demands that individual states co-ordinate their national economies and policies to be competitive in this world-wide marketplace.

Trade Liberalization

Know that there emerged a consensus among the major trading nations, in the early 1980s, that the free trade of goods and services between nations be encouraged and that restrictions on free trade be reduced/eliminated.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying cause and effect relationships.

Practise defining the assumptions that underlie a paradigm.

Practise applying the critical attributes of concepts and paradigms for the purpose of evaluating contemporary events, actions and issues.

What criteria should a nation use when deciding whether to associate itself with another nation or group of nations:

- economic considerations?
- political considerations?
- cultural and social considerations? and,
- military/defence considerations?

Does Canadian reliance on the well-being on the U.S. economy and the actions/policies of the American government, represent a danger to the well-being of the Canadian nation?

- Incorporating the C.E.L.s
- Critical and Creative Thinking
 - Personal and Social Values and Skills
 - Independent Learning

Concept Application Lesson for: Free Trade, Continentalism, Nationalism, Decision Making, and Sovereignty.

Review with the students the history of Canadian-American relations since 1945.

- Note political factors that have facilitated close relations between the two nations, such as the Cold War and shared ideology.

Discuss factors that facilitate a close economic relationship between the two nations including:

- the role of geography;
- the size of the North American consumer marketplace and the relative size of the Canadian marketplace;
- the dependence of the Canadian economy on access to the U.S. domestic market; and,
- the reciprocity agreements and economic arrangements made in the past between the two nation.

Briefly discuss why the two nations need close economic relations.

Have student groups articulate the continentalist and nationalist paradigms on the issue of free trade and growing economic integration between the two nations.

The tasks of the groups could include:

- providing a historical context that provides justification/support for their respective arguments;
- providing the major arguments in support of this stance on the issue;
- providing statistical support for arguments;

Content

- At the global level, the General Agreement on Trade and Tariffs achieved modest steps towards a reduction in trading barriers among all nations.

Trade liberalization, promoting the reduction of trade barriers, has had consequences:

- Canadian manufacturers and companies had to face increased foreign competition in both the Canadian domestic market and in foreign markets.

The traditional control exercised by the Canadian nation over its economic, cultural and social policy formation was increasingly being challenged by international organizations that rival nation-states in terms of resources.

- Multinational corporations, resource cartels, global money markets, and investors, were increasingly able to influence the decisions made by individual governments.
- Both GATT and NAFTA had the authority to evaluate the trading practices of individual nations, and if necessary, to impose trade sanctions on nations not meeting the general rules of the respective organization.
- The ability of Canadian governments to respond to Canadian economic realities had to be tempered by the need to abide by the rules and regulations of such international organizations.

The Mulroney Conservatives had gained electoral support from Quebec nationalists with the promise of constitutional reform that would meet the needs and interests of francophone Quebec. Beginning in the late 1980s, the government focused on the Quebec issue.

Meech Lake and Charlottetown: Failed Attempts At Constitutional Reconciliation

Quebec never signed the 1982 Constitution and Brian Mulroney had campaigned on the promise of bringing Quebec into the Constitution.

- Quebec Premier Robert Bourassa made Quebec's acceptance of the Constitution conditional on Quebec being recognized as a distinct society with a veto on constitutional amendments.

Concepts (Knowledge Objectives)

Sovereignty

Know that manifestations of globalization, such as the reduction in international trade barriers, has challenged the sovereignty of nation-states including Canada.

- **Know that political boundaries and national sovereignty appear to have been marginalized by global economic and environmental forces that demand integration, interdependence and uniformity on a transnational scale.**
- **Know that national political and economic agendas are increasingly vulnerable to the demands and forces and players in the international marketplace.**

Know that some multinationals possess the resources to compete for influence with nation-states in establishing national agendas and priorities.

- **Know that multinationals control more than twice as much wealth as the reserves of all the central banks and international monetary institutions together.**

External Influence

Know that international organizations, such as the General Agreement on Trade and Tariffs, have the power to influence the economic policies and trade practices of individual nations.

- **Know that one of the targeted responsibilities of GATT is to reduce unfair trade practices by its member states. GATT has the power to determine whether particular national subsidies/policies, give that nation's producers, an unfair trade advantage over international competitors.**
- **Know that international organizations such as GATT and the multinationals have the potential to influence the domestic political and economic agendas of individual nations, including Canada.**

Constitution

Know that Quebec did not recognize or accept the repatriation of the Constitution and the terms of the Constitution Act of 1982.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the skills of dialectical evaluation:

- defining relevant viewpoints within the information;
- testing the viewpoints for factual accuracy;
- testing the viewpoints for their morality;
- evaluating the factual and moral testing; and,
- forming a conclusion about the issues.

Practise using the moral tests of:

- role exchange;
- universal consequences; and,
- new cases.

What criteria should a nation use to determine the consequences of a relationship with another nation?

Continuation of the Concept Application Lesson for: Free Trade, Continentalism, Nationalism, Decision Making, and Sovereignty.

- providing an analysis of international conditions that support their argument;
- discussing possible consequences of free trade on regions of the Canadian nation and sectors of the Canadian economy; and,
- discussing the implications of the free trade agreement on Canadian sovereignty.

Have the class discuss the impact of free trade on the Canadian economy since its inception in 1989.

- What has been the impact on secondary employment in Canada?
- How has the economic well-being of the various regions of the nation been impacted by free trade?

Students could engage in a dialectical evaluation activity focusing on the following issues:

- Has economic integration with the United States meant a lessening of the ability of Canadians to establish national economic and social agendas?
- Will economic integration with the United States, as demonstrated in the Free Trade Agreement between the two nations, benefit the Canadian nation?

Content

A first ministers' conference held at Meech Lake, in April 1987, tentatively approved a package that met Quebec's demands and incorporated concerns expressed by other provinces.

The Meech Lake Accord envisioned a nation quite different from the vision articulated by postwar Liberal federalism.

- The Accord gave each province a veto on constitutional changes.

While the Accord had the support of all the first ministers and three national party leaders, it also had many opponents.

- The Quebec separatists still insisted that Quebec had to be a sovereign nation and would not accept the terms of the Accord.
- Pierre Trudeau claimed that the Accord was a sell-out of federal powers to the power-hungry provinces.
- Supporters of the welfare state felt that a devolution of federal powers threatened national standards.
- The process through which the Accord was created was attacked. Many groups criticized a process in which twelve males decided the future of the nation behind closed doors.
- The unanimity requirement for amendments was attacked. Aboriginal groups saw the chance of enshrining Aboriginal self-government being forever blocked by reluctant western provinces.
- The refusal of the Mulroney government to alter any aspects of the Accord also galvanized opposition to the Accord.

By 1990, polls indicated that a majority of Canadians opposed the Accord. Neither the Manitoba or Newfoundland legislatures ratified the Accord by the June 30th deadline and the Accord died.

The failure to ratify the Accord had immediate consequences.

- A number of Quebec nationalist M.P.s, led by former Conservative cabinet minister, Lucien Bouchard, formed the Bloc Québécois whose stated goal was Quebec independence.

Concepts (Knowledge Objectives)

Decision Making

Know that the constitutional debates that followed 1982 occurred within a different context.

- Know that Canadian society, and populations within that society, were challenging the notion that the nation was simply a partnership between English and French Canada.
- Know that the debate was no longer confined to a dialogue between the political elites of English and French Canada. Aboriginal groups, women and ethnic minorities all demanded participation in the debate and decision making.

Constitution

Know that the Meech Lake Accord and the referendum on the Charlottetown Accord revealed the continuing disagreement among Canadians regarding the role of the federal government in the Canadian Confederation.

Meech Lake Accord

Know that the Meech Lake Accord provided for an expansion of provincial powers.

Know that the five major points of the Meech Lake Accord were:

- Quebec was recognized as a "distinct society;"
- three of the nine Supreme Court judges were to be from Quebec;
- constitutional amendments about the structure or power of government required the agreement of all ten provinces;
- provinces could opt out of new federal programs and establish their own matching programs with federal money; and,
- Quebec was given control over immigration policy within the province.

Ratification

Know the several provincial legislatures did not ratify the Accord by the deadline and the Accord was thereby nullified.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise identifying the assumptions that underlie a paradigm.

Practise using the following analytical skills:

- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts are related to each other.

Practise applying the critical attributes of concepts and paradigms for the purpose of evaluating historical and contemporary events, actions and issues.

Practise the skills associated with the construction of historical timelines.

Is it valid for society to apply contemporary values and beliefs to the beliefs and practices of past generations?

Do certain challenges and issues reappear over generations?

Do historical experiences and events offer contemporary societies relevant information that could assist contemporary decision making?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Relationships, Consequences, and Policy.

Review with the students the key societal relationships that are addressed in the Canadian Studies 30 course. These include:

- the relationship between the members of a society and the societal decision making that impacts their lives;
- the relationship between the people and the land;
- the relationship among the members of a society; and,
- the relationship of the society with other societies.

Briefly discuss how various generations of Canadians have defined those relationships. Discuss some of the forces that have caused Canadians to redefine those relationships.

Discuss contemporary assumptions surrounding each of the relationships, and identify the forces/factors that affecting the relationships.

Provide the students with the **Student Information Sheet: A Canadian Economic Development Timeline**. The Student Information Sheet provides students with a model chronology of key events, personalities, developments, and issues that have shaped the nation's economic history and well-being. It also reveals the influence of external factors on the well-being of the Canadian peoples.

Assign students to prepare timelines that focus on the other key societal relationships.

- The overviews of each of the course's units could be used to assist the students in constructing their assigned timelines.

Content

- Premier Bourassa indicated that he would not attend any future constitutional conferences with other premiers and established a commission on the future of Quebec. The commission's report stated that Quebec should remain in Canada only if Ottawa recognized its sovereignty in most jurisdictions.
- The Quebec government passed legislation calling for a referendum either on sovereignty or an offer of constitutional renewal from the rest of Canada.

Bourassa did return to the bargaining table and, with the other first ministers and some Aboriginal leaders, produced the Charlottetown Accord of August 1992.

- Quebec received the same terms as in the Meech Lake Accord.
- In order to obtain special status, Bourassa agreed to equal provincial representation in the Senate. The western provinces had insisted that an equal and effective Senate would ensure that the federal government would be sensitive to the needs of the peripheral regions of the nation.
- Aboriginal self-government was recognized although the parameters of self-government remained to be defined.
- A social charter that committed governments to maintaining existing social programs was included.

The governments, confident of public support, agreed to submit the Charlottetown Agreement to a nation-wide referendum.

- Opposition to the Agreement ranged from the Reform Party to the National Action Committee on the Status of Women.
- The Agreement was defeated in the referendum.

The repeated failed attempts to reach a constitutional agreement with Quebec, had political repercussions at both the federal and provincial levels.

- In the 1993 federal election, the Liberals won a majority government, the Bloc Québécois elected 54 members and Lucien Bouchard became the Official Leader of Her Majesty's Loyal Opposition.

Concepts (Knowledge Objectives)

Charlottetown Agreement

Know that major provisions of the Charlottetown Agreement included:

- recognition of Quebec's distinctiveness and of its need to promote the French language, culture and civil law;
- the New Brunswick legislature and Parliament of Canada would entrench the principle of two linguistic communities in that province;
- a social and economic union would be enforced through a stated common objectives shared by the provinces and federal government;
- the principles of equalization and regional development would be re-enforced; and,
- there would be a commitment by all governments to reduce internal trade barriers between the provinces and to work together to form a stronger economic union.

Know that Quebec's concerns were addressed by provisions that:

- guaranteed Quebec at least one quarter of the seats in the House of Commons;
- guaranteed Quebec three of the nine judges on the supreme court; and,
- included a statement of Quebec's distinctiveness and its need to promote the French language, culture and civil law.

Know that Aboriginal concerns were addressed by provisions that:

- stated that Aboriginal self-government would be a requirement for a reformed federal system;
- stated that Aboriginal and treaty rights would apply equally to men and women;
- committed the federal government to clarifying both treaty rights and the rights of the Métis; and,
- providing for four First Ministers' Conferences on Aboriginal constitutional matters.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise making hypotheses based on reasonable assumptions and inferences.

Practise the skills associated with historical research including:

- distinguishing between opinion and fact;
- identifying relevant information that contributes to an understanding of the issue;
- identifying relationships that influence the issue or contribute to a resolution of the issue; and,
- identifying the consequences of the issue.

Practise developing criteria for the purpose of analyzing information.

Practise relating historical events to contemporary issues.

Is it possible to create a society in which there is no significant disparity, among the populace, in terms of wealth, rights and opportunity?

Is it valid to compare different historical periods?

What criteria should be used to evaluate the well-being of the Canadian nation?

Incorporating the C.E.L.s

- Critical and Creative Thinking
- Personal and Social Values and Skills
- Independent Learning

Concept Application Lesson for: Criteria, National Well-being, Economic Well-being, Challenges, and Opportunities.

Discuss with the students the prosperity experienced by most Canadians during the years immediately following the Second World War. Note that some have described that period as decades of national optimism and opportunity.

- Discuss factors that would have made Canadians feel optimistic and confident.
- Note that people often view the past as the "good old days."

Note that the last decades of the 20th century have been described as decades in which Canadians faced many national and international challenges. There does not appear to be the same level of national confidence.

Have the students identify factors and conditions that would promote a sense of confidence for the individual citizen.

- What factors affect their own level of confidence about their short-term and long-term well-being?

Have the class construct criteria to evaluate the well-being of the nation during the different decades of the 20th century.

- The criteria should be distinctively Canadian in that they focus on Canadian issues such as culture and identity.

Provide the students with a list of factors they could consider, including:

- the ability of the Canadian family to obtain Canadian content through Canadian publications, radio stations, and televisions.

Content

Another regional party, the Reform Party elected the third largest number of members to Parliament. It received most of its support from Western Canada.

Two regionally-based political parties had elected substantial members to Parliament. The federal Liberals remained as the only national political party with significant electoral support in all regions of the nation.

In 1994, the Parti Québécois was elected in Quebec. It was committed to holding a referendum on Quebec separation. That referendum was held in October, 1995.

- 51 percent opposed separation and 49 percent favoured separation.
- The results showed a clear division within Quebec society. Sixty percent of francophones supported separation, while the overwhelming percentage of anglophones and immigrants opposed separation.

During the referendum campaign, the federalist side indicated that it would support a process of constitutional renewal that would decentralize political power within the federation and thereby meet the demands of Quebec and the other provinces.

The future of the Canadian nation is uncertain.

It should be remembered that Sir John A. Macdonald said, in 1861, that "whatever you do, adhere to the Union. We are a great country and shall become one of the greatest in the universe if we preserve it; we shall sink into insignificance and adversity if we suffer it to be broken."

Concepts (Knowledge Objectives)

Referendum

Know that the federal government decided to put the measure to a vote in a national referendum.

Know that the referendum on the Charlottetown Accord was defeated in a nation-wide referendum.

- **Know that on October 26, 1992, the Canadian public had an opportunity to vote yes or no to the proposed Charlottetown Accord. The result of the referendum was 54 percent opposed to the Charlottetown Agreement, and 45.5 percent voting in favour.**

Consequences

Know that the failed attempts to reach a constitutional agreement with Quebec produced political consequences at both the federal and provincial levels.

Challenges

Know that the Canadian nation has many attributes that can enable it to respond to both domestic and global challenges.

Skills/Abilities Objectives

Practise collecting and analyzing data in a systematic manner to confirm or disconfirm an hypothesis by:

- describing and define the main parts;
- describing cause and effect relationships;
- stating how the parts are related to each other.

Practise constructing an analytical grid for the purpose of analyzing and evaluation information.

Practise the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating the consequences of available alternatives.

Practise deciding upon a course of action.

Values Objectives

What has history told the Canadian people about the ability of the Canadian nation and peoples to respond to significant challenges and issues?

What must contemporary Canadian society do to successfully meet contemporary and future challenges and opportunities?

Will the next century be a future of opportunities for Canadians?

Suggested Teaching and Evaluation Strategies

Continuation of the Concept Application Lesson for: Criteria, National Well-being, Economic Well-being, Challenges, and Opportunities.

- key statistics such as unemployment rates, family incomes, immigration, poverty, and crime;
- technological advances that benefited the citizenry;
- educational opportunities for the citizenry;
- major economic developments;
- major societal issues;
- Canadian accomplishments - individual and collective; and,
- the state of the environment.

The class could agree upon a set of criteria that could be applied. An analytical grid could be constructed for the purpose of recording the information and comparing the decades.

- Each class will present its findings to the class and discuss whether the particular decade was a decade of opportunity or of challenge.

Have the class focus on the next century in the nation's history. Focus on the question of whether Canadians have a reason to feel that the future will be one of opportunity, accomplishment and well-being?

Have the class determine several critical short-term and long-term challenges that will face Canadians.

- Particular groups of students can develop possible strategies for Canadians to meet the challenges.

Have students engage in a dialectical discussion of the challenges and opportunities facing Canadians into the next century.