

Canadian History Since World War I, Grade 10, Applied (CHC2P)

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

Communities: Local, National, and Global

Overall Expectations

By the end of this course, students will:

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

Specific Expectations

Forces Shaping Canada's Policies and Canadian Identity

By the end of this course, students will:

- describe some of the policies championed by political leaders since 1914 that have contributed to a sense of Canadian identity (e.g., Tommy Douglas and medicare; Pierre Trudeau and the Canadian Charter of Rights and Freedoms);
- identify the contributions made by selected regional, provincial, linguistic, ethnic, and/or religious communities to Canada's multicultural society (e.g., Atlantic Canada, Quebec, Franco-Ontarians, Aboriginal nations, Métis, Inuit, Black Canadians, local immigrant groups, Doukhobours, Hutterites, Mennonites);
- describe how Canada's participation in selected world events and contributions to international organizations and agreements (e.g., the United Nations and the Universal Declaration of Human Rights; peacekeeping; International Campaign to Ban Landmines) have contributed to an evolving sense of national identity;
- identify some of the ways in which foreign powers (e.g., British, European, American) have influenced Canadian foreign policy (e.g., alliances, participation in wars, peacekeeping, international aid, trade);
- describe some aspects of the impact in Canada of the experience and memory of the Holocaust (e.g., immigration of Holocaust survivors; introduction of human rights legislation; policies relating to hate crimes and Nazi war criminals; nature of response to occurrences of genocide/ethnic cleansing in the world since World War II; participation in International War Crimes tribunal);

- explain how American culture and lifestyles (e.g., music, dance, clothing, speech, movies, television, Internet) have influenced Canada and Canadians in selected periods.

French-English Relations

By the end of this course, students will:

- explain why conscription was a controversial issue and how it divided English Canada and Quebec during World War I and World War II;
- identify some major events that contributed to the growth of Quebec nationalism and the separatist movement in Quebec from 1945 (e.g., Asbestos Strike, Quiet Revolution, October Crisis, Parti Québécois election victory in 1976, Bill 101, sovereignty referendums in 1980 and 1995);
- describe key responses by Canadians and their political leaders to the Quebec separatist movement (e.g., Pearson, Trudeau, Lévesque, Bourassa, Mulroney, Bouchard, Manning, Chrétien; Constitution Act, 1982; Meech Lake Accord; unity rallies; sovereignty referendums in 1980 and 1995; Calgary Declaration, 1997; Clarity Act);
- identify the major groups of French Canadians outside Quebec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe some of their efforts to achieve recognition.

Canada's Participation in War, Peace, and Security

By the end of this course, students will:

- identify the causes of World War I and World War II and explain how Canada became involved in these two wars;
- describe some of the contributions Canada and Canadians made to the war effort overseas during World War I and World War II (e.g., Ypres, Vimy Ridge, Hong Kong, the Battle of the Atlantic, Dieppe, Ortona, D-Day; contributions of individuals, such as Billy Bishop; contributions of groups, such as Aboriginal peoples; liberation of the Netherlands; convoys; liberation of prisoners from Nazi concentration/death camps);
- describe some of the contributions Canada and Canadians made to the war effort at home during World War I and World War II, as well as some of the effects the wars had on the home front (e.g., munitions industry, Halifax Explosion, women war workers, British Commonwealth Air Training Plan, Camp X, the war effort in local communities);
- describe the events leading up to the Holocaust (e.g., rise of anti-Semitism and Nazism; Kristallnacht; establishment of ghettos, concentration camps, and death camps; voyage of SS St. Louis) and assess Canada's response to those events;
- summarize Canada's role in some key Cold War activities from 1945 to 1989 (e.g., espionage, nuclear arms race, North Atlantic Treaty Organization [NATO], Korean War, North American Air Defence Command [NORAD], Cuban Missile Crisis, Vietnam War, détente, cruise missile testing and protests);
- assess some examples of the roles and functions of the Canadian armed forces since 1945, such as peacekeeping and peace making and maintaining security (e.g., Suez Crisis, Cyprus, October Crisis, Oka Crisis, Gulf War of 1991, Somalia, Afghanistan).

Change and Continuity

Overall Expectations

By the end of this course, students will:

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

Specific Expectations

Demographic Patterns

By the end of this course, students will:

- identify some major groups of immigrants that have come to Canada since 1914 and describe the circumstances that led to their immigration (e.g., push factors: impact of war, political unrest, famine; pull factors: economic opportunities in Canada, government incentives);
- describe some of the ways in which Canadian immigration policies have changed over time (e.g., quotas, point systems, incentives), and how such changes have affected patterns of immigration;
- explain some of the ways in which the lives of adolescents, women, and seniors have changed since World War I as a result of major demographic shifts and social changes (e.g., years in school, targeting as consumer group; labour force participation, birth rates, divorce rates; age of retirement, life expectancy);
- describe the changing impact of the baby boom generation on Canadian society from the 1950s to the present.

Impact of Scientific and Technological Developments

By the end of this course, students will:

- explain how some key technological developments have changed the everyday lives of Canadians since World War I (e.g., telephones, cars, airplanes, appliances, radio, television, computers, satellites, developments in biotechnology);
- explain how some key technological innovations in military and other fields (e.g., gas warfare, radar, aircraft, guided missiles, electronic surveillance, media innovations) have changed the way war has been planned and fought, and describe their impact on combatants and civilians (e.g., fire bombing, death camps, "collateral damage", postwar casualties from landmines);
- describe the effects of selected scientific and technological innovations developed by Canadians (e.g., Reginald Fessenden, Sir Frederick Banting, Joseph-Armand Bombardier, Elsie Gregory MacGill, Ursula Franklin; the Avro Arrow, the Canadarm).

Canada's International Position

By the end of this course, students will:

- identify changes in Canada's international status since World War I (e.g., increasing independence from Britain; membership in international organizations such as the League of Nations, the United Nations, the G8, the Commonwealth of Nations, la Francophonie);
- describe Canada's responses to some of the major human tragedies that have occurred since World War I (e.g., genocide in Ukraine; the Holocaust; the Nanking massacre; genocide in Somalia and Rwanda; civil war in Bosnia; the AIDS crisis in Africa; September 11);
- describe the development of Canada's role as a world leader in defending human rights since World War II (e.g., drafting the Universal Declaration of Human Rights for the United Nations; introduction of Ontario Human Rights Code, 1962, and Canadian Human Rights Act, 1977; the work of Louise Arbour in Bosnia);
- summarize Canada's changing relationship with the United States (e.g., Lend-Lease Act; Alaska Highway; St. Lawrence Seaway Agreement; Auto Pact; Vietnam War; Canada-U.S. Free Trade Agreement; Gulf War, 1991; September 11; Afghanistan; invasion of Iraq, 2003).

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

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

Specific Expectations

Social and Political Movements

By the end of this course, students will:

- summarize the key contributions of women's movements in Canada since 1914 (e.g., suffrage; access to employment, including non-traditional occupations; maternity leave; equal pay for work of equal value; child care);
- identify key struggles and contributions of the labour movement in Canada (e.g., Winnipeg General Strike, On-to-Ottawa Trek, Quebec Asbestos Strike, Canadian Labour Congress, Canadian Auto Workers, forty-hour work week, health and safety legislation, minimum wages, employment standards), as well as key contributions of selected labour leaders (e.g., Madeleine Parent, Beverly Mascoll, LuAn Mitchell-Halter, Bob White, Judy D'Arcy);
- describe some of the factors shaping the experience of Aboriginal peoples in Canada since 1914 (e.g., relocation, urbanization, education, pressures to assimilate) and ways in which Aboriginal people have worked to achieve recognition of Aboriginal and treaty rights;

- compare the different beliefs and values of selected political parties that emerged out of political movements (e.g., Co-operative Commonwealth Federation [CCF], Social Credit, Union Nationale, Bloc Québécois, Reform/Canadian Alliance, Green Party).

Individual Canadians and Canadian Identity

By the end of this course, students will:

- describe how selected significant individuals have contributed to the growing sense of Canadian identity since 1914 (e.g., Nellie McClung, Arthur Currie, Thérèse Casgrain, Maurice Richard, Georges and Pauline Vanier, Max Ward, Marshall McLuhan, Rosemary Brown, Matthew Coon Come, Adrienne Clarkson);
- describe how the work of selected artists (e.g., Ozias Leduc, the Group of Seven, Gabrielle Roy, Farley Mowat, Joy Kogawa, Oscar Peterson, Chief Dan George, the Guess Who, Toller Cranston, Karen Kain, Michael Ondaatje, Drew Hayden Taylor, Susan Aglukark) has reflected Canadian identity.

Social, Economic, and Political Structures

Overall Expectations

By the end of this course, students will:

- explain changing economic conditions and patterns and how they have affected Canadians;
- assess the changing role and power of the federal and provincial governments in Canada since 1914.

Specific Expectations

Influence of Economic Structures on Daily Life

By the end of this course, students will:

- compare economic conditions at selected times in Canada's history and describe their impact on the daily lives of Canadians (e.g., boom periods of the 1920s, the 1950s–1960s, the 1980s; the Great Depression; World War II; 1970s inflation; the oil crisis of 1973; the recession of the 1990s; the dot-com bubble of 2000);
- assess the advantages and disadvantages of American participation in the Canadian economy (e.g., branch plants; market for resources; Auto Pact; free trade agreements; fisheries, lumber, and cattle disputes; big box stores);
- identify some of the major effects of, and concerns arising with, freer trade and globalization (e.g., creation of the North American Free Trade Agreement [NAFTA], World Trade Organization [WTO]; changing role of marketing boards; problems relating to trade of genetically modified organisms; reactions to fear of spreading disease, such as mad cow disease; effects on working conditions; creation of organizations such as Free the Children), focusing on at least two groups (e.g., farmers, businesses, workers, consumers, the poor);
- identify the contributions of selected Canadian entrepreneurs and Canadian-owned firms to the development of the Canadian economy (e.g., Samuel Bronfman, K.C. Irving, Tom Bata,

George Weston, Frank Stronach, Heather Reisman; Canadian Pacific Railway, Quebecor, Power Corporation of Canada).

Changing Role and Power of Governments

By the end of this course, students will:

- explain why selected social welfare programs (e.g., old age pensions, unemployment/employment insurance, family allowance, medicare, Ontario Disability Support Program) were established in Canada;
- assess key instances in which the Canadian government chose to restrict citizens' rights and freedoms, in wartime and peacetime (e.g., centralized planning, rationing, censorship, Wartime Elections Act, War Measures Act, mandatory registration of enemy aliens, Japanese-Canadian internment, Anti-Terrorism Act after September 11);
- identify how the federal government has used the media (e.g., radio, television, film, books, magazines, Internet) to promote a common Canadian identity.

Methods of Historical Inquiry and Communication

Overall Expectations

By the end of this course, students will:

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

Specific Expectations

Research

By the end of this course, students will:

- formulate different types of questions (e.g., factual: What were the consequences of the Halifax Explosion?; causal: What were the main causes of the Oka Crisis?; comparative: What are the main differences in the demands of the first- and second-wave women's movement?; speculative: What would be some of the consequences of closer economic ties with the United States?) when researching historical topics, issues, and events;
- gather information on Canadian history and current events from a variety of sources (e.g., textbooks and reference books, newspapers, the Internet) found in various locations (e.g., school and public libraries, resource centres, museums, historic sites, community and government resources);

- distinguish between primary and secondary sources of information (e.g., primary: diaries, documents; secondary: textbooks, television documentaries), and use both in historical research;
- evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, underlying assumptions, stereotyping, prejudice, and bias);
- organize and record information gathered through research (e.g., using notes, lists, concept webs, timelines, charts, maps, graphs, mind maps);
- formulate and use a thesis statement when researching a historical topic or issue;
- identify various job, career, or volunteer opportunities related to the study of history and their own history-related interests (e.g., teacher, journalist, tour guide).

Interpretation and Analysis

By the end of this course, students will:

- analyse information, employing concepts and approaches appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences; adopting the perspectives of different participants in historical events);
- distinguish between fact, opinion, and inference in texts and visuals found in primary and secondary sources;
- identify different viewpoints and explicit biases when interpreting information for a research project or when participating in a discussion;
- draw conclusions on the basis of relevant and sufficient supporting evidence.

Communication

By the end of this course, students will:

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