Using Canada’s History: Voices and Visions in the Classroom
STRATEGIES FOR INTRODUCING THE COURSE

The Prologue: Investigating Canada’s Past

The Prologue sets the context for the course of study and establishes the stage for student inquiry, participation, and communication, which are three essential strands that form the foundation for the course. The Prologue provides an overview of the framework of the course, with its five broad themes and the persistent issues and questions arising from each theme. The course is designed to allow students to learn about Canada’s histories and visions through many lenses and approaches, and is organized around the themes of globalization, development, governance, sovereignty, and justice.

SUGGESTED APPROACHES

The Prologue’s introductory quotation (page 2 of the student text) is about perspective, bias, inclusion, and exclusion. It focuses on the ways historians have chosen to tell the history of Canada. The events, perspectives, and voices that are included influence what is remembered and, consequently, what is incorporated into the collective memory of the country. Discuss this quotation with your students by asking what it means to them, using a “think, pair, share, square” strategy, explained below.

- Have students read the quotation and quietly reflect on what they think the historians’ point is.
- Then have students share their thoughts about the meaning of this quotation with someone sitting next to them, forming a pair.
- Ask each pair of students to compare their conclusions with those of another pair in the class, forming a “square.”
- Instruct each “square” to discuss how Finkel and Conrad’s point might affect the way we approach the study of the history of Canada, and this course.
- Finally, have students discuss the effects on and the consequences for the study of Canadian history when some events or facts, such as the death of the last Beothuk, are excluded from history texts. Also have them discuss the impact on the study of history when these facts are documented.

To further discuss bias and perspective, have students focus on uncovering examples in the media. Ask students to find an editorial from a national newspaper. Have them determine the perspective and point of view of the writer by using the following questions to guide their analysis:

1. From whose perspective is this article written?
2. Whose voices have been included?
3. Whose voices have been left out?

Have students discuss their findings as a class, and share with them the fact that an editor’s choices about which stories, photographs, quotations, and headlines are included in a given story, and their placement in media texts, can influence the way the public views particular news items. Every news story is influenced by the attitude and backgrounds of its interviewers, writers, photographers, and editors. Most bias in news stories is not deliberate, but media-literate readers are aware of key factors that allow bias to “creep in” to the news. Distribute Blackline Master 6, which includes these key factors.

Toward the end of this activity, discuss with students the fact that editors and authors are influenced and constrained by many factors when choosing which stories to include in a given media text, including the students’ own history text, Canada’s History: Voices and Visions. Not everything can be included. It is the job of editors and authors to decide which stories, voices, and visions best reflect the diversity and complexity of Canada’s past. The end product communicates those individuals’ ideas about what best reflects the past, and for this reason, it is important to read all media texts critically.

Framing the Question

Review the questions that “frame” the Prologue (page 2 of the student text) by breaking the class into five expert groups. To support students in thinking about these questions, assign each group one of the five questions to discuss. Reorganize the groups into home base groups so that the new groups include at least one member from each of the five expert groups. Have members of the new groups briefly share discussion
notes from their expert group. Then, as a class, discuss
the answers generated for each of the five questions.

The Connections activity (page 2) is designed to
uncover the background knowledge students bring to
the course and to give students a forum to post what
they individually and collectively think are key events
and persons who have shaped Canada's many histories.

The Canadian Wall of Fame is designed to be a
year-long or semester-long activity. Students should
be challenged to think critically about the influence
of the many voices and visions that have shaped
Canada's complex history. They might be encour-
gaged to begin their Wall of Fame with local and
regional examples.

What Is History?
Discuss with students the reasons why history is
called “a living subject” that changes with new evi-
dence as well as with changing social values. Introduce
the notion of “many voices” and perspectives that
shape history as we study it today. Ask them to think
of a story from the past that may have been told a
hundred years ago that today would be told differ-
ently due to changing values or to new evidence.
Conversation could include a discussion of what
people viewed to be women’s rights a hundred or two
hundred years ago. For example, How would a Canadian
history textbook from a hundred years ago have written about the
rights and roles of women? What rights do most Canadians
believe women should have today?

The Importance of History
Ask students to work in groups to make a chart of
the top ten reasons for studying Canada’s history.
Post the charts and then give each student a fictional
$100 (perhaps in denominations of $10) to spend
on what they believe are the most important reasons.
Conduct a “gallery walk” — students move from
chart to chart, spending their fictional money.
Compile a list of the top ten money-earners and have
a class discussion about why these reasons were voted
the top ten. Ask students to consider whether a dif-
ferent cultural, ethnic, racial, age, and gender mix in
their class, would elicit a different top ten list. This
question leads nicely in to the next section, Many
People, Many Histories.

Many Peoples, Many Histories
Present a scenario to your class involving a fictional
conflict between yourself and a student. Determine
the scenario: perhaps a student did not hand in an
assignment, and you are assigning that student extra
work. Ask students to hypothesize what the teacher’s
perspective and the student’s perspective in this situa-
tion might be. Ask: Whose voice should be heard when
retelling this event? Whose voice would be believed by whom, and
why? What influences how stories are retold?

Thinking Like an Historian
Ask students to pretend that they are reviewing the
arguments put forth by the suffragettes at the turn of
the twentieth century about women’s right to vote.
Refer students to the Skills and Strategies of the
Historian list (page 4 of the student text) to help
them analyse the issues involved in this debate. Help
students to understand why these 12 strategies are
critical to studying Canada’s history.

Canada’s Cultural Identity and You
Ask students to consider whether it is true that
Canada has a cultural “fingerprint” that is recog-
nized in many parts of the world. Explore the
notion of Canada having many national identities
versus one, cohesive, national identity. Help stu-
dents understand that Canada’s identities have been
built upon events, people, and beliefs that hold cul-
tural currency to many Canadians. Canadian iden-
tity is also constructed from our own personal life
experiences, beliefs, and values. Ask students to con-
struct their own personal list of what it means to be
a Canadian and then share and compare their lists
with those of other classmates, parents and
guardians, and community members. As a class, stu-
dents could construct a life-size poster entitled
“How to Recognize a Canadian.”
Part 2: Using Canada’s History: Voices and Visions in the Classroom

Revealing Our Cultural Identity

Encourage students to bring artifacts to class or to construct artifacts that symbolize some of Canada’s many identities. Then have them explain, in an organizer like the one below, how the “Canadian identity” has been constructed through such artifacts and symbols. Ask students to consider whose voices have been represented when we choose symbols to portray Canada at home and abroad.

<table>
<thead>
<tr>
<th>Description of Artifact or Symbol</th>
<th>What This Article/Symbol Tells Us About the Canadian Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Another way to explore whether Canada has one national identity or many identities is to hold a classroom debate on the topic. Divide the class into two sections. Assign one section the following position to defend: 

Canada has one strong, unified and identifiable national identity.

Assign the other half of the class this position to defend:

Canada, because of its multicultural nature, cannot have just one national identity, but instead has many diverse identities.

Allow students, working individually or in pairs, to brainstorm ideas, prepare an argument, and then present their ideas to the rest of their group. Then have the two sides debate the issue in class, allowing equal time for each side to speak. Each group could elect key speakers to represent their perspective in the debate. After the debate, ask students to form their own opinion on the topic, based on the arguments presented during the debate. You may wish to have students hand in their written opinions, or share them orally with the class.

Investigating History Through Persistent Questions

For the purposes of this course, a persistent question is defined as one that addresses a current concern, but whose roots are located in history. In attempts to address these persistent questions, Canadians and other peoples of the past have influenced the shape of Canada, its history, its identities, and to an extent, Canada’s current response to these issues.

Help students develop an understanding of the five key themes of the course (globalization, development, governance, sovereignty, and justice) by using a concept frame. Two examples of concept frames are provided — one in Blackline Master 7, and one in Blackline Master 8.

Concept frames help all students, but particularly visual learners (the majority of students), to process and organize information, relate new information to prior knowledge, store and retrieve information, generate and elaborate on ideas, and show the relationship between facts and concepts. Concept frames and maps can be used before a lesson or a reading to activate prior knowledge, during a lesson or a reading to help students process information, and after a lesson or a reading to help students show what they have learned.

At the start of this course, most students will only be beginning to develop a conceptual understanding of the concepts of globalization, development, governance, sovereignty, and justice. You should work with students before, during, and after each unit, to revisit, add to, and redefine their understandings of these concepts.

To increase students’ awareness of persistent issues facing Canadians today and to make links to the historical roots of these issues and questions, students should collect pieces of text from Canadian newspapers, magazines, and from radio and television broadcasts. For each piece, students should summarize it, state the key ideas, and decide which of the course themes the article best fits.

You may also establish learning centres within the classroom, with articles, pieces of music and lyrics, poetry, narrative fiction, biography, video, and audio clips to represent each theme of the course. Encourage
students to explore each centre. You may wish to have them complete a concept web diagram that explains how the various pieces of media information tie in with the theme they are linked to, as well as any other of the other four themes they might relate to.

Features of This Book

Students who understand the framework for the student text and how to use the particular text features, will benefit more from the course. To facilitate this understanding, have students turn to the first unit and skim it, looking carefully at how the unit is organized. Similarly, have students turn to the first chapter and look for recurring features of text. Engage students in a discussion about how each of the text features and the chapter features assist students.

**Text Features**
- Charts
- Diagrams
- Maps
- Photographs
- Titles
- Headings and sub-headings
- Bold text
- Sidebars
- Captions
- Artwork
- Icons
- Text

**Unit and Chapter Features**
- Unit Persistent Question
- Looking Ahead (with persistent questions for each chapter in the unit)
- Timeline
- Voices
- Quotations
- Special feature boxes
- Connections
- Chapter Activities
- Culminating Activity

A variation of this activity is to give pairs of students a large sheet of paper, and ask each pair to pick a topic they are interested in — any topic, not necessarily historical. Tell them they are going to design a magazine or textbook page about that topic. Have them plot out how they would present their information and what features they would use to highlight important points. When students have designed the layout, ask them to compare it with other pairs’. After completing this exercise, direct students’ attention to Chapter 1 and have them note the features that *Canada’s History: Voices and Visions* has included to make the historical concepts more clear, engaging, and interesting to readers.

**Applying the Lessons of the Past**

Ask students to think about a lesson or experience from their own past that affects how they think, their ways of relating with others, and their knowledge of themselves. Have them write about that experience: what they learned from it, and how it affects who they are, how they act, and the choices they make. Ask them to consider how lessons from Canada’s past might affect the ways we think and act as Canadians. Finally, emphasize the importance of learning lessons from that past in order to make informed decisions about the present and the future.
Setting the Context

The concept of globalization is explored in the grade nine course “Atlantic Canada and the World,” and students should have prior knowledge of the current global community. Students may have their own interpretation of the term globalization. Begin this unit by asking students what they think the term means in a historical context. After a few responses from students, or to get a discussion going, read the definition of the term from the glossary in the student text (page 308). You might want to write the unit’s persistent question on the chalkboard: What has been Canada’s place in the community of nations, and what should Canada’s place be? Have students brainstorm events that they think are examples of globalization in our history.

Suggested Approaches for Introducing the Unit

To help students understand the scope of Unit 1, make photocopies of Blackline Masters 1 to 5 so that each student has a copy of a timeline from one of the five units in the student text. When you make photocopies, cover up the unit names at the top of each timeline so they do not appear on the student handouts. Write the name of each unit, as well as its persistent question, on the board. Have students read the events on their timeline and decide to which of the units the timeline belongs. Ensure that students’ textbooks are closed. On the top of the page, have students write the name of the unit they feel their timeline best fits within.

When all students have completed this task, have them divide themselves into five groups; one for each unit. Some students may have selected the wrong unit for their timeline, which could create debate among classmates about which unit that timeline belongs to. Give students time to sort themselves out.

When all five groups are established, have each group explain to the class why their timeline fits a particular unit. You might leave the globalization group until last so that after that group’s presentation, the discussion can lead directly into Unit 1. This is an opportunity to clarify terms or reinforce pertinent ideas.

Distribute a copy of Blackline Master I (the Globalization timeline) to students who do not already have a copy. Refer students to the Looking Ahead questions beside the timeline on page 11 in the student text. These questions set the context for the upcoming six chapters. Ask students to choose which dates and events on the Globalization timeline relate to each of the questions. Have them draw lines on their photocopy of the timeline to distinguish the time frame for each question. Is there a clear division between time frames? Have students break into pairs and compare how they divided the timeline, and then discuss their findings as a class.
The Peopling of the Americas

Setting the Context

The first chapter presents students with a historical puzzle about how Aboriginal peoples came to live in what we now call Canada. The traditional answer to this question (the land bridge) is currently being challenged with contradictory geological data and recent artifact finds. Students should understand the term paradigm bias, and how the acceptance of the land bridge theory may have been based on weak evidence. If archaeologists stopped digging below the Clovis-era layer of soil because they assumed there would be no earlier era of Paleoindians, then is the land bridge theory based upon flawed evidence?

The question of how Aboriginal peoples came to live in the land we now call Canada invites students to explore different theories and to weigh opposing evidence. Students should begin with what they already know. Ask them how they think the First Peoples arrived in the Americas, and where they learned this information. Some students may identify previous school courses, and some may say they learned the information from a television program.

A strategy to introduce the puzzle is to refer to a map of dated artifact sites. Give students an outline map of the Americas and ask them to label archaeological sites by referring to the map on page 18 in the student text. You might look up several sites on the east coast of Brazil before class, so the perimeter of the Americas is addressed. Give dates for each archaeological site and ask students to add these to their maps. Archaeological sites and dates to be labelled on the map include those provided below.

<table>
<thead>
<tr>
<th>Site</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debert, Nova Scotia</td>
<td>10 600 BP</td>
</tr>
<tr>
<td>Cactus Hill, Virginia</td>
<td>18 000 BP</td>
</tr>
<tr>
<td>Lapa Vermelahi IV, Brazil</td>
<td>13 500 BP</td>
</tr>
<tr>
<td>Monte Verde, Chile</td>
<td>14 700 BP</td>
</tr>
<tr>
<td>Clovis, N. Mexico</td>
<td>13 000 BP</td>
</tr>
<tr>
<td>Hecate Strait, British Columbia</td>
<td>10 200 BP</td>
</tr>
</tbody>
</table>

When the maps are complete, ask students to propose a theory that explains where and how the First Peoples came to the Americas, based solely on the evidence in their maps. They will see that the earliest sites are on the east coast of North America and the southwestern tip of South America; evidence that opposes the traditional land bridge theory. Can they explain this pattern?

Constructivist learning theory notes the importance of activating prior knowledge and linking new information with what is known. A strategy for activating prior knowledge is the KWL (Know, Want to Know, Learned) format. A modified KWL organizer that is useful for organizing the students’ thoughts after the archaeological site map activity is provided on Blackline Master 9. It should be evident to students that they need more information to figure out how the First Peoples from the global community arrived in the Americas. This question is still widely debated within the archaeological and anthropological communities.

Strategies for Supporting Inquiry Through the Online Resource Centre

KEY WEB SITES AND OTHER RESOURCES

Go to http://history11.ednet.ns.ca. Under Contents, select Resource Centre. Conduct a search by chapter by selecting Chapter 1. Instead of selecting All Resources, narrow your search by selecting the appropriate category or categories, such as Web links.


• For visual learners, this site uses diagrams to explain how scientists use carbon 14 to date material that contains carbon. The technology is simplistic but effective, and multiple choice questions clarify interpretations of the graphics. You could assign the lab as homework for students with access to the Internet, or, using a LCD projector, you could go through the lab as a way to teach carbon dating to the class.

• The site gives minimal information about Palaeoindians in Debert, but students who are researching this topic will find the bibliography, as well as the links to archaeology pages, useful. You could have students conduct research about Palaeoindian artifacts in the province to support Chapter 1. Perhaps you could arrange to have an archaeologist from the museum visit your class as a guest lecturer.


• This article is written at a university level and is appropriate for students with high literacy skills. The Canadian Museum of Civilization site is rich in archaeological resources, and students could conduct meaningful historical research here. A literacy strategy to use the site effectively is to ask students to list terms or phrases from the article that they did not understand. The list could be compiled on the chalkboard, and you could discuss the terms and their meanings with the class.

University of Washington — Kennewick Man Virtual Exhibit: “Kennewick Man Virtual Exhibit,” Kennewick Man on Trial Web site; The Burke Museum of Natural History and Culture at the University of Washington.

• The site provides information about the discovery of the Kennewick Man fossils. The “Home” button takes the reader to a virtual exhibit about the Kennewick Man by Burke University, where the fossils are being stored, and it has the latest updates about the court battle for control of the fossil remains. This is an excellent source for students who wish to read about the science of archaeological tests. A strategy for this chapter would be to conduct a debate about the jurisdiction over fossils from ancient peoples. Using the criteria listed in question 2 on page 21 in the student text, divide the class into two groups: 1) scientists and 2) Aboriginal peoples from different groups, and instruct each group to conduct research that would support their side of the controversy. When the research is complete, role-play a court scene in which both sides present their perspective. This site would be the core resource for such a debate.


• Several theories of migration are presented on this site, which provides useful data for students who are beginning to research the topic of human migration to the Americas. Students could be asked to conduct research to prove or discredit the land bridge theory and then present their findings to the class.

SUGGESTED HISTORY LABS

History Lab 1 — What Is History?

• As this is the first chapter of the course, it is appropriate to complete Lab 1, which introduces the discipline of history. Before assigning this lab, have students refer to the prologue in the student text, especially page 4, which lists skills and strategies of the historian. The activity in Lab 1 asks the student to use Inspiration software to track the development of their historical skill. Another useful strategy is to ask students to create an Inspiration map of the 12 skills and strategies of historians listed on page 4 of the student text, print it out, and keep it in their binders as a reference for when they write research assignments. Students could check off which skills they used in any particular assignment and you could monitor the increase in skills as the course progresses. (Note: If you are not familiar with Inspiration software, refer to Blackline Master 12, which offers instructions on how to create a basic concept map.)

History Lab 12 — Representing Your Historical Interpretation

• This lab focuses on communication skills that fulfill the specific outcome on page 24 of the
History Lab 13 — Citing, Paraphrasing, and Plagiarizing

- This lab reviews basic skills for citing and paraphrasing source materials in a thesis paper. Again, as this is the first chapter, it is important to introduce and reinforce writing skills that will allow students to fulfill the specific outcomes for the Independent Study, as listed on page 24 in the curriculum guide. Note: This lab uses the Chicago style for citation, which may or may not be your Social Studies department’s style.

Implementation Strategies

How Aboriginal Peoples Arrived in Canada

The introductory map activity and accompanying KWL activity will likely make students curious to learn how Aboriginal peoples arrived in Canada. This is an excellent opportunity to discuss with the class the concepts of theory, evidence, bias, and world view. Suggest to students that they are in a process of selecting evidence, identifying their own bias, judging what other people have concluded, and, finally, creating their own interpretation of the facts and ideas.

Another set of skills they need to develop is how to present their research and conclusion in a thesis paper. This is an opportunity to combine specific curriculum outcomes GL1 and IS1. As this may be the first attempt at writing a history thesis paper for many of your students, you could select an article that describes each of the three dominant theories: A Land Route, A Pacific Route, An Atlantic Route (pages 18–20 in the student text). You can find appropriate articles using the Web links provided on the History 11 site and on page 31 in the curriculum guide. By selecting articles, you are able to focus students’ attention on the mechanics of a thesis paper, such as proper citation, the function of the Works Cited page, and the importance of an effective title, rather than on selecting appropriate articles on which to base their research. History Labs 12 and 13 support these concepts. Students can research their own articles for a second thesis-paper assignment in upcoming chapters.

To help students sort through the evidence supporting each theory, students can complete questions 4 and 6 on page 21 of the student text. Divide students into four groups, each representing one of the people listed in question 6 (Aboriginal peoples, linguists, archaeologists, and physical anthropologists) who investigate the origins of First Peoples. Try to have each group use a variety of research techniques to gather evidence from their assigned perspective — perhaps each student in the group could use a different technique. Blackline Master 10 is a worksheet to help students arrange their information.

Once students have completed this portion of the activity, encourage a class discussion about the techniques they used and the evidence they noted. During this discussion, you may wish to raise the point of cultural sensitivity and respect for diverse creation stories. A review of artwork depicting creation stories might be helpful in comparing cultures. The painting reproduced on page 13 of the student text could be compared with European paintings depicting Adam and Eve, for example, or with Australian Aboriginal art depicting their creation stories. Students could compare similarities and differences among the works of art.

Finally, students may present their findings regarding the dominant theories to the class. They could make their presentations to the class as if they are experts that support one particular theory, and by answering questions from other students, they will better understand the strengths and weaknesses of their position. Students should be encouraged to use
the wall map of the world, or a globe, while explaining the route that they suggest people took to come to the Americas. After the presentations, students can have time to expand their research before they write individual thesis papers.

A strategy to reinforce the required components of a thesis paper to students, and the function of each component, is to work with them to create a rubric for assessing the paper. You could display a proposed rubric that states the required components but not the assigned values for each. Ask students to suggest a value for each portion, and explain your rationale for agreeing or disagreeing with them. For example, you could explain why the Works Cited page might receive a 20 percent value while creativity might receive less value in this particular activity.

KENNEWICK MAN INVESTIGATION

Something to keep in mind when teaching Chapter I is the ethical concerns involved in researching origins of the Paleoindians. The ongoing court cases to decide whom has jurisdiction over the fossils known as the “Kennewick Man” will continue for some time. As suggested in the Strategies for Supporting Inquiry Through the Online Resource Centre section, students could investigate this legal debate and role-play the opposing sides: the scientists and the Aboriginal tribes who claim the fossils are an ancestor. Perhaps you could even arrange for your students to debate students from another school on this issue. Your class could communicate with a history class in another school using the ednet e-mail accounts. Each class could be divided into two groups with opposing stances on the issue, and individual students could be teamed up with a student researching the same viewpoint from the other school, forming a research partnership. The Web site called “Kennewick Man Virtual Exhibit” (see page 24 of this guide) could form the basis of the teams’ research.

After all the research is complete, each pair could be matched with an opposing pair, and each of these foursomes could conduct an e-mail debate about the issue and future of the fossils. The assessment process could include a printed copy of the e-mail exchange between students from the two schools. Once the foursomes have completed their online debates, gather as a class and discuss the outcomes and experiences. Perhaps your class could compose an e-mail to send to the other class, thanking them for sharing the learning experience.

CHAPTER 2

Contact and Colonization

Setting the Context

In this chapter, the student text leaves the prehistoric era of Paleoindians in Chapter I and moves on to the eve of European contact with Aboriginal peoples in Chapter 2. The complex and diverse societies of Aboriginal peoples had a common root: a world view that nature was a continuous web in which humans were equal, but not superior to, the land, plants, animals, and water. When the Europeans arrived at the shores of the Americas, they brought with them a world view that was completely different. Although both groups generally benefited from early interaction, the European practice of colonialism and assimilation had a devastating effect on Aboriginal societies. Over time, the independence of Aboriginal peoples gave way to a lifestyle of interdependence with the European groups, and then to one of dependence.

Students will have prior knowledge of Aboriginal cultures and the fur trade from past grades. A strategy to activate this prior knowledge is to display visuals of different Aboriginal groups from the History 11 Web site and question students about their understanding of each group. Distribute a blank map of Canada and refer students to the map on page 24 in the student text. Using an LCD projector, display images of Aboriginal societies and instruct the students to label where each group existed in Canada. You could ask students to identify the geographic region by the surrounding environment displayed in the photograph. Students could take notes about each group and the information presented in each photograph. You could ask students to explain the technology and the cultural artifacts.
A quick way to access images at the History 11 site is to go to the “Resource Centre,” and choose “Browse by Resource Type” and select the image of a camera. You will then have access to 303 images, displayed in groups of 10. Before class, make a list of the number of each photograph you will use for the class. When examining the photographs in class, double-click on the image number to enlarge the photo. Suggested photographs to introduce this chapter include:

<table>
<thead>
<tr>
<th>Photo Number</th>
<th>Title or Description of Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>A Buffalo Pound</td>
</tr>
<tr>
<td>10</td>
<td>A Coast Salish Mortuary</td>
</tr>
<tr>
<td>11</td>
<td>A Family of Eastern Dene</td>
</tr>
<tr>
<td>14</td>
<td>A Small Igloo</td>
</tr>
<tr>
<td>34</td>
<td>Blackfoot About to Cross the Bow River, 1890</td>
</tr>
<tr>
<td>40</td>
<td>Camp Scene of Metis Traders</td>
</tr>
<tr>
<td>52</td>
<td>Coast Salish Woman and a Dog</td>
</tr>
<tr>
<td>59</td>
<td>Corn Cultivation amongst the Wendat (Hurons)</td>
</tr>
<tr>
<td>64</td>
<td>Cree Village</td>
</tr>
<tr>
<td>68</td>
<td>Dene Teepees</td>
</tr>
<tr>
<td>102</td>
<td>Haudenosaunee (Iroquois) Long House</td>
</tr>
<tr>
<td>109</td>
<td>Interior of Igloo</td>
</tr>
</tbody>
</table>

**Strategies for Supporting Inquiry Through the Online Resource Centre**

**KEY WEB SITES AND OTHER RESOURCES**

Go to http://history11.ednet.ns.ca. Under Contents, select Resource Centre. Conduct a search by chapter by selecting Chapter 2. Instead of selecting All Resources, narrow your search by selecting the appropriate category or categories, such as Web links.

University of Virginia — Images of the Atlantic Slave Trade: The Atlantic Slave Trade and Slave Trade in the Americas: A Visual Record Web site; Jerome S. Handler and Michael L. Tuite, Jr.; The Virginia Foundation for the Humanities and the Digital Media Lab at the University of Virginia Library.

- This site has useful resources that support the GL2 outcome “analyse the role of African Labour in the colonization of the ‘New World’.” There is a large collection of primary-source documents: prints, portraits, narratives, newspaper articles, and maps. In the map section, the map called “Destination of the Atlantic Slave” includes four maps that show the volume and destination of slaves from Africa to countries in the Americas between the years 1451–1870. These maps supplement the map on page 27 in the student text, and a strategy for use would be to pass out a blank map of the world and have the students label the arrows that show slave migration.

The section “New World Agriculture” provides graphics for the many cash crops produced by slave labour, as well as examples of other labour such as the production of indigo, and domestic work. Since the site includes images of the punishment and torture of slaves, the best strategy would be to preview the site and select useful prints, maps, and documentation and use them as a teacher-directed video presentation and lecture.


- This comprehensive site about the fur trade was designed for students between the ages of nine and seventeen. It includes timelines, articles, and student activities. If you have a class with wide literacy ranges, this site provides activities for all levels. If you have students on Individual Program Plans (IPPs), you could assign activities appropriate for their needs.

**Suggested History Lab**

**HISTORY LAB 7 — PRIMARY TEXTUAL ANALYSIS**

- When you look up the meaning of the term contact in the glossary of the student text it reads...
“areas” colonized by Europeans. This reinforces the idea that there were many “first contacts” throughout history, as European ships arrived at different shorelines, as coureurs de bois penetrated the interior lands, and as missionaries changed the purpose of interaction from trade to religious assimilation. Documents recording these first contacts are filled with biases and misunderstandings. Students will read examples of such primary documents and should be aware of the benefits and limitations of these sources. Also, you should remind them of the missing perspective: oral history, which was the way Aboriginal groups recorded events. We have copies of Aboriginal speeches recorded by Europeans, but we do not have the oral history that describes the Aboriginal perspectives during first contact.

In Lab 7, students learn about different types of primary-source documents, how they may be flawed, and how to look for biases. The first page displays a photograph of a letter written in French in 1908. This is an opportunity to remind students that many primary documents were not written in English and to consider the consequences of translation. You might also discuss how the English language has evolved over centuries and ask the students if there may be difficulties interpreting an English text written three hundred years ago.

Pages three to six present ideas about how to analyse documents. The topic for the activity on page four is the First World War, and you could leave that activity until later, when the class is studying Chapter 4.

The activity that fits Chapter 2 best is on page seven. Students are instructed to analyse a primary-source document: a journal written by missionaries. There are two Web links that take students to certain pages in this journal that illustrate the narrow and hostile attitudes held by the missionaries toward Aboriginals. Despite the bias, the documents contain useful information about Aboriginal peoples and the limitations of the missionaries’ perceptions. A strategy for using the activity as a classroom presentation is to display the journal pages and read them to the class, and have the students discuss the biases. You could also discuss the term cultural sensitivity with the class. You might balance the missionaries’ bias of cultural superiority by asking questions such as:
- Which group had democracy?
- Which group had plagues?
- Which group paid taxes?

**Implementation Strategies**

**FIRST CONTACT**

The concept of “first contact” will be familiar to the students, and provides a starting point for discussing the issues in the chapter. A Think, Pair, Share activity will reveal prior knowledge and current perspectives. Using Blackline Master 11, instruct students to form pairs and sit, facing each other, on either side of a desk. Place the activity sheet between the students so that each student is looking at the central question and the numbers 1–10 facing them. Instruct the students to think about key words or phrases that come to mind when they think about “first contact,” and to write these words in the space provided. Invite them to write down 10 items. When everyone is finished, instruct the students to rotate the page so that they can read what the other student wrote. Ask the students to compare and contrast the items on the lists, and to share their understanding of the topic. Finally, ask one person from each pair to summarize the responses on the sheet and present them to the class. Have the class discuss any overall similarities among the items listed.

**SCIENCE FICTION TEACHING STRATEGIES**

To stimulate further discussion, make reference to the “Prime Directive” from the Star Trek television series. This Directive forbids “first contact” between the Federation and those cultures with lower technology. The idea behind it is that after several negative “first contact” experiences with other species that had less technology, people from Earth are now bound to avoid damaging an evolving culture by contact that would introduce new technology. This topic will especially appeal to science fiction enthusiasts in the
class. Ask students to suggest reasons why the writers of the Star Trek series might have created this Directive, which is central to every episode of the series. Did the writers imagine a world where people learned from history and did not repeat mistakes?

Ask students to speculate on whether we could make “first contact” with another group today without damaging that group. Present the following scenario to your class: A new type of submarine is invented that is able to go much deeper underwater than ever before. While on an investigative journey under the sea, scientists discover a race of intelligent beings who share our planet. Instruct students to write a one-page prediction of how our governments would react to this news. Then have students discuss their opinions. This discussion ties in to the first GL2 outcome in the curriculum guide.

WRITING AND ROLE-PLAYING

Question 3 in the Chapter Activities on page 33 of the student text asks students to research a European account of early contact, and to write a response as an Aboriginal person. The History I1 Web site provides several links to journals. One is located on page seven of History Lab 7. The activity on this page asks students to find bias in the Jesuit Relations document. (Note: the Navigation arrows at the top or bottom of the journal page must be clicked twice, because the pages alternate between English and Latin text. Turn the pages by clicking the inner forward arrow until you are on page one.) The text on pages 1–5 speaks bluntly about the European colonists, “prison dregs,” the rivalry between explorers, and the competition among different Christian sects. Using the LCD projector, you could display the five pages to the class to read. Begin a class discussion about the traditional descriptions of explorer and colonists and the differing perspective presented in this journal.

A strategy that students can use to express their ideas is to write a fictional story about a day in the life of an Aboriginal group that is giving shelter to a missionary. The story could reflect the perspective of the Aboriginal people. Students could refer to the image on page 30 of the student text, and use it as a setting in their story.

CREATING CONCEPT MAPS

A key focus of this chapter is the impact of contact on both Aboriginal peoples and Europeans. A strategy for organizing this information and to rank the effects of contact is to have students create a concept map using Inspiration software. To research the impacts of contact, students may refer to pages 31 and 32 in the student text, and research more information by using Web links on the History I1 Web site. Instruct students to open the Resource Centre through the “Contents” drop-down menu. Then they can “Search by Chapter,” choosing “Chapter 2” and “Web links.” The Web link “Plagues and Peoples: the Colombian Exchange” provides a gritty description of diseases that travelled from both sides of the Atlantic.

Long-term Effects of Colonization

Another concept in the chapter is the long-term effects of colonization, especially on Aboriginal groups. You could revisit the activity described earlier in the Setting the Context section for this chapter (pages 26–27 of this guide), in which you display images of Aboriginal groups to the class. Add to the list of photographs images of assimilation. For example:

<table>
<thead>
<tr>
<th>Photo Number</th>
<th>Description or Title of Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Class of Mi’kmaq Girls, Residential School, Shubenacadie, N.S., 1929</td>
</tr>
<tr>
<td>53</td>
<td>Commission En Route to Treaty 8 Negotiations, Edmonton, 1899</td>
</tr>
<tr>
<td>81</td>
<td>Family Allowance, Windy River, NT, 1950</td>
</tr>
<tr>
<td>86</td>
<td>Female Native Recruit and Cree Chief, 1942</td>
</tr>
<tr>
<td>88</td>
<td>File Hills Natives Prepare to Go to War</td>
</tr>
<tr>
<td>90</td>
<td>First Nations Students Playing, Inuvik, 1959</td>
</tr>
<tr>
<td>199</td>
<td>Ploughing on a Reserve in Western Canada, 1920</td>
</tr>
<tr>
<td>203</td>
<td>Potlatch, 1923</td>
</tr>
</tbody>
</table>
Photographs are powerful evidence in showing an evolving culture. You might arrange the images by date and have the students write notes about the change in clothing and technology. Have them comment on whether they believe the changes are positive or negative. Some of the photographs may spark more discussion than others. The image of Mi’kmaq girls in the residential school, all with the same institutional haircut, is haunting. After displaying the second set of images, instruct the students to write a one-page summary about the long-term effects of colonization, both positive and negative.

**CHAPTER 3**

Global Influences and the Development of Canada

**Setting the Context**

The opening quotation for Chapter 3, on page 34 of the student text, reflects the aggressive nature of global influences in the development of Canada. U.S. General Hull had invaded British North America and had expected no resistance. This was the second time that Americans had invaded the area that would become Canada, and again citizens would rally to drive the invaders out. Students should understand the concept of “manifest destiny” in order to put the invasion in perspective. In the 1800s, many Americans believed that it was their divine right to control all of North America.

Students will have prior knowledge of people and events during the period of history addressed in this chapter — 1663 to the 1920s. To activate this knowledge, ask students to choose one historic character that they remember from previous history classes and to think about how that character would fit into the context of Chapter 3. To help them put their character into context, refer the class to the Framing the Question section on page 34, to help students understand that three external groups were struggling for control of the area that would become Canada.

Distribute Blackline Master 13, which is a Know, Want, Learn graphic organizer for this activity. Ask students to complete the first section in class, and the last section as homework. Instruct students to hand in the organizer when their research is complete. Another strategy is to have students complete activity 4, from Chapter 2, on page 33, using the person they chose for this graphic organizer as the subject of their poem.

**Strategies for Supporting Inquiry Through the Online Resource Centre**

**KEY WEB SITES AND OTHER RESOURCES**

Go to [http://history11.ednet.ns.ca.](http://history11.ednet.ns.ca.) Under Contents, select Resource Centre. Conduct a search by chapter by selecting Chapter 3. Instead of selecting All Resources, narrow your search by selecting the appropriate category or categories, such as Web links.

  - This site describes twenty-five objects that were used in the daily life of people who lived in the New France era. There are photographs and graphics, as well as explanations of the design and function of each object. Students who are researching early New France, as well as students who are visual learners, will find this site useful. The section “Great Names” provides information about historical figures such as Jean Talon. Students could be asked to research people of great influence from this time period.

  - This site contains American primary-source documents for the period from 1750–1820. This site presents an opportunity for teachers to model researching online primary-source
documents. You could explore the site prior to class and select entries that will intrigue your students. For example, “The First American West: The Ohio River Valley, 1750–1820” is a journal containing accounts of the hardships and battles of two “heroic Kentucky volunteers” in the War of 1812 who were wounded and captured “by the Indians.” If you have a computer and LCD projector, you can display the Web site and locate interesting pages to share with the class. After reading several pages, the class could discuss the bias of the writer, and the perceptions of the American soldiers.

- The site contains stories and documents of Black Loyalists who came to Canada, particularly to Nova Scotia. There is a timeline bar at the bottom of the Web page and you can click on an event to find more information. Students could be asked to research a person from the Loyalist groups and present that person’s life story to the class.

- This site includes a section called “Acadian Roots” that lists fifty-five Acadian names. For every name, information is provided about an ancestor from France or Europe and where the family was located in the Maritimes. Sometimes there is information about where the family was sent during the expulsion. Give the students a map of the world, or a map of the countries that touch the Atlantic Ocean. Depending on the number of students in your class, give each student two or more Acadian names and have them label the pattern of movement of that family. The route from Europe should be one colour and the movement during expulsion should be another colour. When the maps are completed, students may form groups of five to compare them. The similarities and differences should be noted, and each group could be asked to present their findings to the class.

**SUGGESTED HISTORY LAB**

**History Lab 9 — Cartographic Evidence**
- The global influences described in this chapter have profound effects on the evolving map of British North America. The territory under the control of several external groups changed over time, as power struggles played out. To make these changes evident, have the class compare the maps on pages 24, 35, and 37 of the student text. It is important that students have a level of map literacy that allows them to not only interpret change in power as described in the student text, but also to interpret various forms of maps and identify any underlying bias.

  This lab provides a review of the map skills that students should have from past grades and, more importantly, is an effective guide for interpreting historical maps. The lab discusses various types of maps, map elements, and map projections.

  The map on page six of the lab (Map of the World with the British Empire in Red) supports the concept of rivalry for territory among global forces. You could display this map to your class and ask the following questions:

  - *Why would this map have likely been distributed to every classroom in the British Empire?*
  - *Why is Canada at the centre of the map, and not Great Britain?*
  - *In terms of the valued worth of a colony, would Canada’s value be greater than Australia or India?*
  - *Why does India appear twice on this map? Is it a deliberate mistake by the cartographer?*

  Compare the symbolic value of Canada on this map (greatest area, central position) with the actual value that was evident during the Treaty of Washington, 1871, on page 41 in the student text.
Implementation Strategies

HISTORICAL FIGURES

Chapter 3 covers a wide period of history that includes many groups, wars, and significant people. To personalize the history discussed, assign each student a historical figure to research and present to the class. Some may be famous people (for example, Tecumseh), while others may be fictitious yet represent a real group of people (for example, a Trelawny Maroons teenager from Jamaica). Other suggestions are provided below.

<table>
<thead>
<tr>
<th>First Nations</th>
<th>French</th>
<th>British</th>
<th>Americans</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Brant</td>
<td>Jean Talon</td>
<td>Phips</td>
<td>Hull</td>
<td>Laura Secord</td>
</tr>
<tr>
<td>Molly Brant</td>
<td>La Salle</td>
<td>Brock</td>
<td>Washington</td>
<td>Acadian</td>
</tr>
<tr>
<td>Tecumseh</td>
<td>Frontenac</td>
<td>Wolfe</td>
<td>Montgomery</td>
<td>Loyalist</td>
</tr>
<tr>
<td>A warrior</td>
<td>A farmer</td>
<td>A nurse</td>
<td>A slave</td>
<td>Trelawny Maroons</td>
</tr>
</tbody>
</table>

The students’ research may be presented in various ways, including a role play, a poster, an interaction between two characters, a diary entry, or a multimedia presentation.

HERITAGE MOMENTS COLLIDE

To build on the above activity in which students research a historical figure, have students form groups to create their own “Heritage Moment.” Students may form pairs or groups of three, each researching a different character from the same period in history (for example, Brock, Tecumseh, and Laura Secord.) These character groupings may be assigned, or, to make this activity more challenging, have each student make a sign displaying the person’s name or description and date. Then instruct students to wander through the classroom until they find one or two people who fit in their time frame and who would have been geographically within range of meeting their character. For example, an Acadian, Trelawny Maroon, and American slave could have met up in Nova Scotia at some time. The students who represent a person from a wide time frame (for example, a French farmer) can act as “wild cards” and form a relationship with characters from any time period.

Once students have formed their groups, have them create a script for their Heritage Moment. Each script should have a bibliography to document the research undertaken. Instruct students to include historical facts within their script. With the help of primary-source documents, students could tailor their dialogue to the time period, and include the tone or vocabulary of the real characters. Encourage the use of costumes or props to create the proper settings.

Students may present their dramatic piece of history in several ways. They could record a video if the technology is available. Or students could role-play their historic moment for the class. PowerPoint presentations are another possibility, using graphics from the History 11 Web site and Web links.

NORTH AMERICA AT “RISK”

Another way for students to share their knowledge of people and events in this period is to participate in a modified version of the game Risk®. Divide the class into four groups: Iroquois, French, British, and American. Have each group conduct research about their group's territory, politics, goals, and battles over the time period discussed in Chapter 3. It is very important that each group understands the evolving perspective of its assigned nation throughout history.

Assign class time for research, with one student per group using the computer and Internet. While the groups are working, move among the groups, joining each for a time. Interview the students about their findings. For example:

- To the Iroquois: Why did you decide to align yourself with the British, and not the French or American forces?
- To the French: Why did you remain loyal to the British forces when earlier they attacked and defeated your capital city?
- To the British: Why did you make a deal with African American slaves that you would give them land in your territory if they fought against the Americans?
• To the Americans: When the invasion of Canada in 1775 failed, why did Thomas Jefferson think that the conquest of Canada would be “a mere matter of marching” in 1812?

Once research is complete, or to help guide research, have students create a timeline and label key events that show the evolution or demise of their assigned nation.

Once research and timelines are complete, begin the game. The game board can take the form of a chalk outline of North America, a large poster or map of North America, or a displayed ArcView map of North America. Part of the students’ research could be to create the game pieces for their group, depending on the format of the game board (for example, symbol in coloured chalk, small paper symbols, or computer-generated icons). Each group must have the same number of game pieces.

The game begins with the year 1663, and the four groups place their symbols on the map. The percentage of game pieces each group places on the board should coincide with that group’s level of dominance at that time in a particular area of the map. This means that some groups will not place many of their game pieces until later in the timeline. The discussion about the number of game pieces each team can add to the map over time will provide a good opportunity for students to share their knowledge of the events and changing influences of their group.

No dice will be rolled in this game. Instead, you will lead the class through the 200-year period and students will place or remove their game pieces to reflect historical events. At each stage, it is important that all students understand the historical reasons for the changes on the board (why pieces are added or removed). At the end of the game, ask the students to write a summary of the global influences that affected the development of Canada.

HISTORY BOARD GAME

Another type of board game can also illustrate winners and losers in history. (Note: although games can effectively reflect events in history, remind students that real events, such as war, are not a game.) In this activity, the game board can show the achievements and pitfalls of a particular war, such as the War of 1812.

For a game about the War of 1812, number the students one to four, and inform the class that the number ones will create a game for the British, the twos for the French, the threes for the Iroquois, and the fours for the Americans.

Once the groups are formed, distribute the game board provided in Blackline Master 14. The object of the game is to move through the grid, by rolling a die, until the first player reaches the end.

The game board includes squares with special features. For example, certain squares give instructions such as “Lose a turn” or “Move ahead 3 spaces.” It is the students’ responsibility to research and write an explanation for these special instructions on the relevant squares. For example, the explanation “Brock dies in battle” could appear on a square that reads “Fall back 2 spaces” for the British version of the game. Note: Students should realize that whether an event is considered positive or negative is a matter of perspective. Brock’s death in battle could appear on a square reading “Move ahead 3 spaces” for the American version of the game.

As they build their game boards, students need to consider what will appear at the end of the grid — what is the goal of their game? Is there a goal at all, or is the end of the game simply a significant historical event? For example, the Iroquois game’s last square could state that it represents the end of the war and the British signing away western land to the Americans, land that had been promised to the First Nations peoples.

When the game boards are completed, students may switch game boards with another team and play each other’s games. Or, rather than playing each other’s games, each group could present their game to the class. At the end of the activity, students should write a summary of the differences among the games and answer the question, Who won the War of 1812?
CHAPTER 4

The First World War: Shaping Canada’s Identity

Setting the Context

The First World War was supposed to be the war to end all wars; sadly, however, history proved otherwise. The alliances in Europe entangled countries in what would become the first “total” war. Canada willingly entered the war as a colony of Great Britain. Men from across the country eagerly enlisted. Around the globe, armies swelled with untrained civilians anxious to fight the enemy and win, and soon found themselves in the mud of France. Trench warfare lasted several years and claimed the lives of millions of soldiers.

The First World War was a catalyst for change in Canada. Men from every province fought together as a unit, and gained a reputation for bravery. Aboriginal and African-Canadian men pushed racial barriers to enlist. Many civilians lost their democratic rights if they were suspected of being subversives. Canadians of German, Austrian, and Ukrainian backgrounds were labelled “enemy aliens” and many were sent to internment camps to work without pay.

Women’s roles changed. They took on non-traditional roles in the workplace, replacing men in factories and on farms. Many women served as nurses and ambulance drivers near the front in Europe. When the government wanted to enforce conscription, women who were related to soldiers or who enlisted in the army, were given the right to vote.

When the war ended, Canada had shifted from a rural society to an industrialized nation no longer controlled by the British Empire.

Students might confuse their prior knowledge of this war with their prior knowledge of the Second World War. Explore students’ knowledge by discussing the Remembrance Day service at your school. Do they know to which war “In Flanders Fields” belongs? Another strategy is to distribute Blackline Master 15 and instruct students to draw images that are associated with the First World War. The Blackline Master also asks them to list key words that fit with that war. Give students time to fill in the worksheet, and then have them exchange their work with another student to compare symbols and images. You might then display photos from the war, so students can see the uniforms and type of armaments that were used. There are many visual resources available at the History 11 Web site. For homework, you might ask students to create a Remembrance Day poster that remembers the First World War only (as opposed to the Second World War).

Strategies for Supporting Inquiry
Through the Online Resource Centre

KEY WEB SITES AND OTHER RESOURCES

Go to http://history11.ednet.ns.ca. Under Contents, select Resource Centre. Conduct a search by chapter by selecting Chapter 4. Instead of selecting All Resources, narrow your search by selecting the appropriate category or categories, such as Web links.


- This site contains valuable information for students researching the First World War. The links are especially useful. The “We Were There” section has profiles of people who lived and worked through the war. These personal stories are excellent examples of Web essays, and a strategy to use them would be to display them to the class, or instruct students to go to the Web site and see how various resources are arranged online within these essays. For example, the Lois Allen Web page has photographs, text, diary entries, lyrics to a song she wrote, recipes, a “Fight With Food” war poster, postcards from women’s charity groups to wounded soldiers, copies of original articles by pacifists, and more. These profiles provide a wealth of information. Another strategy to use these resources is to have students read the profiles and then role-play the
part of one of the people. For example, a student could write a letter from Lois Allen to a soldier at the battlefront.


- There are 180 photographs on this site: images of prisoners in Ukrainian Internment Camps in Canada during the First World War and photographs of plaques unveiled during the 1990s at the sites where “enemy aliens” were once housed. Many photos were taken in Banff, and the pictures of men swimming in sulphur pools or resting while guards watch are disarming. The images create a sense of peace between guard and prisoner. The viewer does not feel tension until page six, where there are photographs of a man on a stretcher, shot in the stomach trying to escape. The photographs on this Web site are valuable primary-source documents for students researching internment camps in Canada. These images could be incorporated into a multimedia presentation as suggested in the Implementation Strategies section of this chapter (pages 35–36).


- This link accesses the history pages of the BBC Web site. Click on “World War One Trench” and download the plug-in to view the 3-D reconstruction of a trench. There are several panoramas to choose from, all are in colour, and they convey a sense of touring the trench when zooming in and out of the photographs. A strategy for using this resource is to download the plug-in, display the Web site to the class and use the images as a teaching tool while you discuss trench warfare.

**SUGGESTED HISTORY LABS**

**History Lab 15 — Creating Slideshows/Media Tracks**

- The events of the First World War have been recorded in various forms: newspaper clippings, video clips, photographs, audio clips, government documents, documentaries, radio interviews, maps and graphs. Such a rich variety of primary- and secondary-source documents can be analysed and presented by students in multimedia presentations using video, Web pages, PowerPoint or Inspiration software. Lab 15 showcases several types of “non-textual” history projects that supplement the list of projects for the Independent Study suggested on page 25 in the curriculum guide. Several of the examples in this lab are about the First World War.

  On the second page of the lab there is a sample film script titled, “Canadian Soldiers in the Trenches During the First World War,” and the activity at the end of the lab asks students to construct an outline for a multimedia presentation using this script.

  The activity on page five asks students to judge which of the two slide shows is most effective. Another strategy for using this resource is to download the slide show and display it to the class as a teaching tool about total war.

**History Lab 7 — Primary Textual Analysis**

- There are several components of Lab 7 that support the specific outcomes in Chapter 4 as outlined on page 40 of the curriculum guide. To use this lab in relation to Chapter 4, instruct students to complete the activity on page four of the lab when you are teaching the First World War.

  Another strategy is to display the First World War resources in Lab 7 to the class as a teaching resource. These resources are found on pages three, four, nine (documents three and five).

**Implementation Strategies**

**TOTAL WAR**

The concept of total war can be conveyed effectively through visual materials. Many images of the First World War exist, and students should develop the skills to analyse visual materials and to effectively arrange and display such material in a manner that conveys their message. Multimedia literacy and technology skill
levels will likely vary among your students. Most students will be able to create PowerPoint presentations or Web pages. Have students complete Lab 15 before you assign a multimedia project, and you may wish to enlist the help of your school’s Information Technology (IT) instructor as an additional resource for students.

To have students research the topic of total war and use visual imagery to display their findings, divide students into groups and have them create a PowerPoint presentation using the resources from the History II site. There are a variety of resources available on the site, and you could put descriptions or titles of some of these resources into a hat and have groups draw one resource on which to build a presentation.

Suggested resources and titles include the following. To locate these resources, enter the Resource Centre under the Contents menu, and use the “Search Titles and Captions” function.

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Clip</td>
<td>In the Mud, Passchendaele, Belgium, 1917</td>
</tr>
<tr>
<td></td>
<td>Men and Tanks Attacking at Courcelette, France, 1918</td>
</tr>
<tr>
<td>Panorama</td>
<td>Cambrai Casualty Station, France, 1918</td>
</tr>
<tr>
<td></td>
<td>Canadian Military Camp, Aldershot, England, 1918</td>
</tr>
<tr>
<td></td>
<td>Canadian Transport East of Arras, France, August, 1918</td>
</tr>
<tr>
<td>Support for the War</td>
<td>5 August, 1914</td>
</tr>
<tr>
<td>Slide Show</td>
<td>Military Training, 1915</td>
</tr>
<tr>
<td></td>
<td>The Horrors of the First World War, 1914–1918</td>
</tr>
<tr>
<td>Chart</td>
<td>Canadian Soldiers Killed in Action during the First World War</td>
</tr>
</tbody>
</table>

Give students time to go to the History II site, download the resource into a PowerPoint frame, and research information about the image and how it fits the concept of total war.

Have the student groups create a PowerPoint presentation with five slides only, one of which will have the downloaded visual from the History II site. Encourage students to use music from the time period and other visual images that suit their topic. The presentation must be designed to stand on its own, with no oral presentation about the material in each slide. Inform them that all of the five-slide presentations will be put into one PowerPoint presentation, in chronological order. Each group can load their presentation onto a disk and you can then upload them onto one computer. When all of the pieces are put together, run through the presentation once without interruptions so the class can see the effect. Then go through the presentation again, allowing each group time to comment on their slide show.

Inform students that they should be prepared to answer the following questions about their visual resource:

- How does the event fit into the total-war concept?
- What was Canada’s role in the event?
- What information is contained in the multimedia clip?
- Who created the image or resource, and why?
- Is the resource an example of propaganda or biased perspective?
- Did the style, colour, text, and music enhance the message of the multimedia clip? How?
- Has the information in the clip been distorted or accidentally modified by being packaged in the current medium?
- How could the presentation be modified to improve its impact?

When all groups have discussed their section of the presentation, you could suggest to the class that they donate their multimedia presentation to the community Legion branch who might show it at the next Remembrance Day service. If there is an annual service in your school, and if it has not occurred already, you might offer to play the PowerPoint presentation as part of the service. Depending on the size of your class, you could give students time to modify their presentation in class. To make the collective presentation smoother, students should agree upon a common background colour and style of text, as well as a consistent style for titles and captions throughout.

WEB-PAGE ESSAY

One of the greatest social crises in Canada at the time of the First World War was conscription, which divided the nation into many opposing camps:
Ontarians against Québecois, farmers against factory workers, rural dwellers against urban dwellers, pacifists against the military. Other social changes brought about by the war are mentioned under Setting the Context, on page 34 of this guide. Each of these topics could be a theme for a multimedia presentation.

Divide students into small groups, and have each group conduct research about one social change during the war. There are several Web links on the History II Web site related to Chapter 4, and many of them would be useful for this project. Instruct students to present their findings in a Web-page essay, much like the example shown on page three in History Lab 15. To facilitate the process, distribute Blackline Master 16, and have students design the layout of their Web pages before they begin construction. You can assess their layout and history resources, and suggest improvements if required.

When the projects are complete, project them on screen to the class and have students evaluate each other’s work using an established rubric. The Web pages could be linked together and put on the school’s Web page so students can use them for future reference.

**CONSCRIPTION DEBATE**

As students research the First World War, they will discover that letters were an important means of communication during the war. Students might read copies of letters that are quite personal, such as letters between soldiers and their families in Canada, or letters that are official, such as letters petitioning the government to take a certain action. An activity to build upon students’ literacy skills is to ask each student to assume a role during the war years and to write a letter to voice his or her opinion about an important debate, such as conscription. Ask students to imagine that they and their families live in the year 1917, when Prime Minister Borden is proposing the Military Service Act that will force men to join the army. You could download relevant documents from the History II Web site for students to read. Two such documents for Chapter 4 are: “The Military Service Act, 29 August 1917” and “The War-time Elections Act, 1917.” After reading this material, have each student write a letter to Prime Minister Borden expressing her or his views about the government’s action.

When introducing this activity to the class, point out to students that there is no “right” answer or position to take on this issue. Remind students to stay in character. Ask them how their character would have reacted to the issue of conscription during the First World War.

**Chapter 5:**

The Second World War: Total War Returns

Setting the Context

Canada entered the Second World War with greater independence and sobriety than it had in the First World War. This was another total-war conflict that would kill many more civilians than military personnel. Canada joined British Allies who were fighting fascist dictators in Spain, Italy, and Germany. When Japan attacked the United States, Canadian troops were sent to battle in the Pacific region.

In the armed forces, some gender and racial barriers were struck down. African-Canadian soldiers were no longer segregated or put into labour battalions. Women were allowed to take on more non-traditional positions in the forces, but they were paid less than male soldiers. Aboriginal men could serve in the army but they had to give up their status as registered Indians and ask permission of the Department of Indian Affairs.

On the home front, women entered the workforce as they had during the First World War, but were paid less than men. There was paranoia about subversives, and this time it was Japanese Canadians who were rounded up and sent to internment camps. They were allowed to take a suitcase of possessions; the government confiscated everything else they owned. Ethnic intolerance in Canada was also high toward Jewish immigrants escaping genocide in Nazi Europe: our country’s record of accepting Jewish refugees was one of the poorest in the world.
When the war ended, the United Nations was created to maintain peace among the global community. Canada joined the United Nations as an independent nation in 1947.

Students’ prior knowledge of the Second World War might be greater than that of the First World War because they could have grandparents who participated in this conflict. As well, many will have seen Hollywood movies about this war; for example, *Pearl Harbor*, *Saving Private Ryan*, or *Schindler’s List*. To activate this knowledge, and to distinguish terms associated with this war from those associated with the First World War, distribute Blackline Master 17. Instruct students to separate the pairs of terms, putting the term in either the First World War box, or the Second World War box. Note: there are several terms that should go in both boxes, such as “conscription” and “The War Measures Act.” You might opt not to discuss the correct answers to this puzzle yet, and ask students to keep the graphic organizer in their notebooks until the class has completed Chapter 6. At that time, have students correct their puzzle using their new knowledge. As well, encourage a class discussion about similar patterns in the two wars.

**Strategies for Supporting Inquiry through the Online Resource Centre**

**KEY WEB SITES AND OTHER RESOURCES**

Go to http://history11.ednet.ns.ca. Under Contents, select Resource Centre. Conduct a search by chapter by selecting Chapter 5. Instead of selecting All Resources, narrow your search by selecting the appropriate category or categories, such as Web links.

**McGill University Canadian War Poster Collection:** “Canadian War Poster Collection,” McGill University Libraries Web site, 2001; McGill University.

- This Web site displays a collection of war posters for both world wars. The largest collection is posters for the Second World War, in French and English. The posters in the section “Appeal for Discretion” remind the viewer about the paranoia during the war, both at home and in Europe. The posters are primary-source documents that students can analyse for propaganda. A strategy to enhance student media literacy is to project the posters in class using an LCD projector, and ask students to deconstruct the obvious and subtle messages in the text and images. Either before or after viewing the posters, you should display the text, “About War Posters” (menu at bottom of Web page), which provides a summary of the intentions and design of the two sets of war posters.

**CBC — The National — Return to Ortona:** “Return to Ortona: A Battlefield Redemption,” The National; CBC Web site.

- This site provides many links to regiments that participated in the Ortona battle in Italy. Another feature of this Web page is the list of links to Canadian artists who painted scenes of battles during the war. A strategy to increase students’ media skills is to display the works of art to the class and have the class discuss the information and sentiments communicated in each visual.


- This Web site contains a collection of historical works recorded by “Official Historians” during the Second World War who were charged with the task of producing “reports for future records and to form the basis of future Canadian Military Official Histories.” The declassified records are in Adobe PDF form, and you might have to download a plug-in to be able to read them. Students should view the material in this Web site after they have completed Lab 6 (see the following).

**SUGGESTED HISTORY LAB**

**History Lab 6 — Credibility of Secondary Sources**

- As students conduct research on the Second World War, they may recognize patterns of bias, propaganda, and opposing agendas.
Critical analysis is an important skill to employ when sifting through primary- and secondary-source documents, and, more importantly, when reading the historical arguments presented in secondary sources. Everyone has a bias. It is the student’s task to recognize the author’s argument, analyse the evidence put forth to support that argument, and seek pertinent evidence the author may have chosen to ignore.

In Lab 6, students are encouraged to maintain “a critical approach to sources.” Examples of secondary sources that convey an author’s bias are offered. It is important that students understand that many Web sites about the world wars will have strong bias. This does not mean that the sites cannot be used as research data.

The slide show on page eight provides students with the criteria they should look for on a Web page to evaluate academic accuracy and authorship. You might inform students that the Internet sources they use to support their Independent Study must follow these guidelines. Other Internet sources that are not academic can be used, but the student must identify the bias or perspective of the author.

The activity on page nine, Identifying an Argument is a good test of student’s reading and comprehension skills. You might assign Lab 6 as homework.

Implementation Strategies

CANADIAN CONTRIBUTIONS TO THE SECOND WORLD WAR

The specific curriculum outcome GL5 in the curriculum guide states that students will identify and describe Canada’s various military roles and contributions in the Second World War. Students can begin with pages 59–65 in the student text and continue to research information using the Web links on the History 11 Web site. Another form of research could be personal interviews with veterans. Perhaps some of your students are related to veterans who served in the Second World War, or lived during that period, and would be willing to be interviewed. You could contact the local Royal Canadian Legion branch and ask to be put in contact with local veterans who are willing to be interviewed or to speak to the class.

Before any interviews take place, agree on some basic questions as a class. Questions could include the following:

- When did you join? How old were you when you joined?
- Why did you join?
- What was your role in the forces?
- Where did you serve in the forces? (list the main places)
- What are your top three memories of your experiences?
- What message would you like to tell young people in Canada today?

Using ArcView software, students could mark the veterans’ wartime locations on a world map. Students could link data and photographs related to specific veterans to the map. Additional images or links could be found at the History II Web site. Or, instead of using ArcView, students can mark the veterans locations on a world map, and put the map in the centre of a piece of bristolboard. Then students could add text, photographs, and images that convey information gleaned from the interview.

Veterans may do more than share their experiences of the Second World War. The Connections activity on page 69 of the student text asks students to research Bill C-36 that was introduced in Canada shortly after the September 11, 2001 attacks in the United States. Students might be curious about the veterans’ opinions of these events and the Bill.

WAR POSTER ACTIVITY

As mentioned in the previous activity, a required skill when analysing documents is the ability to recognize the perspective of the author. War posters were used to convey information and propaganda, and students can gain an understanding of the society at that time by deconstructing the obvious and hidden meanings in a poster. Using the Web site, “McGill University — Canadian War Poster Collection” (see page 38), display posters to the class, and ask students to consider what the intent of the artist or the organization that hired that artist likely was. Remind them
that at the time, posters like these were the most effective way to communicate to the masses. Questions to guide the inquiry could include:

- Who is the targeted audience of this poster?
- How is the enemy portrayed?
- How are our soldiers portrayed?
- What kind of intimidation or threat is being used?
- What kind of peer pressure is being used?

The idea of “good” versus “bad” propaganda should be considered. Was the message of the poster in the interest of national security? Taking this activity one step further, you could search the Internet for German war posters and display them to the class as well. Students could then compare and contrast the images and messages, and they may be surprised to see similarities between the two sides.

**SIFTING THROUGH SPEECHES**

Speeches are another type of primary-source document that students must analyse when researching the World Wars. Comprehending the text and understanding the context of phrases are skills students must use in order to make sense of the document. Often, these documents include a special vocabulary reflecting the time period or the medium used to communicate the message.

The History 11 Web site includes two speeches made on the eve of war. To access the speeches, go to the Resource Centre, and use the Search function to find the speeches titled: “King’s Speech on the Eve of War, 8 Sept. 1939” and “Borden’s Speech to the House of Commons on the Eve of War, 19 Aug. 1914.” You might download the speeches and make copies for your students. Give students Blackline Master 18 and ask them to analyse each speech, looking for similarities and differences. Before students start the activity, it might be helpful for you to give a brief description of each of these two prime ministers and the party each one led.

When the graphic organizer is complete, refer students to Borden’s quotation on page 47 in the student text, and King’s quotation on page 59. Ask students to find and highlight the quotations in their copies of the speeches. They will not find the one-line quotation by King in their article. Ask students why. Do they have the correct speech? Or do they have only sections of King’s speech? The students will find Borden’s quotation in their copy of his speech, but they will see the sentences that were left out in the student text. Ask students why those sentences might have been left out of their textbook. Do they think the message of the speech was distorted by the editing? The intention of this activity is to make students understand how secondary sources, such as a textbook, must sometimes edit and adapt the resources they use. This activity will remind students that in some cases, they should seek out the primary source so that they can evaluate the entire source. Next, challenge students to take on the role of textbook editor and select several phrases from each speech that they think captures the essence of each leader’s message to Canada on the eve of war. You could assign this task as homework.

**EVALUATING ONLINE SOURCES**

To review skills acquired in History Lab 6 (Credibility of Secondary Sources), have students look through a range of documents to find fabricated documents as opposed to authentic historical documents. Divide the class into two groups: those who will share computers to find a fabricated map on the History 11 Web site, and those who will read through several textual documents you have printed out ahead of time from the History 11 Web site to find inauthentic historical documents. Have students within each group pair up with another member of their group.

Instruct the pairs of “online” students to go to the Resource Centre of the History 11 Web site, and search for “Maps.” There are 24 maps in total on the site for students to examine. Give each pair of students an atlas, and instruct them to determine which of the 24 maps is not a “real” map. They can look up most of the maps in the atlas to check for accuracy; however, not all of the maps will appear in the atlas. Tell students to make a shortlist of suspicious maps. Map number 17, a map of the two fictional countries Hebronia and Gabarus, is the fabricated map. Students should identify this as the fictional map without much difficulty when they refer to the atlas.
You will have to have prepared the documents for the pairs of students analysing the hard-copy documents before class. Visit the History 11 Web site and find “Unit Activity 1: Globalization.” Enter the “Second World War” section of this activity and download several of the authentic documents provided. Then enter the “Hebron Crisis” activity at the end of the lab and download several fictional documents that were created for this online activity about a hypothetical future scenario. Before making copies of these documents, cover up the date of the documents (2012). Otherwise, students will know too quickly that they have found the fabricated articles.

You might make the search a competition: which group of students can complete the detective work first? At the end of the activity, explain why there are fictional resources on the History 11 site at all. Those maps and articles are part of a unit activity about a future, hypothetical global crisis. Remind students that when researching online, they should always maintain a critical approach when evaluating resources.

CHAPTER 6
Canada in the Global Community

Setting the Context

The United States has had a markedly increased impact on our foreign policy over the last fifty-five years. A series of treaties during the Cold War gave the United States control over Canadian airspace in the DEW Line area that was set up to defend against nuclear missiles from the U.S.S.R. When Canada followed the United States into the Korean War, our soldiers served under American command, and their British weapons were replaced with American-made military technology. The Cuban Missile Crisis was a brief period when the Canadian government resisted the directives of the United States. Despite Canada’s official position of neutrality during the Vietnam War, our country supported the United States and South Vietnam. In 2001, Canadian troops were once again under American command in Afghanistan for the “war on terrorism.”

At the same time, Canada has played a humanitarian role throughout the world by participating in United Nations organizations such as the World Health Organization (WHO), Food and Agriculture Organization of the United Nations (FAO), and the United Nations International Children’s Emergency Fund (UNICEF). The Canadian International Development Agency (CIDA) was created in 1968 to organize aid and development projects around the world. Canadians are also proud of our peacekeeping roles.

Another way Canada has distinguished itself in the global arena has been its memberships in international groups such as the traditional Commonwealth, the cultural la Francophonie, and the geographical Asia Pacific Economic Co-operation (APEC).

Students will have some prior knowledge of events in this chapter, with much of this knowledge likely coming from events unfolding in the world today. However, students may not have a clear understanding of the political ideologies that created the Cold War and today’s global community. You might review the meanings of the terms capitalism, socialism, and communism with students. Distribute Blackline Master 19 and instruct students to decide where Canada exists in the political ideological spectrum. When everyone has completed the worksheet, you could have students compare their perceptions about the ideology of our government.

Strategies for Supporting Inquiry Through the Online Resource Centre

KEY WEB SITES AND OTHER RESOURCES
Go to http://history11.ednet.ns.ca. Under Contents, select Resource Centre. Conduct a search by chapter by selecting Chapter 6. Instead of selecting All Resources, narrow your search by selecting the appropriate category or categories, such as Web links.

• This Web site provides information and Web links about Canada as a member of the global community to supplement the material on pages 80–81 of the student text. It can also support the last delineation of GL6 on page 44 in the curriculum guide. Although some of the links are under construction, there are important Web links such as “Canada-NATO and Our Partners,” which provides information about the post-Cold War era. A strategy for using this Web site is to create questions about the various international organizations that Canada belongs to and direct students to the Web site to research the answers to these questions. In this way, you will have students gathering the information they need for GL6.

• This Web site provides eleven radio/television clips recorded during the Korean War. A strategy for using this site in class is to have students create a multimedia presentation about Canadian involvement in this war and use Web links to connect the presentation to this resource. Another strategy is to play some of the clips to the class and have students analyse the political perceptions or bias in the dialogue of each clip.

A Concrete Curtain: The Life and Death of the Berlin Wall: A Concrete Curtain: The Life and Death of the Berlin Wall Web site; Cyril Buffet, Deutsches Historisches Museum, Daniel Boulogne, and ONET.
• Perhaps the best use of this Web site is as an example of a biased Web page. You could display the exhibit to the class using a LCD projector, and have students analyse the use of colour, images, and words. There is useful information on this resource, but students should be alerted to the dramatics and the one-sided view of this exhibition.

SUGGESTED HISTORY LAB

History Lab 8 — Statistical Evidence
• Lab 8 looks at the purpose of graphs and charts and the misconceptions about needing advanced skills in order to interpret such data. Rather than dehumanizing history, statistics can reveal patterns over time or with large numbers of people that may otherwise have been missed in the storytelling of key events or people’s lives.

There are questions about statistical data on page nine of this lab, and you might have students take note of these when they work with historical statistics later in the course. The activity on the last page of the lab is a test of students’ ability to use graph-making software. You might wish to hold a class on this lab in the computer-lab setting, so that you can help students if required. Students are asked to download a spreadsheet with five sets of data. You might divide students into five groups, with each group using their assigned data set to create a chart and e-mail the results to you. If possible, ensure that each group has at least one student who has superior computer skills. If students finish this activity more quickly than anticipated, you can assign more sets of data until students have completed all of the charts. After completing this lab, students will be able to take historical data and convert it into an appropriate chart for analysis.

Implementation Strategies

TERMINOLOGY

This last chapter of the Globalization unit examines Canada’s place in the global community. The conflicts since the Second World War exemplify our relationship with the United States. As students study the concepts and terms in this chapter, they should be encouraged to consider what Canada’s role in the community of nations should be — now and in the future.

The terminology in the chapter should be clarified for students. A strategy is to have students look up terms such as peacekeeping and peacemaking in several
sources to compare the various definitions of the terms, which communicate different perspectives. For example, on their Web site, the United Nations defines peacemaking as “the use of diplomatic means to persuade parties in conflict to cease hostilities and to negotiate a peaceful settlement of their dispute.” Peacekeeping is defined as “based on the principle that an impartial United Nations (UN) presence on the ground can ease tensions and allow negotiated solutions in a conflict situation.”

A strategy that has students explore the meaning of peacekeeping and peacemaking, and the role that Canada has played in United Nations operations, is to analyse statistics from the United Nations Web page. We are told that Canadians are famous for peacekeeping and peacemaking, but do the statistics support this perception? Have the cutbacks to our military eroded our effectiveness in the past decade? Display to the class the Web page, DFAIT — “Canadians in the United Nations” (see pages 41–42 of this guide) and have students review what our government says about Canada’s role in the UN. There is a link on this site to information about Lester Pearson receiving the Nobel Peace Prize in 1957 for his leadership during the Suez Crisis. Ask students to speculate on whether Canada has maintained its position as a key player in UN peacekeeping and peacemaking missions and to think of research methods that would give evidence to support their answer.

**ANALYSIS USING THE UNITED NATIONS WEB SITE**

Remind students that during their study of earlier historical periods in Canada, they recognized and analysed rhetoric, propaganda, perspectives, and political agendas in the primary and secondary sources of that time. Tell students that the rhetoric and actions of today will be analysed by historians in fifty years, and have them speculate about observations future historians might make about the Canada that exists today. With this awareness, suggest that students use statistics to explore and analyse Canada’s role in peacekeeping and peacemaking efforts around the world, which is the second delineation of GL6. Students should have completed Lab 8 (See page 42 of this guide) before beginning this activity.

Students can perform further analysis of data on the United Nations Web page. For example, the Canadian government’s Web page says that Canada is the seventh-largest contributor to the United Nation’s budget. How do we rank in other categories? Have students visit the UN Web site, examine the statistical information and create charts and graphs for analysis.

Direct students to present their findings to the rest of the class, either by poster with charts, or a multimedia presentation with charts and graphics. Students could be encouraged to use Inspiration. To conclude, you might ask students how they could improve their statistical analysis and if there were any errors or omissions in their research.

**RHETORIC**

Although we live in a post-Cold War era, the rhetoric of the Cold War, including the terms capitalism and communism, is alive and well. Ask students to explore the bias that exists on the Internet. Give students Blackline Master 20 and instruct them to do a Web search to fill in the worksheet. (You might photocopy this blackline master on both sides of a sheet of paper so that each student can list six Web sites.) They can begin their investigation with Web links provided on the History 11 site, especially “CBC — The Korean War,” and the “Conflict and War” page on that site. While some students research on the Internet in the classroom, others could analyse hard-copy historic documents, including, for example, the quotation from Louis St. Laurent on page 74 in the student text. Another interesting resource to be analysed is the “Regina Manifesto and Capitalism, 1933” from the History 11 Web site. The student may be surprised by how some Canadians were very opposed to capitalism.

When the research is complete, encourage a class discussion about the types of political rhetoric that existed in the past, and exists today, and how such rhetoric would influence historical documents. You could take this activity one step further and have students compare the phrases of bias that they recorded on the graphic organizer with phrases they hear on current news broadcasts.
LOOKING AHEAD

Students should understand the concept of global interdependence. As our country enters the twenty-first century, the global community is constantly changing through conflict and economic challenges. The relationships we create and maintain serve to define us. Have students research Canada’s humanitarian involvement and our involvement in war. You could divide the class into two groups: one to study our participation in international organizations seeking peace, and the other to study our involvement in past wars. Subdivide these groups so that all the conflicts and organizations from Chapter 6 are researched. Instruct students to create a multimedia presentation, such as a PowerPoint presentation, that displays the historical data. They could begin their research with Web links from the History 11 site. Students could incorporate documents, newspaper articles, photographs, video clips, radio interview clips, and statistics in their presentations. The students who are researching Canada’s participation in global organizations should include data about our current standing in each organization. The students who are researching past conflicts should include current hostilities in which we are engaged or are currently being pressured to join.

SURVEY

Divide the class into two groups and ask each to conduct a survey to discover Canadian perspectives about our role in the global community. The surveys could be local, with students creating a questionnaire for people in their school and local community to complete, or they may expand their survey by using e-mail to contact people throughout Canada. The entire class should create the survey questionnaire, so that the data derived from each survey will correspond and can be meaningfully compared.

Have each group present the results of their survey to the class, including any relevant graphs or charts. Each presentation should be designed to answer the overall persistent question for the Globalization unit: What has been Canada’s place in the community of nations, and what should Canada’s role be?

After both groups have presented their findings, have each student write a one-page reaction to the information shared.
Globalization  CULMINATING ACTIVITY

Assessment Strategies

The culminating activity for Unit I allows students to consider how globalization would have affected teenagers throughout Canada’s history. To introduce this activity, ask students to reflect on how their own lives are affected by globalization. Also ask: How might a history student two hundred years from now interpret the lives of students today? What kinds of historical evidence would be left behind so that a historian from the future could piece together their lives? This inquiry could lead to answers such as:

- yearbook photographs
- school attendance records
- birth announcements in newspapers
- employment records
- diaries
- family albums
- computer hard drives or Web servers
- drivers’ licences
- bank accounts
- passport records

When students have listed the many ways that information is recorded about their daily lives, have them consider how few records about individuals were kept and maintained historically. You might review with them the ways that historians today gather information about people who lived hundreds of years ago.

This activity requires literacy and research skills. Point out that students can research literature to gain an understanding of past cultures, for example the story of Evangeline and Gabriel if they are writing about an Acadian teenager.

Before students begin this activity, display photographs or images of young people in Canadian history. There are many images, and Web links to more images, at the History 11 site. You might also include historical images of young people from the local area. Let students select one of the characters suggested on page 83 in the student text, or select a character of their choice. Perhaps the photographs you share with the class will give students ideas and options to consider.

Explain to students that the six questions in the activity on page 83 (a–f) in the student text must be answered in their multimedia presentation. Encourage them to include a map when they are explaining the global influences affecting their historical character. As with other multimedia presentations, students could include music from that time period.

If your students prefer to use ArcView, they can organize their text and images within that software. Another software program to consider is Inspiration: students could make a multi-tiered Inspiration presentation to display their information.

Before assigning this activity, share the rubric on Blackline Master 21, so that students will be able to understand the objectives of the activity. When the multimedia presentations are complete, you could have students display their work to the class in order of historical events. The series of presentations should make a powerful statement about Canada’s place among other nations throughout our history.

Overview of Web Activity

This unit activity focuses on the factors that Canada typically weighs in deciding to go to war or to enter into a peacekeeping mission. The students are presented with a fictional conflict between two countries. They are then told that they are advisers to the Canadian Parliament’s Standing Committee on National Defence (SCND) and that they are required to review how Canada has made decisions to act in three similar situations — the First and Second World Wars and the Suez Crisis of 1956. Their job
will be to study how much weight Canada gave to six different criteria in those crises and, after reviewing a series of documents created for the activity, apply what they have learned to the fictional situation. The six criteria for assessment are

- History
- National Values/Identity
- Economic Interests
- War Preparedness
- Public Opinion
- Threat Perception

The activity should be done in multiples of three, representing the three teams described in the activity. The optimal number is likely two students per team for a total of six, but you could assign three or more students to a team. The three teams will be assigned two of the six categories to research and report on. Ultimately, the entire group will reconvene to discuss their findings and apply their knowledge to the fictional conflict. They will provide you with a briefing note that explains the rationale for declaring or avoiding war.

You should note that, taken alone, the categories of research have their own relative degrees of importance. Placed within historical context, however, their relative significance changes. For example, the degree that Canadians perceive themselves at direct risk increases dramatically after the development of missile-based nuclear weapons, making it a much greater factor in Canadian decision making. Students must develop a complete understanding of both the categories of research and the conflicts to which they are to be applied to be successful in this activity.

This unit activity supports the following specific curriculum outcomes:

- describe and analyse Canada’s role in the British Empire to 1914 (GL3)
- analyse the role played by WWI in shaping Canada’s identity (GL4)
- explore the concept of total war that emerges in WWI (GL4)
- identify and describe Canada’s various military roles and contributions in the war (GL4)
- analyse the conscription crisis of 1917 (e.g., causes, consequences, key players) (GL4)
- analyse some of the controversial decisions involving Canadians (e.g., internments, 1917 election, racist policies) (GL4)
- analyse the role played by WWI in shaping Canada’s identity (GL4)
- analyse the role played by WWII in shaping Canada’s identity (GL5)
- identify and describe Canada’s various military roles and contributions in the war (GL5)
- analyse the impact of the wars on Canada’s evolution to nationhood (GL5)
- analyse the evolution of Canada’s roles in global affairs in the late twentieth century (GL6)
- analyse Canada’s evolving relationship with the U.S. in global issues (GL6)
- explore and analyse Canada’s roles in peacekeeping and peacemaking efforts around the globe (GL6)