

## LESSON 1

### YOUR COURSE CHALLENGE

#### UNIT 1 OPENER

#### UNIT 1 CHALLENGE

**Overall course issue question** (continued): To what extent have local, national, and global forces shaped Canadian identity?

**Unit issue question:** To what degree has a commitment to social justice been significant in creating Canada today?

### LESSON FOCUS

This lesson introduces students to the course challenge — create a museum display that responds to the overall course issue question — and introduces Unit 1 and its challenge — conduct and report on two interviews in response to the Unit 1 issue question.

To help focus students' explorations, you may wish to post this question prominently or write it on the chalkboard: Where can I find resources and seek feedback to help me complete the course and Unit 1 challenges?

**Estimated Time:** 75 minutes

### GETTING READY

Photocopy blackline masters.

- BLM A, Ten Steps to Preparing Research
- BLM B, Ten Steps to Making Effective Presentations
- BLM CC1, Your Course Challenge — Evaluation Rubric
- BLM CC2, Your Course Challenge — Checklist for Success
- BLM CC3, My Museum Display
- BLM CC4, Editing My Museum Guide
- BLM 1.1.1, Your Challenge 1 — Evaluation Rubric
- BLM 1.1.2, Your Challenge 1 — Checklist for Success
- BLM 1.1.3, What My Interviews Will Include
- BLM 1.1.4, Steps to Conducting My Interviews

Prepare an overhead transparency or presentation slide of the Canadian War Museum panel on page 12 and the graphic story on page 18 of *Creating Canada*.

Book an overhead projector, or a computer, and screen.

### RESOURCES

*Creating Canada*, pages 12–21

## ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether new resources have been posted to the site.

[www.warmuseum.ca](http://www.warmuseum.ca)

The website of the Canadian War Museum in Ottawa.

[www.thestar.com/article/265507](http://www.thestar.com/article/265507)

A *Toronto Star* article provides both the old and new text of the contested panel.

[www.valourandhorror.com](http://www.valourandhorror.com)

*The Valour and the Horror* was a controversial three-part 1992 CBC documentary series about Canada's participation in World War II. Part 2, "Bomber Command: Death by Moonlight," examines whether area bombing of civilians is a legitimate weapon of war for a democracy, among other issues.

[http://archives.cbc.ca/war\\_conflict/second\\_world\\_war/topics/103](http://archives.cbc.ca/war_conflict/second_world_war/topics/103)

The CBC Digital Archives offers 18 radio clips under the heading "1939–45: A Soldier's War."

[www.gg.ca/gg/index\\_e.asp](http://www.gg.ca/gg/index_e.asp)

The website of Governor General Michaëlle Jean.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include

- working on the BLMs
- participating in class discussions and activities

## PRIOR LEARNING

Students will draw on their familiarity with historical museums and their understanding of how historical events can be viewed from different perspectives.

## TEACHING AND LEARNING STRATEGIES

1. Instruct students to turn to page 12 of *Creating Canada* and display an overhead transparency or presentation slide of the Canadian War Museum panel on that page. Ask a volunteer to read the caption. Then ask students what issues this caption is raising. How might people respond to this information? And why might different people take different perspectives on the information given in the original panel? Some students may suggest that the result hardly justified the means. Others may say that there may have been more to this story.

### More to the Story

When war veterans objected to the wording of the panel in the Canadian War Museum exhibit, the museum authorities asked four historians — Margaret MacMillan, Desmond Morton, David Bercuson, and Serge Bernier — to review the display and make recommendations. But the historians split on the issue. MacMillan and Morton were strongly in favour of the panel's wording and defended the museum's right, and indeed its responsibility, to deal with the controversy. Bercuson, a University of Calgary military historian, and Bernier, the senior historian at the Department of National Defence, acknowledged that there was a debate but found the exhibit excessively provocative and hurtful to veterans.

After the Senate's ruling, the heading was changed to "The Bombing Campaign," the wording was revised — and the text became three times longer.

2. Read aloud the course challenge — Create a museum display that responds to the overall course issue question: To what extent have local, national, and global forces shaped Canadian identity. Then ask volunteers to read aloud the sections titled “An Enduring Controversy at the Canadian War Museum” and “History and Perspective” (p. 12, *Creating Canada*). Ask students how an individual’s or group’s perspective might affect their interpretation of an issue or historical event. What put the people who designed the museum display and the war veterans at odds with each other? What factors might give rise to controversies like these? Students may suggest factors such as
  - personal involvement with — or distance from — an event
  - a person’s background or culture
  - emotional issues
3. Divide the class into small groups and instruct students to work together to read page 13 of *Creating Canada* and to identify and discuss the four unit challenges. You may wish to ask them to consider which challenge they think will be the most interesting. The most difficult? Where would they go to find the resources they will need to complete each challenge? And where would they go to seek feedback? You may wish to use this discussion as an opportunity to point out what makes a resource reliable — especially on the Web — and who might provide useful feedback, such as teachers and parents.

As they do this, distribute BLM A, Ten Steps to Preparing Research, and BLM B, Ten Steps to Making Effective Presentations. Briefly review the steps and information contained in these sheets and instruct students to store them where they can find and consult them in future.
4. Ask students to work in their groups to read pages 14 and 15 of *Creating Canada*. Distribute BLM CC1, Your Course Challenge — Evaluation Rubric; BLM CC2, Your Course Challenge — Checklist for Success; BLM CC3, My Museum Display; and BLM CC4, Editing My Museum Guide.

#### **Vocabulary Tip**

Write the verbs “identify,” “analyze,” “interpret,” “evaluate,” “summarize,” and “explain” on the chalkboard. Explain that understanding these verbs will be important to successfully completing the course and the challenge, and ask students what these verbs mean.

- “Identify” means to find and clearly state a subject or position, such as an event’s historical significance.
- “Analyze” means to break down into parts and examine in detail, to examine critically, and to indicate which elements are essential.
- “Interpret” means to restate, based on evidence, what other people have said.
- “Evaluate” means to assess or appraise. It could also involve taking a position, as in taking a historical perspective.
- “Summarize” means to state a subject or position in the form of an overview.
- “Explain” means to present a position that is well expressed, well supported, and persuasive.

Review the evaluation, checklist, planning, and editing BLMs with students. Again, you may wish to use this discussion as an opportunity to discuss where to go to find reliable resources and usable feedback. Instruct students to store their worksheets where they can find and complete them as they proceed through the course and the steps of the challenge.

5. Draw students' attention to the unit-opening chart on page 16 of *Creating Canada*. Remind students of the chart on page 2 of the prologue and discuss how the sections containing the course, unit, chapter, and inquiry questions represent the structure of this first unit. Point out that the chapter issue questions grow out of — and feed into — the unit question (e.g., the Chapter 1 issue question — To what extent have individuals, groups, and governments helped shape Canadian identity? — grows out of and feeds into the Unit 1 question — To what degree has a commitment to social justice been significant in creating Canada today?).

Tell students that similar charts appear in the opener for each unit. Then, to help students understand the structure of *Creating Canada* and the course, you may wish to ask them to scan the opening pages of Unit 2 (p. 118), Unit 3 (p. 220), and Unit 4 (p. 314) and discuss how this structure will help students understand and form opinions on issues because learning comes from inquiry and asking questions. Information and points of view are easier to explore and remember when they are tied to focus questions.
6. You may wish to encourage students to consider what they are likely to explore in the four chapters of Unit 1 by asking questions like the following:
  - Which of the issue and inquiry questions on page 16 do you find most interesting?
  - Which questions are you able to respond to at this early stage?
  - Which topics do you already know something about?
  - Which questions do you think will be the most challenging?
7. Read aloud the words of Michaëlle Jean on page 17 of *Creating Canada* and ask students to examine her photograph on that page. Ask students whether they agree with Jean's remarks. Why — or why not? Some students may say they agree because Jean's remarks emphasize the collective — humanity — and the process of creating the story of Canada. Others may say her remarks fail to account for those who may not feel included in Canada's story.

With students, read the remainder of page 17, pausing to guide the class through a discussion of how an event like the attacks on the United States on September 11, 2001, can affect people's concerns and perspectives on the relative importance of social justice, national security, and personal safety. Would they say this event was historically significant? Why? And based on what criteria?
8. Display an overhead transparency or presentation slide of the graphic story on page 18 of *Creating Canada*. Ask students to examine the story, then ask questions like the following:
  - What can you infer about the young people in this story?
  - Which person's perspective do you agree with more? Why?
  - Which person's perspective do you agree with least? Why?
  - How would you — or do you — approach the same problem?

Ask students to complete the activity in "Your Turn." When they finish, you may wish to ask volunteers to read their response and to respond to questions from their classmates.
9. Draw students' attention to the timeline and photographs on page 19 of *Creating Canada*. Why do they think these particular photos were chosen? Which other events on the timeline would they have chosen to illustrate? Why?
10. Ask students to turn to the Unit 1 challenge (pp. 20–21, *Creating Canada*) and instruct them to read the sections titled "Your Interviews" and "What Your Interviews Will Include." Distribute

BLM 1.1.1, Your Challenge 1 — Evaluation Rubric; BLM 1.1.2, Your Challenge 1 — Checklist for Success; and BLM 1.1.3, What My Interviews Will Include. With students, briefly review the evaluation, checklist, and planning sheets and instruct them to store these sheets where they can find and complete them as they work through the steps of this challenge.

11. With students, read and discuss “Tips for Conducting a Successful Interview” (p. 20), then ask them to brainstorm to create a list of possible interview subjects. Students may suggest family members, friends, politicians, business leaders, or people directly involved in significant events between 1989 and the present. How will they decide which people to choose? What criteria will they use to make this decision? You may wish to suggest they prepare a T-chart (see p. XX), or a pros and cons list, to help them decide, then to start recording their choices in the first row of BLM 1.1.3, What My Interviews Will Include. Since most students will probably suggest family members or friends, encourage them to take different perspectives and to seek further afield.
12. Instruct students to turn to page 21 of *Creating Canada* and ask four volunteers to take turns reading the steps in conducting the interviews. As each volunteer finishes reading, pause and ask students what is most important for them to remember to do in the step. Distribute BLM 1.1.4, Steps to Conducting My Interviews, and tell students they can use these sheets to help conduct their interviews, record sources, seek feedback, and prepare their reports.

## **DIFFERENTIATING INSTRUCTION**

1. Choose small groups with a balance of abilities and interests so that students can help one another while reading and articulating responses.
2. Encourage interested students to find out more about the controversy over the display at the Canadian War Museum. They could start with the websites listed in “Additional Resources” and prepare a brief report or bulletin board display. Others could be asked to visit a local museum and report to the class on a current exhibit. They could, for example, bring back pictures they have taken on their cellphones or with digital cameras, if the museum allows this.
3. Some students may wish to know more about the role of the governor general in Canada’s system of parliamentary democracy, and Michaëlle Jean in particular. You could direct them to the website listed in “Additional Resources” and ask them to assemble a photo essay to display or to post on a website for the class.
4. As students progress through the challenges, discuss their comfort level with various aspects of each. Some may prefer to submit a written report, for example, while others may wish to prepare an audiotape, a short video, a set of sketches, a collage made of drawings or photographs, a computer software presentation, or a dramatic or humorous skit.

## LESSON 2

### INTRODUCTION TO CHAPTER 1 CANADIAN IDENTITY

**Chapter issue question:** To what extent have individuals, groups, and governments helped shape Canadian identity?

**Inquiry question:** Is there a Canadian identity?

#### LESSON FOCUS

Students will begin to explore Canadian identity by responding to the inquiry question.

To help focus students' explorations, you may wish to post this question prominently or write it on the chalkboard: What gives me identity as a Canadian?

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy blackline masters.

- BLM 1.1.5, A Country? A Nation? Or Both?
- BLM 1.1.6, What Some Sources Have Said about Canadian Identity

Prepare an overhead transparency or presentation slide of Figure 1-1 (p. 22, *Creating Canada*) and an overhead transparency of the key terms on page 23 (optional), BLM 1.1.5, A Country? A Nation? Or Both? (optional), and BLM 1.1.6, What Some Sources Have Said about Canadian Identity (optional).

Book an overhead projector, or a computer, and screen.

#### RESOURCES

*Creating Canada*, pages 22–27

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether new resources have been posted to the site.

<http://newsinreview.cbclearning.ca>

The archives at CBC News in Review offer stories — such as “The Maple Leaf Flag: Waving the National Symbol (May 1998), “Tibet: A Rare Look” (September 1999), and “China and the Olympics” (September 2008) — that provide useful background information, lesson plans, and student activities.

[www.tibet.com](http://www.tibet.com)

The website of the Government of Tibet in Exile offers updates on Tibet's status and culture.

[www.nationalismproject.org/what/anderson.htm](http://www.nationalismproject.org/what/anderson.htm)

The Nationalism Project provides Benedict Anderson's full definition of a nation as an "imagined political community."

[www.liberal.ca/en/michael-ignatieff](http://www.liberal.ca/en/michael-ignatieff)

The Liberal Party of Canada's website offers a biography of its leader, Michael Ignatieff.

[www.willferguson.ca](http://www.willferguson.ca)

On his website, Will Ferguson expands on what makes Canadians distinctive and not American.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include

- completing the BLMs
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understanding of nations and national identity and how a commitment to social justice has been significant in creating Canada today.

## TEACHING AND LEARNING STRATEGIES

1. To introduce the question of Canadian identity, ask students to brainstorm to create a list of ideas about whether they have an identity as a Canadian and, if so, what it means to them. To help focus their discussion, you may wish to write questions like the following on the chalkboard:

- Is there a Canadian identity?
- What is it?
- What does being Canadian mean to you?

Some students may suggest that their identity as Canadians simply means they were born or live here or both. Others may suggest that it stems from shared values, ideas, a culture, and history. Still others may suggest that little or nothing makes them uniquely Canadian.

2. Display an overhead transparency or presentation slide of the photographs in Figure 1-1 (p. 22, *Creating Canada*). Ask students to read the caption, then ask them what role the Canadian flag plays in these two situations. What does each photograph say about how others view Canada? What does each say about how Canadians see themselves?

With students, read the first three paragraphs on page 23, then divide the class into six groups and assign each group one of the questions about the photos in Figure 1-1. When the groups finish discussing their question, ask each one to appoint a spokesperson to summarize the group's response. Guide the class through a discussion of each group's response.

3. Draw students' attention to the key terms on page 23. Ask students how they would define each of these terms at this point. You may wish to display the terms on an overhead transparency, or to write them on the chalkboard or chart paper, and record students' responses.

Make this a classroom activity in vocabulary building by beginning a word wall (see p. XX). You may also wish to ask students to begin compiling a point-form glossary of definitions in

their notebooks, or you may wish to direct students' attention to the glossary on page XX and discuss with the class how to use it.

Conclude this part of the lesson by briefly reviewing the section on establishing historical significance on page 6 of *Creating Canada*. Then instruct students to complete the activity in "My Canadian History Journal." When they finish, ask volunteers what historically significant events they chose — and why.

4. Draw students' attention to the "Thinking Historically" concepts on page 24 of *Creating Canada* and briefly review their importance. Then ask students to read the rest of the page. When they finish, ask them to study the photographs and the statistics given in the caption for Figure 1-2 (p. 24, *Creating Canada*). Then ask them to respond to the question in the activity icon on that page. Students may suggest that these statistics mean that Ontarians are more likely to see Canada as an industrial country, while Nova Scotians are more likely to see it as a seafaring nation.
5. Ask students to read the section titled "Canada as a Nation" and to examine Figure 1-3 (p. 25, *Creating Canada*). Distribute BLM 1.1.5, A Country? A Nation? Or Both?, and instruct students to use the worksheet to distinguish between the terms "country" and "nation," using Canada and Tibet as examples. Student's responses will vary, but they may suggest ideas like the following.

Canada is a country because	Tibet is a not a country because
<p>It has defined physical borders.</p> <p>It has a single national government.</p> <p>It is recognized as country by the international community.</p>	<p>It is not recognized as a country, though it has a distinct geographic location and physical borders.</p>
Canada is — or is not — a nation because	Tibet is — or is not — a nation because
<p>Its size and geographic diversity means it has regional interests that affect people's interests and views.</p> <p>Its identity is hard to define.</p> <p>Its people share certain values, such as respect for diversity.</p>	<p>Its people have a distinct language, culture, and religious beliefs.</p>
Canada is — or is not — both because	Tibet is — or is not — both because
<p>Canada is a country but not a nation because its people are so widely separated and diverse.</p> <p>Canada is both because its people share certain ideas and values.</p>	<p>Tibet is a nation because its people share a history and culture, but it is not a country.</p>

When they finish, you may wish to ask volunteers to read a point they made on the worksheet. You may also wish to display an overhead transparency of the BLM and record points as students respond. Or you may wish to guide further discussion by asking questions such as

- In what ways are Tibet and Canada similar? In what ways are they different?
  - To what extent can Tibet be viewed as a “nation” even though it is not officially recognized as an independent country or a sovereign state?
  - Canada is regarded as a country — but is it a nation?
  - What factors — geographic, linguistic, cultural, political — contribute to Tibetans’ sense of themselves as a nation? To Canadians’ sense of themselves as a nation?
  - Which of these factors is most important in shaping the identity of Tibetans? Of Canadians? Why is this the most important factor?
6. Ask students to choose a partner — or assign partners — and ask the pairs to work together to read the section titled “An Imagined Political Community” and the words of Charles Hanley in “Voices” (p. 25, *Creating Canada*). When they finish, ask students how Charles Hanley might define “nation.” How does this definition compare with Benedict Anderson’s? Do students agree with either definition? With both? Why?
- Students may agree with Benedict Anderson that a nation is in people’s heads — that nations are imagined — or with Charles Hanley that there is no Canadian nation in the psychological sense, or with both, but be sure they give reasons and can state clear criteria.
- You may also wish to ask students to discuss the main features of an “imagined” or “psychological” Canadian community. How might this view differ from the way people in other countries, such as the United States or France, imagine their political community? Their nation?
7. Time permitting, write on the chalkboard the question in “Up for Discussion” on page 25 of *Creating Canada*: Rather than worry about Canadian identity, wouldn’t Canadians be better off if they got on with their lives? Ask students to respond and guide the class through a discussion. If this discussion becomes excessively lively, remind students to remain respectful of the ideas and feelings of others.
8. Ask students to work with their partner to read the section titled “Canada as a Civic Nation” (p. 26, *Creating Canada*). When they finish, ask them to respond to the questions in the activity icon at the end of that section. Then ask whether — and how — Ignatieff’s views might influence his positions and actions as a writer and leader of the Liberal Party. How might Olive’s views colour his positions and writings?
- Students may suggest that Ignatieff sees Canada as inclusive, so he wants to keep the country united, while Olive sees it as perhaps too diverse to constitute a nation, but he would like to see the idea of being one more resolutely pursued.
9. Ask students to work with their partner to read the section titled “Social Justice and Identity in a Civic Nation” and to respond to the first question in “Recall . . . Reflect . . . Respond” (p. 26, *Creating Canada*). Students may agree with Benedict Anderson that Canada is, like all nations, an “imagined political community.” Or they might agree with Charles Hanley that there is no such thing as a Canadian “nation” even though Canada is recognized as a nation-state. You may wish to ask students whether they agree with Charles Hanley that Canadians do not share objects of national feeling. If they disagree with Hanley, encourage them to suggest some objects of national feeling (e.g., the maple leaf flag, a vast landscape, shared values, respect for diversity, hockey).
- Distribute BLM 1.1.6, What Some Sources Have said about Canadian Identity, and instruct students to use it to complete the second activity in “Recall . . . Reflect . . . Respond.” Tell them to ignore the last two rows of the worksheet for now.

10. Ask students to turn to “Viewpoints on History” on page 27 of *Creating Canada* and to work with their partner to read the two points of view and respond to the questions in “Explorations.”

Students may say that the “looming almighty presence of the United States” indeed defines Canada — or that it isn’t in fact that significant. They may also point out that the responses in the poll indicate that Canadians agree that North Americans share certain distinguishing values — but that Canadians are not the same as Americans culturally. But Canadian artists still have to go to the U.S. to succeed — and Canadians do seem confused about what an identity is and whether they have one.

11. Ask students to fill in the last two sections of BLM 1.1.6, What Some Sources Have Said about Canadian Identity, and ask volunteers to read selected responses. To direct a discussion, you may wish to display an overhead transparency and fill in selected responses as you ask the volunteers to explain their responses.
12. Time permitting, you may wish to return to the questions in Step 1 of this lesson and ask students whether — and how — they would revise their responses at this point. Or you may ask them to respond to the focus question — What gives me identity as a Canadian? — and guide the class through a discussion.

### DIFFERENTIATING INSTRUCTION

1. Make sure students choose partners — or assign partners — with complementary learning styles and compatible social skills.
2. Some students may prefer to create drawings instead of written responses in some or all of the boxes in worksheets.
3. Ask interested students to conduct further research on the history of the Canadian flag, Tibet, Benedict Anderson, or Michael Ignatieff. They could start with resources listed in “Additional Resources” and present a brief oral or written report to the class on this topic or person.
4. Ask some students to create a drawing or cartoon with the heading or caption “I Am a Canadian.” Tell them to be prepared to explain to the class why they included certain symbols and elements and what these symbols mean to them.

## LESSON 3

### DEMOGRAPHIC AND SOCIAL FORCES

**Chapter issue question:** To what extent have individuals, groups, and governments helped shape Canadian identity?

**Inquiry question:** What are some significant forces that have helped shape Canadian identity?

### LESSON FOCUS

Students will continue to explore Canadian identity by examining some of the demographic and social forces that have shaped ideas about it.

To help focus students' exploration, you may wish to post this question prominently or write it on the chalkboard: What social and demographic factors have shaped my identity as a Canadian?

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy blackline master.

- BLM C, Placemat

Book an overhead projector.

Gather at least four sheets of chart paper and four different-coloured markers.

### RESOURCES

*Creating Canada*, pages 28–33

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.creatingcanada.ca](http://www.creatingcanada.ca) to find out whether new resources have been posted on the site.

[www.rrj.ca/issue/2006/summer/627](http://www.rrj.ca/issue/2006/summer/627)

A *Ryerson Review of Journalism* article titled “Being John Ibbitson” points out Ibbitson’s views on Canada’s multiculturalism policies.

[www.newint.org/issue305/multiculturalism.html](http://www.newint.org/issue305/multiculturalism.html)

The full text of Neil Bissoondath’s *New Internationalist* article, “No Place Like Home.”

[www.cic.gc.ca/multi/index-eng.asp](http://www.cic.gc.ca/multi/index-eng.asp)

At this site, Citizenship and Immigration Canada outlines Canada’s multiculturalism policy.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students’ participation in a variety of activities. These may include

- completing the BLM
- participating in class discussions and activities

## PRIOR LEARNING

Students will draw on the previous lesson's discussion of Canadian identity.

## TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the inquiry question — What are some significant forces that have helped shape Canadian identity? — and read aloud the first two paragraphs on page 28 of *Creating Canada*. Then encourage students to brainstorm to create a list of ways Canadians think of themselves and reasons why their country has changed over time. Record students' responses on the chalkboard or a sheet of chart paper so you can return to them later.

### More to the Story

Until the 1991 census, Canadians were required to choose their ethnic origins from a list supplied by Statistics Canada, the government agency that collects demographic information. Statistics Canada's list did not include "Canadian" as a category.

But in 1991, people were no longer required to choose only from the origins on the list. They were allowed more leeway — and many took the opportunity to identify their origins as "Canadian."

So many people did this that when the next census was taken in 1996, "Canadian" was included for the first time on Statistics Canada's list of examples.

2. With students, read the first paragraph in the section titled "Demographic Forces and Identity" (p. 28, *Creating Canada*), then ask volunteers to write a working definition of the term "demography" on the classroom word wall. You may also wish to ask students to add it to the list they are keeping (see Step 3, Lesson 2). Then ask students to read the next paragraph. When they finish, ask them what demographers study — and why.
3. Divide the class into groups of four for a placemat activity (see p. XX) and distribute BLM C, Placemat. Ask group members to arrange themselves around the placemat and assign each position one of the four demographic factors — an aging population, changing immigration patterns, increased urbanization, and aboriginal population growth — on pages 28 and 29 of *Creating Canada*. Instruct students to give their section of the placemat a title and to use the rest of the section to record point-form notes about the demographic factor assigned.
 

When students have filled in their individual sections, instruct the groups to collaborate to decide on the information that should go in the centre of the placemat — for example, the most important demographic feature shaping Canada today — along with a brief explanation of why the group chose this information.
4. When they finish, ask the groups to appoint a spokesperson to share what the group decided to put in the centre. Record their responses on the chalkboard or a sheet of chart paper, then ask the class to rate the responses on a scale of 1 to 5 (1 = least important; 5 = most important). Then ask what the criteria they used to arrive at their ratings.

Some students may suggest that an aging population is important because it will affect how the country allocates resources such as health care and pensions. Some may say that changing immigration patterns will go to the heart of the country's identity as it alters its cultural makeup. Others may say that increased urbanization is not only changing the way people live but also dividing people into two distinct interest groups. And still others may suggest that Aboriginal population growth will shift the balance of power so that the interests of Aboriginal people may finally be recognized.

**More to the Story**

In the 1996 census, 799 010 people identified themselves as Aboriginal. In 2006, that figure had risen to 1 172 790 — an increase of 46.8 per cent. The greatest increase — 91 per cent — was in those identifying themselves as Métis. Statistics Canada attributed some of this growth to a higher-than-average birth rate but also pointed out that more people are now willing to identify themselves as Métis.

The 2006 census also revealed that, for the first time, a majority of Aboriginal people — 54 per cent — live in urban areas. In Ontario, about 1 in 10 Aboriginal people live in the Toronto Census Metropolitan Area and make up about 0.5 of its total population. In Winnipeg, Aboriginal people make up 10 per cent of the population.

5. Ask students to examine Figure 1-5 and the question in the activity icon on page 28 of *Creating Canada*. Ask them to identify several significant demographic trends that can be derived from the data and how this may affect Canada's identity today and over the next 10 years. Students may note, for example, that over the past three census periods, the top four birth countries of recent immigrants are located in Asia. They could also note that, according to the 2006 census, only three of the top 10 countries — the United States, Romania, and United Kingdom — are not in Asia or Latin America. Students may conclude that recent immigration trends are likely to shape Canadian identity today and over the next 10 years by making it more multicultural and more heavily influenced by Asian cultures and ideas.
6. Ask students to examine Figure 1-6 on page 29 of *Creating Canada* and to imagine they are using it to explain Canada's identity to a non-Canadian. What images in the photo would they draw to that person's attention? Students may suggest that the photograph represents Canada's multicultural nature by showing people of various ethnic backgrounds. They may also say that it represents Canada's increasing urbanization.
7. Divide the class into four heterogeneous groups for a graffiti activity (see p. XX). Instruct the groups to work together to read the section titled "Social Forces and Identity" (pp. 30–33, *Creating Canada*) as far as "Making History — Opening Eyes" (p. 33). As they are reading, write each of the pairs of questions that follow in two columns at the top of a sheet of chart paper:
  - In what ways does Canada's immigration system reflect a commitment to social justice? In what ways does it not reflect a commitment to social justice?
  - In what ways has Canada's policy of multiculturalism been successful? In what ways has it not been successful?
  - In what ways do people with disabilities suffer discrimination in Canada? What can be done to remedy this problem?
  - In what ways does the gender wage gap mean that Canada is not socially just? What can be done to correct this situation?

Post the sheets in four different areas of the classroom, give each group of students a different-coloured marker, and assign one pair of questions to each group. Instruct group members to gather in the area where their question is posted and to brainstorm responses.
8. Give the groups three minutes to record their responses on the sheet of chart paper at their assigned station, then ask the students to rotate clockwise to the next station, taking their coloured marker with them. Tell them to read the questions and responses that have already

been posted, then to record alternative responses or comments. As the groups progress through the stations, it may become difficult to think of alternatives. Tell students that if this happens, they may record follow-up questions or comments on the responses that have already been recorded, and write their names beside these questions and comments. And because feelings may start to run high on these issues, remind students to use appropriate language.

When the groups have rotated through all four stations, discuss with the class the responses posted on the sheets.

9. Draw students' attention to the words of Phil Mooney in "Voices" and ask them to respond to the question in the activity icon (p. 30, *Creating Canada*): Would Mooney describe Canada's immigration system as socially just? Ask students whether they agree with his judgment. What criteria did they use to arrive at their conclusions? Briefly review the discussion of the ethical dimension in historical thinking (p. 11, *Creating Canada*), then ask students how their responses may be an example of bringing an ethical dimension to an issue. Students may suggest that the immigration system favours some people and that this is not ethically just.
10. Draw students' attention to the activity icon on page 31 of *Creating Canada* and ask them to respond. Students may suggest that John Ibbitson would use the poll results to support his argument that multiculturalism benefits the economy and the nation by showing that immigrants feel comfortable in a multicultural society. Neil Bissoondath would use the results to support his criticism of multiculturalism by saying that immigrants want to fit in — and do; they do not come to Canada because they want to recreate the society they left behind. Though students' responses to the question of which position the poll results support most strongly will vary, ensure that they support their responses with effective reasons.
11. Ask students to respond to the questions in the activity icon on page 33 of *Creating Canada*. Some students may say that the graph indicates that a commitment to social justice is important to Canadian identity because Canada is above the OECD average. Others may say that the percentage is still too low to mean Canada is socially just. Their judgments about which argument is strongest will vary, but be sure they support them with valid criteria and remain respectful of the ideas and feelings of others.
12. Ask students to read "Making History: Opening Eyes" and to respond to the questions in "Explorations" (p. 33, *Creating Canada*).

In response to question 1, students may suggest that the women who started the Miss G\_\_ Project consider the story historically significant because Miss G\_\_ was an unidentified American who was said to have died as the result of her efforts to educate herself. Her story reveals an attitude toward women and education that was prevalent in the 19th century and that women are still striving to overcome today.

In response to question 2, students may say that requiring all secondary school students to take a gender studies course would be historically significant because it would acknowledge an injustice — and a lack — in the past. They may also suggest some of the benefits of a course like this in their own education and the effect it might have on gender issues such as the wage gap in Canada today. Other students may suggest that gender studies are unnecessary because women are well on their way to achieving equality and gender studies are already covered in history and social studies courses. Be sure students give reasons and remain both on point and respectful.

## **DIFFERENTIATING INSTRUCTION**

1. Ask some students to create a drawing or cartoon they could use to explain their identity as a Canadian to a non-Canadian. It could be similar to the drawing or cartoon they completed in the previous lesson (see Lesson 2, “Differentiating Instruction”). Tell them to be prepared to explain to the class how this image is different from the previous one and what symbols of Canadian identity they might need to explain to a non-Canadian.
2. Assign students to heterogeneous groups so that students can help one another in the placemat and graffiti activities.
3. Encourage interested students to find out more about the differing views of John Ibbitson and Neil Bissoondath, as well as the federal government’s reasons for implementing its policy of multiculturalism. They could prepare, for example, a brief script or roleplay of a town hall meeting or panel of experts involving Ibbitson, Bissoondath, and a government official. Websites listed in “Additional Resources” provide places to start.

Teacher's Resource  
Draft

## LESSON 4

### CULTURAL AND POLITICAL FORCES

**Chapter issue question:** To what extent have individuals, groups, and governments helped shape Canadian identity?

**Inquiry question:** What are some significant forces that have helped shape Canadian identity? (continued)

### LESSON FOCUS

Students will continue to explore Canadian identity by examining some of the cultural and political forces that have shaped it.

To help focus students' exploration, you may wish to post this question prominently or write it on the chalkboard: What cultural and political factors have shaped my identity as a Canadian?

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 1.1.7, Cultural and Political Forces and Identity
- BLM 1.1.8, Analyzing Three Powerful Images
- BLM 1.1.9, Mind Map — Canadian Identity

Create an overhead transparency or presentation slide of Figures 1-14, 1-15, and 1-16 (pp. 35, 36, and 37, *Creating Canada*).

Book an overhead projector, or a computer, and screen.

Assemble different-coloured markers for each student.

### RESOURCES

*Creating Canada*, pages 34–37

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether new resources have been posted on the site.

[www.pch.gc.ca/index-eng.cfm](http://www.pch.gc.ca/index-eng.cfm)

The Department of Canadian Heritage website.

[www.crtc.gc.ca/eng/home-accueil.htm](http://www.crtc.gc.ca/eng/home-accueil.htm)

The Canadian Radio-television and Telecommunications Commission website.

[www.cornergas.com](http://www.cornergas.com)

[www.dakinkinmyhair.com](http://www.dakinkinmyhair.com)

The websites for *Corner Gas* and *'Da Kink in My Hair*.

[www.ainc-inac.gc.ca/ap/rrc-eng.asp](http://www.ainc-inac.gc.ca/ap/rrc-eng.asp)

This site provides the Report of the Royal Commission on Aboriginal Peoples.

[http://archives.cbc.ca/politics/civil\\_unrest/topics/99](http://archives.cbc.ca/politics/civil_unrest/topics/99)

[http://archives.cbc.ca/for\\_teachers/117](http://archives.cbc.ca/for_teachers/117)

The CBC Archives offers 12 clips and a teacher's resource on the Oka crisis.

[www.historica.ca/peace/page-do?pageID=343](http://www.historica.ca/peace/page-do?pageID=343)

The Historica website provides a brief overview of the Oka crisis.

<http://polisci.nelson.com/quebec.html>

A web page titled "Quebec Sovereignty and Canadian National Unity" provides links to numerous resources.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include

- completing the BLMs
- participating in class discussions and activities

## PRIOR LEARNING

Students will expand on the question of Canadian identity that was introduced in Lesson 2.

## TEACHING AND LEARNING STRATEGIES

1. Ask students to name their favourite television shows. Record their responses on the chalkboard, then ask students which are produced in Canada and which are made elsewhere. Ask them to rate on a scale of 1 to 5 (1 = a very limited effect; 5 = a very strong effect) the importance of their TV-viewing choices on their sense of Canadian identity. In their ratings, how important was the fact that a TV show was made in Canada or elsewhere? What other factors played a role?

Some students may say that being able to watch great Canadian TV shows helps them know where they come from and who they are and makes them proud to be a Canadian. Others may say it has a limited effect on their viewing choices or sense of identity as Canadians — it's only TV, wherever it's made.

2. Draw students' attention to the question in "Up for Discussion" on page 34 of *Creating Canada* and ask them to respond. Some students may feel that Cancon rules are a form of censorship because, in effect, they restrict what is available. Others may feel the end — encouraging and rewarding the creation of Canadian content — more than justifies the means.
3. Ask students to examine Figure 1-13 (p. 34, *Creating Canada*), then ask them why they think a city like Sudbury would make its official website accessible in both English and French. Do they think other Canadian communities should adopt the same policy? Some students may conclude that other cities should do the same to ensure equal access for official-language minority groups. Others might argue that such access is expensive and should be determined by the size of the official-language minority in any given community. Still others may note that it still fails to meet the needs of people who speak other languages in a community.

4. Divide the class into home groups of three for a jigsaw activity (see p. XX) and distribute BLM 1.1.7, Cultural and Political Forces and Identity. Assign each student in the home group the number 1, 2, or 3 to identify the expert group he or she will join. Members of each expert group will read and record information about how a cultural or political issue or historical event has affected Canadian identity and a group's efforts to achieve self-determination. Group 1 will become experts on cultural forces (p. 34, *Creating Canada*); Group 2 will become experts on Aboriginal peoples and self-determination (p. 35), the Oka crisis (p. 35), and the Royal Commission on Aboriginal Peoples (p. 36); and Group 3 will become experts on the Québécois and sovereignty (p. 36), sovereignty and Aboriginal people (p. 37), the sovereignty vote (p. 37), and Stephen Harper's motion to recognize Quebec as a "nation within a united Canada" (p. 37). Some groups may include an extra student, who may be assigned to work with someone who is struggling. Alternatively, the extra might act as a floater to help out the other group members as necessary. You may also circulate to help groups as required.

Instruct group members to read their assigned section, discuss the information, and work together to decide on what to record in the appropriate section of the worksheet. Remind them to check the visuals and margin features for additional information.

#### More to the Story

When the United Nations adopted the Declaration on the Rights of Indigenous Peoples in 2007, the Canadian government refused to sign on.

The declaration says that Indigenous peoples have the right not only to territories and resources they use, but also to those they possess by reason of traditional occupation or use. Canada objected to this wording, arguing that it could interfere with land-claim processes, which try to balance the rights of Aboriginal peoples with those of other Canadians.

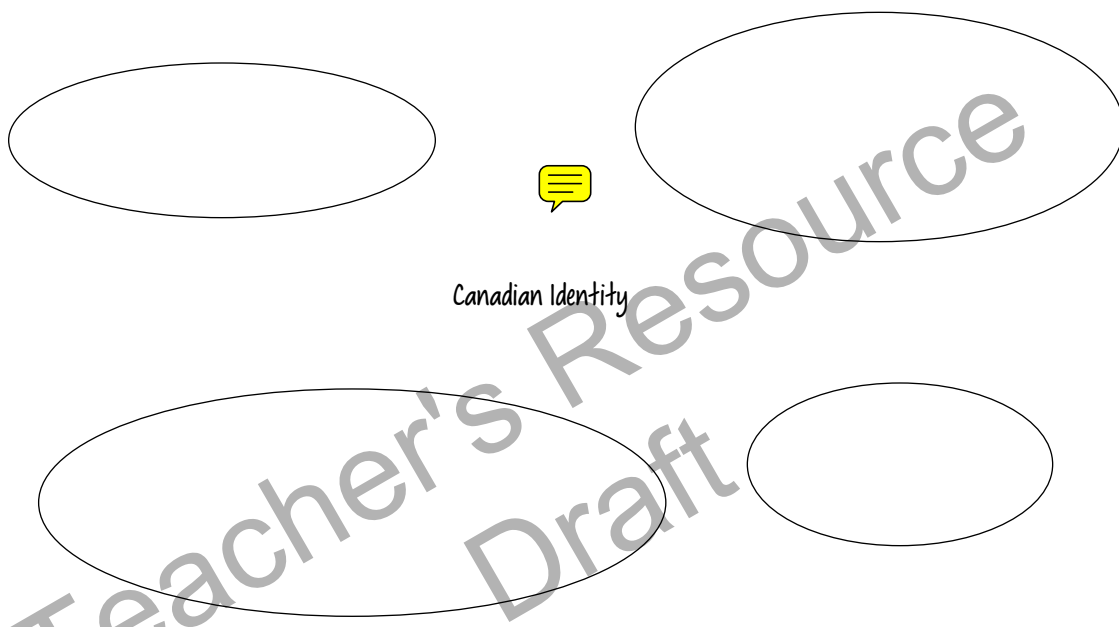
5. When the groups have finished reading and filling out their section of the worksheet, instruct students to return to their home groups and share the information with other group members. As the expert on each topic shares her or his information, other home-group members will record the information in the blank sections of their worksheets. By the end of this stage of the activity, all students' charts should be filled in completely.
- With the class, briefly review the information on the charts.
6. Draw students' attention to the activity icon on page 36 of *Creating Canada* and ask them to respond. Would providing Aboriginal peoples in Canada with a degree of self-government be likely to strengthen or weaken ideas about Canadian identity? What about the Québécois? Students may conclude that granting a degree of self-government to Aboriginal peoples would strengthen Canadian identity by including a group that has been discriminated against and denied rights in the past — in spite of the fact that the country was theirs in the first place. On the other hand, students might argue that such a measure would weaken the Canadian identity by making it less cohesive and unified — and that it might end up being costly. Students may make similar points about the Québécois, though a passion to keep the country together may run higher on this issue. In both cases, make sure students' language remains appropriate.
7. Display an overhead transparency or presentation slide of Figures 1-14, 1-15, and 1-16 (pp. 35, 36, 37, *Creating Canada*) and distribute BLM 1.1.8, Analyzing Three Powerful Images. Instruct students to use the BLM to provide the context of each image; that is, the event or topic to which it refers. Then ask them to record their reactions to the image, what message(s)

they think the image conveys, and the significance of the image in terms of Canadian identity. What aspect of Canadian identity does each image portray? And why do they think the images are historically significant?

8. Draw students' attention to "Recall . . . Reflect . . . Respond" on page 37 of *Creating Canada* and ask them to respond. In response to question 1, students may suggest that the 1995 sovereignty referendum was historically significant because it affected the future of all Canadians.

To help students respond to Question 2, distribute BLM 1.1.9, Mind Map — Canadian Identity. Tell them to use the size of the bubbles to indicate the relative strength of the force they identify in that bubble and to indicate whether the force strengthens or weakens Canadian identity — or both — by using different-coloured markers and a legend. Then ask them to show how the bubbles and title connect by using arrows and the space above and underneath the bubbles to jot a few notes.

Students' mind maps may look like the one shown.



Students' choices of relative importance and their notes on connections will vary, but be sure they give reasons based on solid criteria. They may also point out that one force — such as political forces and government actions — may have the largest immediate impact, but that social, cultural, or demographic forces may present greater challenges and create the most lasting effects over time.

In response to Question 3, students may suggest that saying Canada is a nation of nations is a valid position because it is in line with its history as a nation of immigrants and its present as a multicultural nation. The idea may not help keep the country together, however, nor does it accord actual status or self-determination to groups that may seek it, such as First Nations and Quebec.

9. Conclude the lesson by returning to the question of why students think views of Canadian identity have changed over time and the responses you recorded in Step 1 of Lesson 3. Ask students how — and why — they would revise some responses at this point.

**DIFFERENTIATING INSTRUCTION**

1. Choose one or more students who could benefit from vocabulary building and ask them to update the word wall.
2. When students complete their mind maps in response to Question 2 of “Recall . . . Reflect . . . Respond,” you may wish to display them in different areas of the classroom and place a blank sheet of paper under each. Ask students to record questions and comments, then ask volunteers to respond to the comments attached to their mind map.
3. Encourage students to find out more about one of the cultural and political forces examined in this lesson. The sources listed in “Additional Resources” are a few places to start. They could conduct research and report on one of the Canadian television programs referred to on page 34 of *Creating Canada* or present a brief report on a significant event in Canadian history — such as the Oka crisis of 1990, the Quebec sovereignty referendum of 1995, or the Report of the Royal Commission on Aboriginal Peoples in 1996 — by providing some background, a few reasons for its significance, and a brief statement of how it has helped shape Canadian identity.

Teacher's Resource  
Draft

## LESSON 5

### EVOLUTION OF CANADIAN IDENTITY

**Chapter issue question:** To what extent have individuals, groups, and governments helped shape Canadian identity?

**Inquiry question:** How is Canadian identity continuing to evolve?

### LESSON FOCUS

Students will explore how Canadian identity is continuing to evolve in the 21st century, in the face of both internal and global forces. They will also debate Ontario's bailout of the local auto industry.

To help focus students' explorations, you may wish to post these questions prominently or write them on the chalkboard: In what ways — and why — has my identity as a Canadian changed? And how might it change in the future?

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 1.1.10, The End of the Oil Boom?
- BLM 1.1.11, Canada — 1989 to the Present: My View (optional)
- BLM 1.1.12, Canada — 1989 to the Present: Another View (optional)
- BLM D, Mind Map (optional)
- BLM E, Cause-and-Consequence Chart (optional)

On card stock or construction paper, print four signs — Completely Justified, Somewhat Justified, Somewhat Unjustified, Completely Unjustified — and post them in the four corners of the classroom. You may also wish to post a fifth sign — Undecided.

Prepare an overhead transparency or presentation slide of Figure 1-21 (p. 41, *Creating Canada*) and Figure 1-22 (p. 42) (optional).

Book an overhead projector, or a computer, and screen.

### RESOURCES

*Creating Canada*, pages 38–43

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether new resources have been posted on the site.

[http://www.phac-aspc.gc.ca/seniors-aines/pubs/fed\\_paper/pdfs/fedpager\\_e.pdf](http://www.phac-aspc.gc.ca/seniors-aines/pubs/fed_paper/pdfs/fedpager_e.pdf)  
A 2002 Health Canada report titled *Canada's Aging Population*.

<http://newsinreview.cbclearning.ca>

CBC News in Review offers stories such as “Afghanistan: A Soldier’s Story” (March 2009), “Canada Faces a Recession” (December 2008), “The Future of the Oil Sands” (April 2009), and “Hard Times Hit the Auto Industry” (April 2009).

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students’ participation in a variety of activities. These may include

- completing the BLM(s)
- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the unit challenge

You may also wish to collect and assess one or more of the responses to the questions in “Recall . . . Reflect . . . Respond” (p. 41, *Creating Canada*) or the end-of-chapter questions and activities (pp. 42–43). If you do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

## PRIOR LEARNING

Students will draw on their understanding of the forces that have shaped Canadian identity, how it has evolved, and how it may evolve in the 21st century.

## TEACHING AND LEARNING STRATEGIES

1. Ask students to respond to the focus questions: In what ways — and why — has my identity as a Canadian changed? And how might it change in the future? Students may suggest that they keep learning more about the country and its history as they mature, or that their feelings about national identity keep changing as circumstances change. Then write on the chalkboard the inquiry question — How is Canadian identity continuing to evolve? — and ask students to predict what this lesson might focus on.
2. Ask volunteers to read aloud the section titled “From Peacekeeping to Peacemaking” (p. 38, *Creating Canada*). Then ask them to explain in their own words the meaning of the terms “peacekeeping” and “peacemaking.”

### Vocabulary Tip

“Peacekeeping” involves use of a country’s armed forces to maintain peace in another part of the world by keeping enemies apart and preventing the outbreak of war. Peacekeepers can use force only to defend themselves.

“Peacemaking” means allowing armed forces that were originally sent to maintain peace in a region of conflict to use force for reasons other than self-defence.

Briefly review the discussion of continuity and change as a historical thinking concept (p. 8, *Creating Canada*). Then draw students’ attention to Figure 1-17 (p. 38) and ask them to make a prediction about how Canada’s role as a peacekeeping or peacemaking country may continue to evolve in the 21st century.

3. Organize the reading of the section titled “Peacekeeping and Peacemaking in Afghanistan” (p. 39, *Creating Canada*) as a think-pair-share activity (see p. XX). Instruct students to read the section, pausing after each paragraph to think about what they have read and to summarize the information in a few words or in point form. When they finish, ask students to discuss their summaries with a partner and to revise their points if they wish. Then instruct students to work with their partner to respond to the questions in the activity icon at the end of that section.

Students may suggest that using Canadians as peacemakers in Afghanistan may be historically significant because it marks an evolution to a more active combat role — and a more active world player. Others may suggest that this combat role is not popular and is proving more costly than people expected.

4. Tell students to repeat the think-pair-share process to read the section titled “An Aging Demographic” (p. 39, *Creating Canada*) and to respond to the question in the activity icon at the end of that section.

Students may suggest that Canadian identity will have to include ideas of a nation of more mature people — and fewer young workers, who will have to provide more for health care, social service, and pension costs.

5. Ask students to read the sections titled “Economic Troubles” and “The Sagging Auto Industry” (p. 40, *Creating Canada*). As they read, write the following question on the chalkboard:

Was the Ontario government justified in providing \$4 billion to help bail out the auto industry?

Point to the signs you posted earlier and tell students that they will conduct a four-corners debate (see p. XX) on the question. Begin the debate by asking them to go to the area that best represents their position and to discuss the reasons for their position with the other students they find there. If only one student takes a particular stand, you may need to stand in as a discussion partner. At this point, they may also remain undecided.

When they finish, ask volunteers to present each group’s justifications, then allow students to move to a different group if they have been persuaded to change their position. Instruct students who may still be in the Undecided position to take a stand. Then ask those who switched places to explain what arguments changed their minds — and why.

6. Distribute BLM 1.1.10, *The End of the Oil Boom?*, and ask students to fill it in as they read the section titled “The End of the Oil Boom in Alberta” (p. 41, *Creating Canada*). When they finish, ask volunteers to read their answers and guide the class through a discussion.

Then display the overhead transparency or presentation slide of Figure 1-21 (p. 41, *Creating Canada*) and ask students to explain why environmentalists have criticized the extraction of oil from open pits in Alberta.

7. Draw students’ attention to the questions in “Recall . . . Reflect . . . Respond” on page 41 of *Creating Canada* and ask them to respond.

In response to Questions 1 and 2, students’ choices will vary, but be sure they provide reasons.

In response to Question 3, students may suggest that social justice and national identity are linked because Canadians see their country as just and inclusive, as evidenced by the evolution of programs that promote multiculturalism, gender equity, and opportunities for people with disabilities. Others may suggest that the country could do more to live up to its reputation as equitable and a multicultural mecca.

8. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 42–43 of *Creating Canada*. Because the curriculum outcomes are visited and revisited many times throughout the textbook, it is not necessary for every student to compete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
9. Draw students' attention to "Steps to Your Challenge" (p. 43, *Creating Canada*). Ask students to consider the questions and to use BLM 1.1.3, What My Interviews Will Include, and BLM 1.1.4, Steps to Conducting My Interviews, to start choosing a significant historical event and preparing their interview questions. You may also wish to refer them to "Developing Effective Inquiry Questions" in Appendix 2.

## DIFFERENTIATING INSTRUCTION

1. Assign one or more students to update the classroom word wall.
2. Ask students to examine Figure 1-20 on page 40 of *Creating Canada* and imagine they are seeing this advertisement in Toronto's financial district on the day the Toronto Stock Exchange suffered its worst decline in history. Ask them to prepare a brief skit based on the ad's message and how they might respond to it in this situation.
3. Students may wish to know more about Canada's role in Afghanistan or the economic downturn that began in late 2008. Encourage them to conduct further research (see "Additional Resources") and prepare a display for the classroom bulletin board.
4. Modify the end-of-chapter questions to accommodate students' strengths and interests. Some students may prefer, for example, to prepare an audiotape or brief video rather than present a written response to Questions 1, 2, 3, and 5.

## POSSIBLE RESPONSES TO "KNOW AND UNDERSTAND . . . THINK . . . COMMUNICATE . . . APPLY . . ."

(pp. 42–43, *Creating Canada*)

### Notes

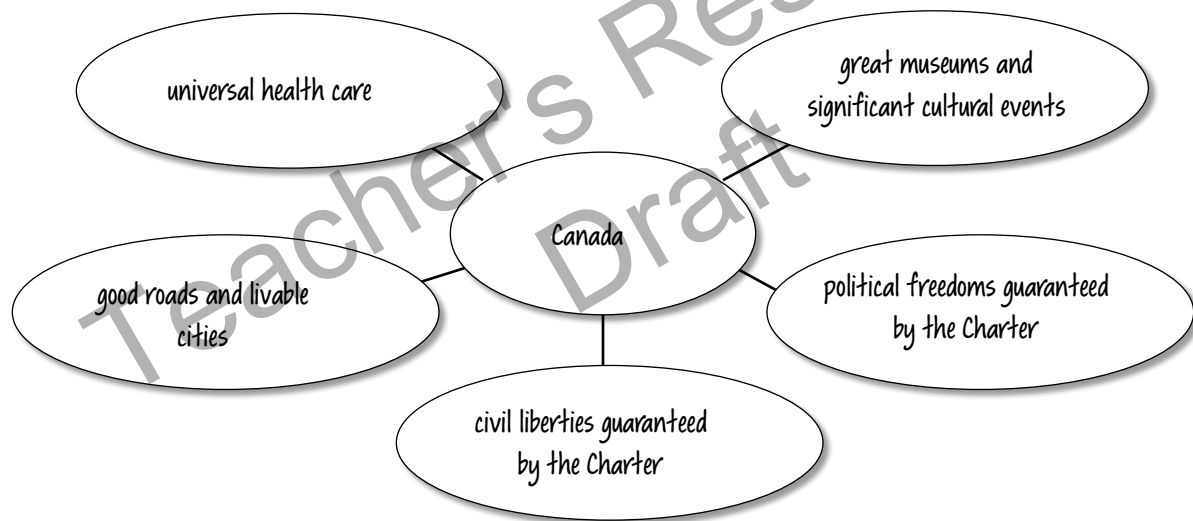
1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in "Know and Understand . . . Think . . . Communicate . . . Apply . . ."

### Responses

1. a) and b) Students may suggest a political event or a social force, such as the sovereignty vote or an aging population, and suggest that the vote may seem less important, while an aging demographic is likely to seem more important in 10 years. Be sure they include valid criteria.
- c) Students may choose the point of view of an immigrant from Asia and choose other factors, such as changes in immigration laws and support for multiculturalism.

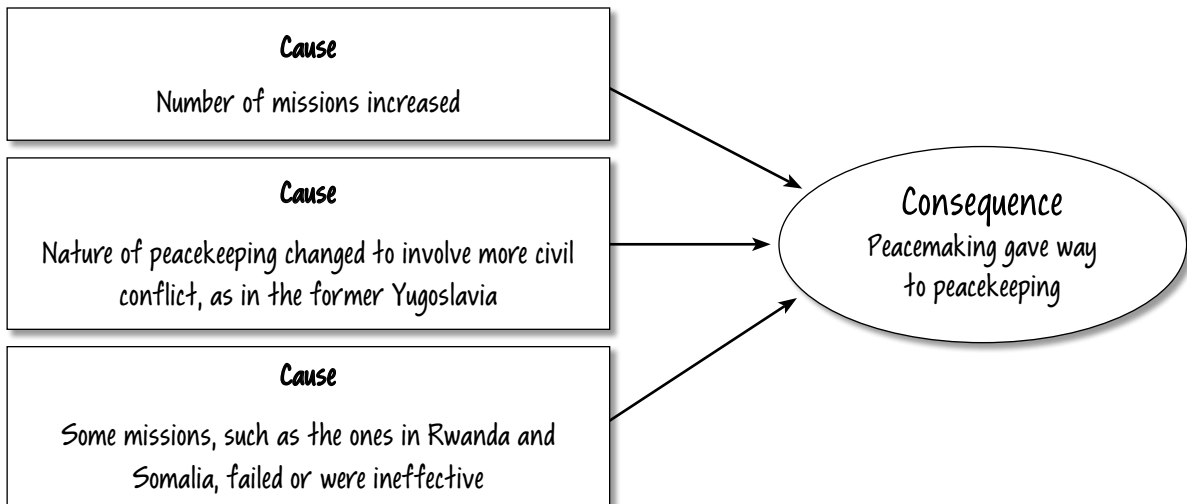
2. To help students respond to this question, you may wish to display an overhead transparency or presentation slide of Figure 1-22 (p. 42, *Creating Canada*).
  - a) Students may say that Michael de Adder's message is that Canadian identity includes Asians.
  - b) Students may say that de Adder's cartoon uses the same posture and clothing for both "Jie" and "Joe" Canadian. But Joe is no longer alone — he has a partner in claiming Canadian identity.
  - c) Students' responses will vary, but be sure they explain their choices in terms of continuity and change.
3. To help students respond to this question, distribute BLM 1.1.11, *Canada — 1989 to the Present: My View*, and BLM 1.1.12, *Canada — 1989 to the Present: Another View*. Instruct students to choose a partner — or assign partners — to fill in the T-charts, compare their charts, and write a short statement.

Students may suggest that it was the best of times because people were prosperous, but it became the worst of times when that prosperity was challenged by a recession in 2008. From another point of view, not everyone prospered — and then failed to prosper — during this time. Or they may suggest they were good times for immigrants but not so good for Aboriginal peoples seeking self-determination or for Québécois sovereignists.
4. To help students respond to the first part of this question, distribute BLM D, *Mind Map*. Their complete mind map may look like the one shown



Students' responses to b) will vary, but be sure they give reasons.

5. To help students respond to this question, distribute BLM E, Cause-and-Consequence Chart. Students' completed chart may include ideas such as the ones shown.



Students' paragraphs will vary, but be sure they convey an ethical dimension.

Teacher's Resource  
Draft