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# INTRODUCING UNIT 1

## TO WHAT DEGREE HAS A COMMITMENT TO SOCIAL JUSTICE BEEN SIGNIFICANT IN CREATING CANADA TODAY?

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### UNIT 1 AT A GLANCE

**Unit 1** focuses on the concept of social justice and the role it has played in creating Canada from 1989 to the present. This exploration, analysis, and evaluation lays the groundwork for many of the concepts and issues that will be explored in the subsequent units, as the concept of social justice is integral to developing understandings of many dimensions of historical thinking.

Students' exploration, analysis, and evaluation of social justice and contemporary Canada will touch on a variety of issues, including how individuals, groups, and governments have helped shape Canadian identity; how diversity has helped shape Canadian politics; some of the challenges and opportunities presented by globalization; and some of Canada's responses to international events and security issues. Students will explore, analyze, and evaluate the question of Canadian identity and the effects of the country's diversity, as well as how the country's government and people have responded to global economic and political forces.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the unit question — To what degree has a commitment to social justice been significant in creating Canada today? — and complete the challenge for this related issue — two interviews and a report — they will also be working toward developing their own response to the key issue question: To what extent have local, national, and global forces shaped Canadian identity?

### QUICK LESSON PLANNER — UNIT 1

#### NOTES

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The overall and specific expectations — knowledge, understanding, and skills — emphasized in each chapter are listed in the curriculum congruence chart (pp. XX–XX), but each unit's overall and specific expectations are to varying degrees reflected in every chapter of the unit.
3. Skills and processes are listed in the curriculum congruence chart (pp. XX–XX).
4. IQ stands for “inquiry question.”
5. Strategies for differentiated instruction are listed on pages XX to XX.

<b>Your Course Challenge</b>		
<b>Unit 1 (1989–Present)</b> To what degree has a commitment to social justice been significant in creating Canada today?		
<b>Chapter 1 — Canadian Identity</b> <b>Chapter Issue — To what extent have individuals, groups, and governments helped shape Canadian identity?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1</b> Your Course Challenge Unit 1 Opener Unit 1 Challenge (pp. 12–21)	<b>Your Course Challenge</b> Introduce idea of challenges and discuss expectations for the course challenge  <b>Unit 1 Opener</b> Introduce Unit 1  <b>Your Challenge 1</b> Introduce and specifically discuss expectations for challenge for Unit 1	75 minutes
<b>2</b> Introduction to Chapter 1 Canadian Identity (pp. 22–27)	<b>Introduction to Chapter 1</b> Introduce chapter issue, key terms, and “My Canadian History Journal”  <b>IQ 1: Is there a Canadian Identity?</b> Explore concepts of country and nation and the question of a Canadian national identity  <b>Viewpoints on History</b> Two views on Canadian identity as “not American”	75 minutes
<b>3</b> Demographic and Social Forces (pp. 28–33)	<b>IQ 2: What are some significant forces that have shaped Canadian identity?</b> Explore some demographic and social forces that have helped shape Canadian identity  <b>Making History</b> Opening Eyes — the Miss G__ Project	75 minutes
<b>4</b> Cultural and Political Forces (pp. 34–37)	<b>IQ 2: What are some significant forces that have shaped Canadian identity? (continued)</b> Explore some cultural and political forces that have helped shape Canadian identity	75 minutes
<b>5</b> Evolution of Canadian Identity Know and Understand . . . Think . . . Communicate . . . Apply . . . (pp. 38–43)	<b>IQ 3: How is Canadian identity continuing to evolve?</b> Explore how peacekeeping, an aging demographic, and economic troubles have been shifting Canadian identity  <b>Know and Understand . . . Think . . . Communicate . . . Apply . . .</b>  <b>Steps to Your Challenge</b> Prepare to complete the challenge for this unit	75 minutes

<b>Chapter 2 — Politics and Diversity</b>		
<b>Chapter Issue — To what extent has diversity helped shape politics in Canada?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>6</b> Introduction to Chapter 2 Diversity in Canada (pp. 44–51)	<b>Introduction to Chapter 2</b> Introduce chapter issue, key terms, and “My Canadian History Journal”  <b>IQ 1: What are some key aspects of diversity in Canada?</b> Explore regional, cultural, and political diversity, Aboriginal voices, and social programs in Canada	75 minutes
<b>7</b> The Constitutional Debate (pp. 52–55)	<b>IQ 2: How has the constitutional debate reflected diverse voices?</b> Explore the Meech Lake and Charlottetown accords, Quebec’s responses, and the 1995 sovereignty referendum	75 minutes
<b>8</b> The North and Central Canada (pp. 56–61)	<b>IQ 3: How has regional diversity affected politics?</b> Explore how diverse regional interests have shaped politics in the North and Central Canada  <b>Making History</b> Project Naming	75 minutes
<b>9</b> The Atlantic Region and the West  Know and Understand . . . Think . . . Communicate . . . Apply . . . (pp. 62–67)	<b>IQ 3: How has regional diversity affected politics?</b> (continued) Explore how diverse regional interests have shaped politics in the Atlantic region and the West  <b>Viewpoints on History</b> Two views on the future of Atlantic Canada  <b>Know and Understand . . . Think . . . Communicate . . .</b> <b>Apply . . .</b>  <b>Steps to Your Challenge</b> Prepare to complete the challenge for this unit	75 minutes

<b>Chapter 3 — Globalization</b> <b>Chapter Issue — To what extent have Canadians successfully responded to the challenges and opportunities of globalization?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>10</b> Introduction to Chapter 3 Globalizing Forces (pp. 68–73)	<b>Introduction to Chapter 3</b> Introduce chapter issue, key terms, and “My Canadian History Journal”  <b>IQ 1: What is globalization?</b> Explore forces of globalization, including new communication and transportation technologies	75 minutes
<b>11</b> Economic Challenges and Opportunities (pp. 74–81)	<b>IQ 2: What are some economic challenges and opportunities of globalization?</b> Explore the WTO, free trade, Canada’s international involvements, globalization’s effects on employment, some Canadian entrepreneurs, and immigration  <b>Viewpoints on History</b> Two views of free trade	75 minutes
<b>12</b> Environmental Challenges and Opportunities (pp. 82–85)	<b>IQ 3: What are some environmental challenges and opportunities of globalization?</b> Explore biotechnology, resource-based economies, environmental stewardship, and the Kyoto Protocol  <b>Making History</b> Going Green	75 minutes
<b>13</b> Cultural Challenges and Opportunities Know and Understand . . . Think . . . Communicate . . . Apply . . . (pp. 86–91)	<b>IQ 3: What are some cultural challenges and opportunities of globalization?</b> Explore the CRTC and APTN, as well as globalization’s effects on film and television, music, and publishing  <b>History in Action</b> By, for, and about Aboriginal Peoples  <b>Know and Understand . . . Think . . .</b> <b>Communicate . . . Apply . . .</b>  <b>Steps to Your Challenge</b> Prepare to complete the challenge for this unit	75 minutes

<b>Chapter 4 — International Security</b>		
<b>Chapter Issue — To what extent have Canada and Canadians responded effectively to international security issues?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>14</b> Introduction to Chapter 4 Canada's Participation in International Security (pp. 92–98)	<b>Introduction to Chapter 4</b> Introduce chapter issue, key terms, and “My Canadian History Journal” <b>IQ 1: How does Canada participate in international security?</b> Explore some of Canada's military alliances and participation in international organizations and agreements	75 minutes
<b>15</b> Canada's Responses to International Events (pp. 99–103)	<b>IQ 2: How has Canada responded to some major international events?</b> Explore Canada's response to the fall of the Berlin Wall, the 1991 Gulf War, and the conflicts in Yugoslavia and Kosovo	75 minutes
<b>16</b> Canada's Responses to International Events (continued) (pp. 104–108)	<b>IQ 2: How has Canada responded to some major international events? (continued)</b> Explore Canada's response in Somalia and Rwanda and participation in the international criminal tribunals and the International Criminal Court <b>Picturing International Security and Social Justice</b>	75 minutes
<b>17</b> September 11, 2001, and Its Aftermath Know and Understand . . . Think . . . Communicate . . . Apply . . . (pp. 109–117)	<b>IQ 3: Was September 11, 2001, a turning point for Canada?</b> Explore 9/11, the war in Afghanistan, the invasion of Iraq, and security and social justice <b>Making History</b> Omar Khadr — Child Soldier <b>Viewpoints on History</b> Three views on women's rights in Afghanistan <b>Know and Understand . . . Think . . .</b> <b>Communicate . . . Apply . . .</b> <b>Steps to Your Challenge</b> Prepare to complete the challenge for this unit	75 minutes
<b>Lesson 18</b> Your Challenge Presentations	<b>Your Challenge Presentations</b> Opportunities for students to present their interviews and report	75 minutes