

## Unit Cover Page

**Unit Title:** Challenges and Opportunities

**Grade Level:** 30

**Subject/Topic Areas:** Changing realities: the peoples of Canada, reflecting new realities: equality and the Charter of Rights, The challenge of diversity: Immigration and the Canadian community, the neo-conservative challenge: triumph of the marketplace, Meech Lake and Charlottetown: attempts at Constitutional Reconciliation

**Key Words:** Diversity, Inequality, Identify, assimilation, accommodation, Immigration, multiculturalism, economic well-being, ideology, neo-conservatism, free trade, globalization, sovereignty, constitutional renewal

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### **Brief Summary of Unit (including curricular context and unit goals)**

Unit five and the final unit of History 30 focuses on entering the decision making process. This unit explores the challenges that have arisen involving the diverse citizens in Canada, in a geographically and ethnically diverse country. There is a focus on the area of political decision making, largely done by the two linguistic communities including french speakers and English speakers. The dialogue was more often than not done by men without the voices/perspectives of women and Indigenous peoples in Canada. In the recent years (pre-1997 when the curriculum was written), populations whose voices were not heard in the early political decision making have been challenging systems to have their voices heard. These populations include women, Indigenous peoples, visible minorities and labour continue a quest for equality. One of the groups that have been questioning their identity included French Canadians who fear their culture and language are not being protected, which has led to movements. This unit examines how unemployment and inflation in the 1970s began to change how people viewed the role of the Canadian government, with further thoughts that the policies that were used in the past were no longer working. The unit invites a study of neo-conservatism political economic paradigm which began to challenge the interventionist government, which was blamed for much of the economic ills in the

western provinces. Neo-conservatism pointed to faults facing government policies. The Mulroney government elected in the 1980s, reflected the new ideology neo-conservatism. The unit explores the free trade agreement which sparked a debate in regards to continentalists and nationalists over the United States relationship with Canada and proposed free trade. Unit five culminates with an exploration of constitutional reform.

Historical thinking concepts: for much of this unit I will be focusing on the concept of cause and effect more specifically analyzing these in the unit. Much of this unit revolves around effects government policies have on Canadian society.

### Stage 1 – Identify Desired Results

#### Established goals:

EG1: Know that within the Canadian Community, seeking of new relationships that satisfy the needs of an increasingly diverse society is proving to be a difficult process.

EG2: Know that Canadian society and its institutions are seeking to meet the challenges that arise within an increasingly diverse society.

EG3: Know that there is a debate over the role of government in securing the well-being of members of the society.

EG4: Know that international forces represent a challenge to the ability of Canadians to exercise sovereignty over national and societal decision making.

EG5: Know that dialectical thinking is a system of reasoned exchange between points of view in which the merits of each case (thesis) are discussed and evaluated.

EG6: Know that every society will evolve, through debate and consensus, assumptions and practices concerning certain key societal relationships.

Treaty Education Outcomes:

TPP12 : Represent personal understanding of the concept, We Are All Treaty People.

HC12: Examine how treaties within contemporary society impact an individual's lives.

Indicators:

**What essential questions will be considered:**

**What understandings are desired?**

- EQ1:** What obstacles face Canada when approaching diverse communities?
- **EQ2:** How does Canada meet the needs of diverse citizens?
  - **EQ3:** What are the arguments against and for government involvement in society?
  - **EQ4:** What are the outside international forces that present challenges to Canadians in relation to sovereignty and societal decisions making?
  - **EQ5:** What is the importance of reasoned exchange between two or more view points?
  - **EQ6:** What does it take for a society to evolve?

**Students will understand that...**

- **U1:** It has proven difficult for the Canadian Community to meet the needs of diverse societies.
- **U2:** Canadian society attempts to meet the challenges that arise from their diverse citizens.
- **U3:** There is a continuing debate over the government's involvement in the well-being of Canadian society.
- **U4:** There are a number of international forces that affect Canada's authority on a national and local level.
- **U5:** In order for a society to work it is critical that two or more view points that need to be discussed and evaluated.

	<ul style="list-style-type: none"> <li>● <b>U6:</b> It takes debate, assumptions and practices over time for a society to form.</li> </ul>
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**What key knowledge and skills will students acquire as a result of this unit?**

<p><b>Students will know...</b></p> <p><b>Topic 1:</b> Changing Realities: The peoples of Canada</p> <p><b>Key concepts:</b> Diversity, inequality, identity, Charter of Rights, Aboriginal Rights.</p> <p><b>Subtopics:</b></p> <p>Reflecting new realities: Equality and the Charter of Rights ,</p> <p>The movement towards gender equality</p> <p>The just society and Aboriginal Peoples</p> <p><b>Understandings:</b></p> <p><b>U1:</b> It has proven difficult for the Canadian Community to meet the needs of diverse societies.</p>	<p><b>Students will be able to...</b></p> <p><b>Topic 1 skills:</b></p> <ul style="list-style-type: none"> <li>● Hypothese based on reasonable assumptions,</li> <li>● Evaluating events and issues,</li> <li>● Good argumentation and presentations,</li> <li>● Apply historical and contemporary situations,</li> <li>● Identify cause and effect relationships,</li> <li>● Use personal experiences to achieve a greater understanding of concepts,</li> <li>● practice skills related to historical research including: <ul style="list-style-type: none"> <li>○ Distinguish between opinion and fact,</li> </ul> </li> </ul>
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<p><b>U2:</b> Canadian society attempts to meet the challenges that arise from their diverse citizen</p> <p><b>Topic 2:</b> The challenge of diversity: Immigration and the Canadian community</p> <p><b>Key concepts:</b> assimilation, accommodation, immigration, multiculturalism.</p> <p><b>Subtopics:</b> Racial overtones: Immigration and Asians Multiculturalism and the state</p> <p><b>Understandings:</b></p> <p><b>Topic 3:</b> The Neo-conservative Challenge: Triumph of the marketplace</p> <p><b>Key concepts:</b> economic well being, ideology, neo-conservatism, free trade, globalization, sovereignty</p> <p><b>Subtopics:</b> The Mulroney Era: “Limits” on Government The free trade debate: Clash of paradigms</p> <p>Understandings: :</p> <p><b>U3:</b> There is a continuing debate over the government’s involvement in the well-being of Canadian society.</p> <p><b>U4:</b> There are a number of international forces that affect Canada’s authority on a national and local level.</p>	<ul style="list-style-type: none"> <li>○ Identify relevant information that relates to an issue and a resolution,</li> <li>○ Identify the consequences of the historical issue,</li> <li>● Practise analytical skills <ul style="list-style-type: none"> <li>○ Defining the main parts,</li> <li>○ Cause and effect,</li> <li>○ How parts relate to one and other,</li> </ul> </li> <li>● Applying criteria from critical attributes of a relevant concept,</li> </ul> <p>Topic 2 skills:</p> <ul style="list-style-type: none"> <li>● Skills of hypothesis,</li> <li>● Role playing to gain a deeper understanding of historical events and policies,</li> <li>● Assumptions that underlie a paradigm,</li> <li>● Apply criteria to critical to concepts,</li> <li>● Practice analytical skills: <ul style="list-style-type: none"> <li>○ Defining main parts,</li> <li>○ Cause and affect relationships,</li> <li>○ Describe how the parts are related to one and other.</li> <li>○</li> </ul> </li> </ul>
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<p><b>Topic 4:</b> Meech Lake and Charlottetown: attempts at Constitutional reconciliation</p> <p><b>Key concepts:</b> constitution, ratification, constitutional renewal.</p> <p>Understandings:</p> <ul style="list-style-type: none"> <li>● <b>U5:</b> In order for a society to work it is critical that two or more view points that need to be discussed and evaluated.</li> <li>● <b>U6:</b> It takes debate, assumptions and practices over time for a society to form.</li> </ul>	
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**Stage 2 – Determine Acceptable Evidence**

**What evidence will show what students understand?**

<p><b>Performance Tasks:</b></p> <p><b>Task one:</b></p> <p><u>Research and written component:</u></p> <ul style="list-style-type: none"> <li>● <b>Students will research and write a 3 to 5 page essay on one of the topics of the following:</b> <ul style="list-style-type: none"> <li>○ Experiences of women between the 1960’s and 80s,</li> <li>○ Experiences of Aboriginal Peoples in Canada in the 20th century with a focus on the White Paper, Bill C-31 and Oka crisis.</li> <li>○ Experiences of Members of the LGBTQ2+ community in Canada between the 1960’s to the 2000s.</li> <li>○ Experiences of Asian Immigrants in the early part of the 20th century,</li> <li>○ Experiences of Jewish People in the early 20th century and pre/post WWII,</li> <li>○ Experience of Black Canadians in the early 20th century and onward,</li> </ul> </li> <li>● <b>Goal:</b> Students will present their research in the form of an essay on one of the above topics.</li> <li>● <b>Role:</b> Each student will take on the role of researcher and writer to inform the reader of their findings.</li> <li>● <b>Audience:</b> an assessor or someone unfamiliar with the topic eager to learn.</li> </ul>
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- Situation:
- Product: the product will be a well researched essay that follows an appropriate essay format.
- Standards: the essay must include: an introduction, a thesis statement, a minimum of three body paragraphs and a American Psychological Association (APA format). This will include proper spelling, grammar, sentence structure, a clear understanding of the research and clear layout of ideas.

**Task Two:**

Panel Discussion with Leaders

- In groups of four students will prepare a panel discussion that represents the political ideas of three main players of the 1980s including Brian Mulroney, Margret Thatcher and Ronald Reagan or

**What other evidence needs to be collected in light of Stage 1 Desired Results?**

**Other Evidence:**

Topic 1:

Day one: Formative Assesment: KWL Chart

Day two: Formative Assesment: Venn Diagram

Day three Formative Assessment(s): Think Pair Share and an exit slip

Day four: Formative Assesment: "We are all Treaty People" Reflection

Day five Formative Assesment: 3, 2,1 sheet

Topic 2:

Day six: Formative Assesment: Help Wanted Ad

Day seven: Formative Assessment: Editorial Activity

Day eight: Formative Assessment: Historical thinking worksheet

Day nine: Formative Assessment: Historical thinking worksheet continued and jigsaw

Day ten: Formative Assessment: Class Debate

Day eleven: Summative Assessment: research and essay preparation

Topic 3

Day twelve: Formative assessment: sift and sort

Day thirteen: Formative Assessment: Muddiest point

Day fourteen: Summative Assessment: Essay due and formative assessment: muddiest point continued

Day fifteen: Formative assessment: Exit Slip

Day sixteen: Formative assesement: Frayer model

Topic 4:

Day seventeen: Formative assessment: circle of voices

Day eighteen: Formative Assessment: KWL chart  
Day nineteen: Summative assessment: practice for panel discussion  
Day twenty: Summative assessment: panel discussion presentations

### **Student Self-Assessment and Reflection:**

- Self reflection on panel discussion
  - Students will be asked to fill out a self reflection that will count towards their final mark on the panel discussion. I do not believe in peer assessments for secondary students because this can be used in a negative way. Students will reflect on their preparation skills, the research they did, their responses and how they worked in a team.
- Research Essay:
  - Students will be asked to write a reflection on what they learned from their research, along with their process of creating an essay.

## **Stage 2 – Determine Acceptable Evidence (continued)**

### **Assessment Task Blueprint**

#### **What understandings or goals will be assessed through this task?**

##### **Research and Essay:**

**U1:** It has proven difficult for the Canadian Community to meet the needs of diverse societies.

**U2:** Canadian society attempts to meet the challenges that arise from their diverse citizens.

**U3:** There is a continuing debate over the government's involvement in the well-being of Canadian society.

##### **Discussion Panel:**

**U3:** There is a continuing debate over the government's involvement in the well-being of Canadian society.

**U4:** There are a number of international forces that affect Canada's authority on a national and local level.



**U5:** In order for a society to work it is critical that two or more view points that need to be discussed and evaluated.

**U6:** It takes debate, assumptions and practices over time for a society to form.

**What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?**

**Research Essay:**

Students will demonstrate an understanding of the topic of their choosing from the list of minorities who were affected by Government policies in 20th century Canada.

Students will understand how to use research and primary sources to organize their ideas along with cause and effect government policies had on Canadian citizens.

Finally students will be able to carry out research tasks, organize these ideas into essay form and proper APA citation.

**Panel Discussion:**

In small groups students will each choose a key player involved in neo-conservatism in the 1980s or key player in the Constitutional reform in relation to Meech Lake including Mulroney, opponent Pierre Elliot Trudeau, Bouchard and Frank McKenna. One student will be running the panel asking knowledgeable questions that make sense to the topic. Those role playing as the key players will respond in a factual way.

Students must present these questions or answers in a respectful way using the appropriate information they have chosen to research.

**Through what authentic performance task will students demonstrate understanding?**

**Task overview:**

**Research and Essay overview:**

Students will demonstrate an understanding of the topic of their choosing from the list of minorities who were affected by Government policies in 20th century Canada.

Students will understand how to use research and primary sources to organize their ideas along with cause and effect government policies had on Canadian citizens.

**Panel Discussion overview:**

In small groups students will each choose Thatcher, Reagan or Mulroney to discuss the movement towards loosening the governments grip on society or key player in the Constitutional reform in relation to Meech Lake. One student will be running the panel asking knowledgeable questions that make sense to the topic. Those role playing as the key players will respond in a factual way.

**What student products and performances will provide evidence of desired understandings?**

<p>Products:</p> <ol style="list-style-type: none"><li>1. A research essay written and cited in APA format,</li><li>2. A collaborative group discussion panel</li></ol>	<p>Performances</p> <ol style="list-style-type: none"><li>1. Using information obtained from appropriate sources students will write an essay from one of the above topics.</li><li>2. Students will collaboratively research and work in a group to act out a discussion panel drawing information from class and from outside sources.</li></ol>
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**By what criteria will student products and performances be evaluated?**

<p>Products:</p> <ol style="list-style-type: none"><li>1. Research and Essay<ul style="list-style-type: none"><li>○ Essay is 3 to 5 pages in length, double spaced,</li><li>○ Introduction, thesis, body paragraphs and conclusion,</li><li>○ Information on one of the groups chosen.</li></ul></li><li>2. Panel Discussion:</li></ol>	<p>Performance:</p> <ol style="list-style-type: none"><li>1. Research and Essay :<ul style="list-style-type: none"><li>○ Appropriate length,</li><li>○ Information is clear and concise,</li><li>○ Proper citations are followed,</li><li>○ Information presented connects with the topic chosen,</li></ul></li></ol>
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<ul style="list-style-type: none"> <li>● In groups of 3 of 5 students will take part in a panel discussion taking on the role of three important leaders in the key players in the 1980s or those involved in the Consitutional amendment.</li> <li>● A second student will be the “reporter” they will ask questions and those on the panel will respond with accurate answers that come from research and readings,</li> <li>● There will be more than one group role playing repeat key players but there will be some differing information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Proper spelling and grammatical rules have been followed.</li> </ul> <p>2. Panel Discussion:</p> <ul style="list-style-type: none"> <li>● Students will present either interview questions or responses that reflect knowledge on the subject,</li> <li>● Students will role play, encapsulating the person they are playing in a respectful way.</li> </ul>
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**Stage 3 – Plan Learning Experiences**

**Pathways Learning model**

What sequence of teaching and learning experiences will equip students to engage with, develop and demonstrate the desired understandings? Use the following template to list the key learning activities in sequence. Denote the Pathways Learning Stages.

Desired results (Stage 1)	Learning plan outline (Stage 3)	Assessment (Stage 2)
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<p><b>U2:</b> Canadian society attempts to meet the challenges that arise from their diverse citizens.</p>	<p><b>Day one:</b></p> <p>Day one:  Activating and engaging: an image will be shown on the board to students. This image is of the Canadian Charter of Rights and Freedoms. Students will be asked to jot down in their notebooks what this document entails and what it means to them as citizens.</p> <p>Exploring and discovering:  Students will be given a KWL Chart to fill out during the discussion around the Constitution and the Canadian Charter of Rights and Freedoms. This will begin with students filling out what they know, Once this is completed students will view a 2016 video which outlines what exactly the Charter of Rights and Freedom is and how it relates to Canadian citizens. This video can be found following this link:  <a href="https://www.tv.org/video/the-charter-of-rights-and-freedoms">https://www.tv.org/video/the-charter-of-rights-and-freedoms</a></p> <p>Organizing and integrating:  Students will finish filling out the KWL chart and in pairs discuss their findings. Following peer discussion students will move into a larger group and have a class discussion around the topic. This piece will segway into our future discussions of equality and inequality in Canada.</p>	<p>Formative Assessment: KWL Chart</p>
<ul style="list-style-type: none"> <li>• <b>U1:</b> It has proven</li> </ul>	<p>Day two:  Activating and Engaging:</p>	<p>Formative Assessment: Venn Diagram</p>

<p>difficult for the Canadian Community to meet the needs of diverse societies.</p>	<p>Upon entering the classroom students will view a series of images projected onto the screen depicting second wave feminism across Canada. This will spark a conversation about women's rights in Canada and relating them back to the Charter and the Constitution of 1982.</p> <p>Exploring and discovering: The discussion will return to the early 1960s when a second wave of feminism began to take shape. This will include a lecture portion around affirmative actions and women along with political involvement, during the 1950s. This will move into a section that approaches the dissatisfaction that was expressed at the time. This will culminate in a short video presented by Linda Gordon. Link: <a href="https://www.youtube.com/watch?v=d1lcyt-oA5o">https://www.youtube.com/watch?v=d1lcyt-oA5o</a> (this video is taken from a United States context however, it does outline some of the movement). If there is time, there will be a discussion surrounding the gains women have accomplished into the 1980's and 90s.</p> <p>Organizing and integration: Students will take notes during the lecture and on the video. They will be given a worksheet to fill out that corresponds with the video. This will be a Venn Diagram that students will fill out, separating the two streams of feminism and their similarities.</p>	
<ul style="list-style-type: none"> <li>● <b>U1:</b> It has proven difficult for the Canadian Community to meet the</li> </ul>	<p>Day three: Activating and Engaging: Students will begin by watching a video presented by Historica Canada: <a href="https://www.youtube.com/watch?v=rac4WiTDQHg&amp;t=3s">https://www.youtube.com/watch?v=rac4WiTDQHg&amp;t=3s</a></p>	<p>Formative Assessments: Think Pair Share: share findings with a partner then share as a group</p>

<p>needs of diverse societies</p>	<p>This will introduce students to the topic of LGBTQ2+ rights in Canada which ties directly to the core concepts of identity and accommodation.</p> <p>Exploring and discovering:  Student’s attention will be directed to the Queer Events Website:  <a href="https://www.queerevents.ca/canada/pride/hi-story">https://www.queerevents.ca/canada/pride/hi-story</a></p> <p>This website presents a timeline from 1969 onward. As a group with the website projected onto the board, we will go through the first three dates. Students will be assigned one of the boxes in the timeline:</p> <ul style="list-style-type: none"> <li>● Politics and Politicians</li> <li>● Grassroots</li> <li>● Protest, Riots and Raids, and</li> <li>● Official Pride.</li> </ul> <p>Students will take note of these events in their notebooks. This will move into a Think Pair Share activity with the person next to them. Once they have discussed in pairs, students will share their findings in a group. This will give students the ability to expand their knowledge and share with a group.</p> <p>Organizing and integration:  With the last minutes of class, students will be given an exit slip prompt with the following:</p> <ul style="list-style-type: none"> <li>● Despite signing equal rights into the Canadian Rights and Freedoms, why do you think there was/is so much push back against LGBTQ2+ rights?</li> </ul>	<p>Exit Slip: Despite signing equal rights into the Canadian Rights and Freedoms, why do you think there was/is so much push back against LGBTQ2+ rights?</p>
<ul style="list-style-type: none"> <li>● TPP 12: Examine the</li> </ul>	<p>Day four:  Activating and Engaging:</p>	<p>Formative Assessment:  Take home reflection</p>

<p>importance of decolonization as a process that supports the understanding that We Are All Treaty People.</p>	<p>Upon students entering the classroom there will be a series of images on the board including: an image of Alberta Premier, Harold Cardianl and Jean Cretien Minister of Indian Affairs, in 1970 and a copy of Bill C-31. This will lead students into the following lecture portion.</p> <p>Exploring and discovering: The lecture portion will look specifically at the Consitution Act of 1982 and connecting to Indigenous rights. This will include a timeline looking at the White Paper of 1969, the opposition to the paper and its eventual amendments, Bill C-31, Amendments to the Indian Act in 1985, the debate of self-governance and land claims. Students will be given a reflection sheet with the questions:</p> <ul style="list-style-type: none"> <li>● What does the term “We are all Treaty People mean to you?”</li> <li>● In society, are we moving towards the view of “We are all Treaty People?”</li> </ul> <p>This will be a take home reflection for students to complete.</p> <p>Organizing and integration: The rest of the class will be dedicated to viewing the film “Kanehsatake: 270 Years of Resistance” by Alanis Obomsawin. A 1993 documentary following the Oka Crisis.</p>	<p>“We are all Treaty People”</p>
<ul style="list-style-type: none"> <li>● .HC12: Anaylze responses to Treaties in current</li> </ul>	<p>Day five: Activating and Engaging: As soon as students enter the classroom they will be viewing “Kanehsatake: 270 Years of Resistance” by Alanis Obomsawin.</p>	<p>Formative Assessment: 3 2 1 Response to film viewing.</p>

<p>federal and provincial policies</p>	<p>Exploring and discovering: As students view the film they will be handed 3, 2, 1 sheets as a reading response to the documentary.</p> <p>Organizing and integration: Once the film culminates students will fill out the 3,2,1 sheets before handing them back.</p>	
<p><b>U1:</b> It has proven difficult for the Canadian Community to meet the needs of diverse societies.</p>	<p>Day six: Topic 2</p> <p>Activating and Engaging: Students will be presented with the terms: assimilation, accommodation, immigration and xenophobia. Students will be asked to jot down these ideas and review them as a class.</p> <p>Exploring and discovering: A lecture portion of the class will focus on early immigration policies. This will include statistics in a twenty year time with a great influx of emigration to Canada. Including the feelings of resentment and disdain for “less desirable” immigrants. This will include an investigation into religious persecution faced by new immigrants in Canada.</p> <p>Organizing and integration: Students will take the time to create a Help Wanted Ad that summarizes the key ideas of the lecture portion. This will be done in small groups with about ten minutes allotted. A group leader will be selected to share their ad to a larger group. It should be noted that this is not a final copy rather a learning tool and a way of organizing information.</p>	<p>Formative Assessment: Help Wanted Ad</p>



<p><b>U1:</b> It has proven difficult for the Canadian Community to meet the needs of diverse societies.</p> <p><b>U3:</b> There is a continuing debate over the government's involvement in the well-being of Canadian society.</p>	<p>Day seven:</p> <p><b>Activating and Engaging:</b>  When students enter the classroom images of Canada West posters will be projected onto the board. Students will be given a moment to reflect on these images. A class discussion will follow with the main question being “from future studies, do you think that these posters accurately represent what Immigrants arrived to”.</p> <p><b>Exploring and discovering:</b>  A lecture component will include the struggles faced by new arrivals:</p> <ul style="list-style-type: none"> <li>● This included the interior ministers selective immigration policy only allowing more “desirable” immigrants which excluded Jewish people and Black people,</li> <li>● Including a component looking at the competition between newly arrived Immigrants and workers,</li> <li>● A component surrounding organized labour and workers involved. This included trade unionists assuming immigrants would be willing to work for lower wages and little sympathy from the government over work's concerns.</li> <li>● It will end with an investigation into the experience of the Doukhobors in western Canada. Students will be assigned a reading by Rak and Woodcock in the Canadian Encyclopedia. Article link:  <a href="https://www.thecanadianencyclopedia.ca/en/article/doukhobors#:~:text=Doukhobors%20are%20a%20sect%20of,still%20active%20in%20their%20culture.">https://www.thecanadianencyclopedia.ca/en/article/doukhobors#:~:text=Doukhobors%20are%20a%20sect%20of,still%20active%20in%20their%20culture.</a></li> </ul>	<p>Formative Assessment: Editorial Activity</p>
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	<ul style="list-style-type: none"> <li>• While working on this students will be asked to reflect on whether or not they feel the sentiments of competition are still present in modern Canada.</li> </ul> <p>Organizing and integration:  Students will be tasked with writing an editorial, either for immigration and labourers into Canada or against. Students will be numbered off, some for some against. This is taking on the role and historical thinking. This will be a take home assignment, handed in the following day.</p>	
<p><b>U1:</b> It has proven difficult for the Canadian Community to meet the needs of diverse societies.</p> <p><b>U3:</b> There is a continuing debate over the government's involvement in the well-being of Canadian society.</p>	<p>Day eight:</p> <p>Activating and Engaging:  Students will present their editorials from the previous class in small groups to facilitate discussion.</p> <p>A excerpt from a 1998 documentary: Canadian Steel, Chinese grit will be shown to the class to highlight the mistreatment faced by Chiense immigrants and workers in Canada. This will be a lead way into the discussion of racism faced by Asian immigrants into the 20th century.</p> <p>Video link:  <a href="https://www.youtube.com/watch?v=QL8yhATGGXE">https://www.youtube.com/watch?v=QL8yhATGGXE</a></p> <p>Exploring and discovering:  A lecture component will look at the experiences of Asian immingrants to Canada, including a discussion around the:</p> <ul style="list-style-type: none"> <li>• Head tax,</li> <li>• Anti Asian demonstrations in Vancouver, and</li> <li>• The experiences of Asian people living in western Canada.</li> </ul>	<p>Formative Assesment and Histroical thinking worksheet:  Cause and Consequence sheet</p>

	<p>Students will be presented with a reading from the Canadian encyclopedia related to the Chinese Head Tax. Students will additionally be passed a sheet breaking down Cause and Consequence. This sheet was directly pulled from historical thinking concepts resources.</p> <p>Organizing and integration: With the reading and the worksheet students will work through the sheet.</p>	
<p><b>U1:</b> It has proven difficult for the Canadian Community to meet the needs of diverse societies. <b>U3:</b> There is a continuing debate over the government's involvement in the well-being of Canadian society.</p>	<p>Day nine:</p> <p>Activating and Engaging: Students will be given time to finish working on the Cause and Consequence sheet before moving into the second area of the topic.</p> <p>Exploring and discovering: Students will be assigned "Prejudice and Discrimination in Canada" by Palmer and Dreidger. Following this activity students will be randomly assigned a reading from a list of Linguistically and Culturally Diverse peoples in Canada between WWI and II. This will include:</p> <ul style="list-style-type: none"> <li>● Sikh People in Canada: <a href="https://www.southasiancanadianheritage.ca/history-of-south-asians-in-canada/">https://www.southasiancanadianheritage.ca/history-of-south-asians-in-canada/</a></li> <li>● Black People in Canada and their experiences:<a href="https://www.thecanadianencyclopedia.ca/en/article/black-canadians">https://www.thecanadianencyclopedia.ca/en/article/black-canadians</a></li> <li>● Jewish People in Canada: <a href="https://www.thecanadianencyclopedia.ca/en/article/holocaust">https://www.thecanadianencyclopedia.ca/en/article/holocaust</a></li> <li>● Japanese Internment in Canada:</li> </ul>	<p>Formative Assessment: Continuation of Cause and Consequence sheet and jigsaw</p>

	<p><a href="https://www.thecanadianencyclopedia.ca/en/article/internment-of-japanese-canadians">https://www.thecanadianencyclopedia.ca/en/article/internment-of-japanese-canadians</a></p> <ul style="list-style-type: none"> <li>• Ukrainian Internment in Canada: <a href="https://www.thecanadianencyclopedia.ca/en/article/ukrainian-internment-in-canada">https://www.thecanadianencyclopedia.ca/en/article/ukrainian-internment-in-canada:</a></li> </ul> <p>Students will be assigned the headings they will need to read in order to complete the assessment.</p> <p>Organizing and integration:</p> <p>Students will be given worksheets to complete with a number of questions that pull from previous discussions of Human Rights and understandings from other classes. Once students have completed this task, they will break into a Jigsaw activity.</p>	
<p><b>U1:</b> It has proven difficult for the Canadian Community to meet the needs of diverse societies.</p> <p><b>U2:</b> Canadian society attempts to meet the challenges that arise from their diverse citizens.</p>	<p>Day ten:</p> <p>Activating and Engaging: The beginning of class will begin with students sharing their perspectives of Multiculturalism. They will be asked: “When you hear the term Multiculturalism what comes to mind”.</p> <p>Exploring and discovering: A lecture will explore the government policies around Muliculturalism:</p> <ul style="list-style-type: none"> <li>• Including official bilingualism,</li> <li>• Heritage,</li> <li>• Increased immigration,</li> <li>• Policies from the 1960s onward,</li> <li>• Canadian Bill of Rights, and</li> <li>• The principles of Multiculturalism.</li> </ul> <p>Students will then be broken into groups to work on a debate assignment. Support and</p>	<p>Formative Assesment: Class Debate</p>

	<p>opposing Multiculturalism. They will follow the three phases of Debate: Constructive argument phase, rebuttal phase and class interaction phase.</p> <p>Organizing and integration: Students will work together to find their sides for or against the argument. If there is not enough time the debates may need to be transferred into the second place.</p>	
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<p>Day to complete Summative research time given</p>	<p>Day eleven:</p> <p>Activating and Engaging: Students will be given time to work on their research essay. The first portion of class will be allotted to reviewing APA formatting and a sheet will be passed out to students to help them better understand APA.</p> <p>Exploring and discovering: Students will be given class time to either research or if research is completed work on their essay. This will allow students to pose questions in person if necessary.</p> <p>Organizing and integration: Before the end of class students will have the option to pose any questions they have about the summative assessment.</p>	<p>Summative Assessment: Research Essay</p>
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<p><b>U4:</b> There are a number of international forces that affect Canada's authority on a national and local level.</p>	<p>Day twelve:</p> <p>Activating and Engaging: Class will begin with students naming a number of Global Challenges that our modern society face today. This will move into a discussion surrounding economic well-being.</p> <p>Exploring and discovering: A lecture component will explore:</p>	<p>Formative Assessment: Sift and Sort</p>
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	<ul style="list-style-type: none"> <li>● Canadian economy in the years that followed WWII,</li> <li>● along with inflation and increased unemployment,</li> <li>● Transfer payments,</li> <li>● The competition from outside markets.</li> </ul> <p>Students will be placed in groups to complete a sift and sort activity.</p> <p>Organizing and integration: The group will gather together to discuss their ideas around their sorted ideas. A picture will be taken of the sift and sort activity.</p>	
<p>U3: There is a continuing debate over the government's involvement in the well-being of Canadian society.</p> <p>U4: There are a number of international forces that affect Canada's authority on a national and local level.</p>	<p>Day thirteen:</p> <p>Activating and Engaging: Class will begin with a video "Political Ideology: Crash Course Government Politics" to introduce the idea of different political ideologies. Video link: <a href="https://www.youtube.com/watch?v=j_k_k-bHigM">https://www.youtube.com/watch?v=j_k_k-bHigM</a></p> <p>Exploring and discovering: This class will be focused heavily on the lecture component more specifically the rise of the neo-conservative political-economic paradigm. Students will be presented with the major tenets of this ideology.</p> <p>Organizing and integration: Because of such a heavy focus on lecture and note taking students will be given a recipe card in which time they will write a question that they would like more clarification about. This assessment is known as the muddies point.</p>	<p>Summative Assesment: Muddiest point</p>
<p>U3: There is a continuing debate over the government's</p>	<p>Day fourteen:</p> <p>Activating and Engaging: Class will begin with a follow up from the muddiest point exit slip this will allow any</p>	<p>Summative Assesment 1 due Formative Assesment: Muddiest Point continued</p>

<p>involvement in the well-being of Canadian society.</p> <p><b>U4:</b> There are a number of international forces that affect Canada's authority on a national and local level.</p>	<p>anonymous questions to be answered for clarification.</p> <p>Exploring and discovering: This lecture component will investigate the political changes of the 1980's and into the 1990's. Including an introduction to Margaret Thatcher's program at reducing the role of government. This will also explore America under Reagan which was dedicated to privatization and liberalization of trade. The two had similar ideologies that had effects on Canada.</p> <p>Organizing and integration: Due to the high volume of content presented to students there will be a second muddiest point card handed back and the end of class. This will address clarification on the topic which is full of content.</p>	
<p><b>U3:</b> There is a continuing debate over the government's involvement in the well-being of Canadian society.</p> <p><b>U4:</b> There are a number of international forces that affect Canada's authority on a national and local level.</p>	<p>Day fifteen: Activating and Engaging: Class will begin with an image projected on the screen of the Brian Mulroney which will segway into the discussion surrounding Mulroney and progressive conservatism.</p> <p>Exploring and discovering: It will be another day of heavy content exploring a brief background of Brian Mulroney, who he was (is) along with how he reformed the government system. This will include discussions of:</p> <ul style="list-style-type: none"> <li>● Digging further into neo-conservatism in a Canadian context,</li> <li>● The reduction of government involvement in the marketplace</li> <li>● the reduction of federal transfer payments,</li> </ul>	<p>Formative Assessment: Exit Slip</p>

	<ul style="list-style-type: none"> <li>● Privatization, deficits,</li> <li>● And the ideological allyship between Reagan and Mulroney (this will be at the forefront of the panel discussion).</li> </ul> <p>Organizing and integration: Students will fill out a exit slip with two questions: “Is the government a business? Why or why not. Explain your argument”</p>	
<p><b>U3:</b> There is a continuing debate over the government’s involvement in the well-being of Canadian society.</p> <p><b>U4:</b> There are a number of international forces that affect Canada’s authority on a national and local level.</p>	<p>Day sixteen: Activating and Engaging: Students will be asked to consider the term Free-Trade and what exactly that means to them or if they have previous knowledge. This will culminate in a class discussion leading into a core section of the class.</p> <p>Exploring and discovering: A lecture component will revolve around trade, government interactions, and divides are the debate, movements towards unionzied jobs, the materials Canada has exported and the effects it had in Western Canada. Students will be handed a Frayer Model.</p> <p>Organizing and integration: Students will integrate their knowledge of Free Trade into a Frayer model with the definition, facts, examples of free trade and non examples. Students will discuss as a group their findings.</p>	<p>Formative Assesment: Frayer model</p>
<p><b>U5:</b> In order for a society to work it is critical that two or more view points that need</p>	<p>Day seventeen: Activating and Engaging: Class will open with the viewing of a 1989 report of Meech Lake by the CBC. Video Link: <a href="https://www.youtube.com/watch?v=lOokVz16jUo&amp;t=76s">https://www.youtube.com/watch?v=lOokVz16jUo&amp;t=76s</a></p>	<p>Formative Assesment: Exit Slip</p>



<p>to be discussed and evaluated.</p> <p><b>U6:</b> It takes debate, assumptions and practices over time for a society to form.</p>	<p>Exploring and discovering:  The lecture portion of the class will focus on the failure of the Meech Lake. This will engage students introducing them to the topic.  Much of the discussion will revolve around the reasons:</p> <ul style="list-style-type: none"> <li>● Quebec did not sign the Constiution Act of 1982,</li> <li>● The formation of the Bloc Quebecois which was Quebec independence,</li> <li>● The events that preceded the Meech Lake Accord and the</li> <li>● The key players involved in the Meech Accord such as Robert Bourassa, Brian Mulroney, opponent Pierre Trudeau, and Frank McKenna ,</li> <li>● The five major factors of the accord and the reason it was nullified.</li> </ul> <p>Organizing and integration:</p> <ul style="list-style-type: none"> <li>● The floor will be open for students to have a discussion around this event, done in a respectful and open way. The class will end with an exit slip with the prompt: “what have you learned today and how will you apply this knowledge into the discussion panel?”</li> </ul>	
<p><b>U5:</b> In order for a society to work it is critical that two or more view points that need to be discussed and evaluated.</p> <p><b>U6:</b> It takes debate,</p>	<p>Day eighteen:  Activating and Engaging:  Students will view a CBC video in relation to the Charlottetown Agreement in 1992. Video link:  <a href="https://www.cbc.ca/player/play/2295082883">https://www.cbc.ca/player/play/2295082883</a></p> <p>Exploring and discovering:  Students will be handed another K-W-L chart to fill out this will include what they know about</p>	<p>Formative Assessemnt: K-W-L</p>

<p>assumptions and practices over time for a society to form.</p>	<p>Indigenous concerns following 1982 and Bill C-31 and the concerns of Quebec's, followed by what they wanted to know directly related to the Charlottetown Agreement.</p> <p>Much like other classes a lecture section will continue with discussions around the Charlottetown Agreement including:</p> <ul style="list-style-type: none"> <li>● The requests and concerns made by Indigenous peoples, along with the outcomes,</li> <li>● The concerns voiced by the Quebec population,</li> <li>● the major provisions of the Charlottetown Agreement,</li> <li>● The outcomes of this accord.</li> </ul> <p>Students will fill out what they learned and hand this back for assessment.</p> <p>Organizing and integration: The class will culminate with students gathering in groups, each student will write down which panel they are interested in and groups we will create from there.</p>	
<p><b>U5:</b> In order for a society to work it is critical that two or more view points that need to be discussed and evaluated. <b>U6:</b> It takes debate, assumptions and practices over time for a society to form.</p>	<p>Day nineteen: Activating and Engaging: Students will be given the class to work in groups to plan and carry out their research. Group members have been chosen previously with a leader, panelists and someone conducting the interview. In addition, another student will be the interviewer who asks research based questions to ask those on the panel.</p> <p>Exploring and discovering: Students will have access to resources of their choice (excluding wikipedia) to begin to plan their panel. This time will be given for students to work in groups, due to the fact that it is not always feasible for students to meet in a large</p>	<p>Summative Assessment: Panel Discussion</p>

	<p>group outside of school. Students may need to meet outside of class but this will give them a time slot.</p> <p>Organizing and integration: In the last few moments of class, students will be given time to ask any follow up questions they may have. They will lastly draw names to decide which group is going to perform first.</p>	
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<p><b>U5:</b> In order for a society to work it is critical that two or more view points that need to be discussed and evaluated.</p> <p><b>U6:</b> It takes debate, assumptions and practices over time for a society to form.</p>	<p>Day twenty: The final day of the unit will be allotted to presentations. Students will be asked to respectfully watch their classmates, applaud and ask any questions they may have.</p>	<p>Summative Assessment: Panel Presentation</p>
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