

**NORTH TORONTO C. I. HISTORY DEPARTMENT 2008-9**

**CANADA: HISTORY, IDENTITY, AND CULTURE (CHI4U)**  
**GRADE 12, UNIVERSITY PREPARATION**

*Prerequisite: any University or University/College course in Canadian & World Studies, English, or Social Sciences or Humanities* *Credit Value: 1*

**NTCI HISTORY OFFICE: Room 211**  
**DEPT. PH. 416-393-8585 x20075**

**TEACHER: Mrs. Whelan**  
**CLASSROOM: 312**

**TEXT: N.Brune, *Defining Canada History, Identity, and Culture*. Toronto: McGraw-Hill Ryerson, 2003. (\$60) # \_\_\_\_\_**

*This course explores the challenges associated with the formation of a Canadian national identity. Students will explore the social, political and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity and present their own views. (Ministry of Education, Canadian and World Studies, The Ontario Curriculum, Grades 11 & 12 Revised, 2005.)*

**UNIT 1 FOUNDATIONS OF THE CANADIAN IDENTITY (PRE-HISTORY-1763)**

- cultures/values of selected Aboriginal peoples (*Ch.1,2*) research skills *Mon.Sept.15*
- first contact (*Ch.3*)
- French colonial settlement
  - early colonization (*Ch.4*) thesis paragraph
  - Royal government (*Ch.5*) *Tues.Sept.23*
- fall of New France (*Ch.7*)
  - French/British conflict in NA
- the Conquest-events, significance

**UNIT 2 THE FOUNDING PEOPLE CREATE A DOMINION (1763-1867)**

- Quebec under British rule (*Ch.8*)
- impact of American Revolution (*Ch.8*) position paper outline
  - French Canada's position in BNA notes due: *Wed.Oct.1*
  - social/political impact of United Empire Loyalists outline due: *Tues.Oct.7*
  - pioneer settlement
  - War of 1812 (*Ch.9*) Fort York field trip *Tues.Oct.14*
- frontier & settlement patterns (*Ch.10*) 1-2:30 (\$5)
  - Turner thesis (USA) test: *Tues.Oct.16*
  - Laurentian thesis
  - Metropolitan thesis (Remembrance Day school assembly)
  - Great Migration
  - 19<sup>th</sup> century Canadian society
- 1837 Rebellions & Reform (*Ch.9*) Open Notebook quiz *Tues.Nov.18*
  - historiography
  - causes
  - results (Durham Report, Union Gov't)
- Confederation (*Ch.11*) 7 paragraph position paper
  - causes-external/internal *Thurs.Nov.20*
  - economic, military, political
  - events-Conferences
  - Canadian federalism
  - Confederation completed—physical (*Ch.12*)
  - constitutional

DECEMBER EXAMINATION

UNIT 3 FROM DOMINION TO CANADIAN NATION (1867-1918)

- Macdonald's vision
    - the National Policy (*Ch.13*)
    - Riel (ch.12)
  - industrialization (*Ch.13*)
    - Victorian Toronto-social reform
    - responses-women, labour
  - responses to Br. & Am. imperialism (*Ch.14*)
    - election of 1911
  - World War I (*Ch.15*)
    - growth to nationhood
    - tensions in Canadian society
- Videocabaret field trip *The Great War*  
Jan/Feb. (\$15-\$20)
- ISU essay due: *Wed.Feb.25*  
Process dates:  
*Jan.13*– topic/references  
*Feb.5*- cue card research  
*Feb.5*-outline done in-class  
*Feb.9-11*- conferencing  
*Feb.19*- first draft

UNIT 4 DEVELOPMENT OF CANADA AS AN INDEPENDENT NATION (1918-1945)

- the 1920s (*Ch.16*)
    - Winnipeg General Strike
    - women
    - autonomy from Britain
    - threat of Americanization
  - the Great Depression (*Ch.17*)
    - causes
    - impact of Great Depression
      - on socio-economic groups
      - on regional interests
      - on agricultural & urban interests
      - on political parties
  - Canada in World War II (*Ch.18*)
- Units 3 & 4 term test:  
*Wed.Mar.11*
- in-class assignment (*Fri.Apr.24*)

NTCI HISTORY DEPARTMENT TRIP TO GETTYSBURG, WASHINGTON & PHILADELPHIA (*Apr.22-26*)

UNIT 5 CHANGING ROLES/VALUES IN POST WWII PERIOD (1945-present)

- international challenges (*Ch.19*)
    - post-war foreign policy & diplomacy
      - NATO, NORAD, United Nations
    - Cold War–embracing American foreign policy?
    - Canada in Global World (*Ch.24*)
      - peacekeeping, 9/11, war on terrorism
  - Quebec & French Canada
    - Quiet Revolution (*Ch. 19*)
    - the Trudeau years (*Ch.22*)
    - Quebec separatism (*Ch. 23, 25*)
  - from post-war boom to global economy
    - 1950s/1960s post-war boom (*Ch.20*)
    - regional disparity
    - global economy–FTA
  - impact of American culture on Canadian identity (*Ch.21*)
    - protecting Canadian culture
  - Canadian values shown in gov't legislation (*Units 6 & 7*)
- field trip tbd–May

- First Nations peoples
- immigration
- multiculturalism
- human rights
- environmentalism
- shifting social values
- culture
- Canadian cities

*summative (15%) May12*

out-of-the-school assignment  
*anytime between Sept & June*

## *JUNE EXAMINATION*

### Summary of Evaluation

Term I evaluation: *skills & tests 35%; position papers 40%; Dec. exam 25%*

March (University) Evaluation: *ISU 30%; Dec. exam 10%; other term work 60%*

Final Evaluation: *Tests & quizzes:15%; Assignments:25%; ISU:20%; Dec exam 10%*

*Summative formal evaluations 30% (15/15)*

Students are responsible for:

- intelligent* class participation. It is expected that all students will be respectful of other's opinions.
- class attendance. Students are expected to catch up on all assignments and notes missed due to absence.  
Extra handouts and returned assignments will be in the filing cabinet in Room 312; help yourself.
- using text and library resources for factual information. Come to class prepared with an understanding of *basic* content.  
Textbook chapters are provided on student outline. Homework quizzes/in-class assignments may be given.  
Use "An Excellent Brief History of Canada" (with links) at [www.operation-dialogue.com](http://www.operation-dialogue.com)
- completing all readings.
- conducting orals when scheduled. It may be impossible to reschedule presentations and groupwork.
- observing process dates and submitting assignments on time.
- submitting all process work, research notes and drafts for papers and assignments. It is the policy of the NTCI History department that a final paper will not be evaluated if process work is incomplete or missing from the final submission.  
Students should keep a back-up copy of all submitted work.
- returning NT library resources on time.
- guidelines for formatting and documenting sources for a History paper (Chicago-style) are available on the NTCI History Department website at [ntci.on.ca](http://ntci.on.ca)
- assignments posted on [ntci](http://ntci.on.ca) history department website at the CHI link

Students are encouraged to

- sign up for weekly e-bulletins from [www.archives.cbc.ca](http://www.archives.cbc.ca)
- regularly check Beaver Magazine and Education info at [www.historysociety.ca](http://www.historysociety.ca)
- regularly check out [www.histori.ca](http://www.histori.ca) which lists Canadian history contests and student opportunities.  
Sign up for the *Burnt Toast* and *This E-Mail Has Seven Days* e-bulletins.
- use "An Excellent Brief History of Canada" at [www.operation-dialogue.com](http://www.operation-dialogue.com)
- enter these history contests
  - Talk About Canada Scholarship Quiz..online from Jan12,2009-Apr.13,2009
  - Begbie Canadian History Contest application spring 2009