

We are grateful to be learning on the unceded ancestral lands of the Lheidli T'enneh First Nation and the Simpcw First Nation. Social Studies invites us to develop an understanding of the connections between peoples, events, and land in the past, present, and future, and exploring how First Peoples' perspectives, histories, and knowledge have shaped and continue to shape the world is integral to our course.

Social Studies 10

Canada and the World: 1914 to Present

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Room 143

Course Outline February 2022

Hop in your time machine as we set off on an unforgettable voyage of historical and sociological discovery as we explore Canadian and world history from 1914 to the present. Along the way, we will wade into World War I and World War II, investigate the interwar years, probe the post-war era, and consider contemporary issues in Canada. As we travel, we will also delve into the development of our political institutions.

Aside from the guiding questions, two major ideas that will carry us through the course are:

- 1) **Does Canada have a national identity?**
- 2) **Why bother voting?**

Enjoy the ride, *Mr. Takach*

GUIDING QUESTIONS

As we journey through time and across oceans, your mission is to seek out answers to the following guiding questions:

- I. How have **global** and **regional conflicts** been a powerful force in sharing our contemporary world and identities?
- II. How is the **development of political institutions shaped** by economic, social, ideological, and geographic features?
- III. How do different worldviews lead to **different perspectives and ideas** about developments **in Canadian society**?
- IV. How do historical and contemporary **injustices challenge** the **narrative** and identity of Canada as an inclusive, multicultural society?

WHAT TO BRING TO EACH CLASS

To be successful, ensure that you bring all of the following to each class:

- A **binder** (or binder section) to keep notes, texts, and handouts organized.
- Your **textbook** (*Counterpoints: Exploring Canadian Issues [2010]*)
- **Pen** or pencil
- **Highlighter**
- An **open mind!**
- (bringing a book that interests you is always a good idea too 😊)



ASSESSMENT

In this course, you will be assessed on your ability to think critically, interpret evidence, assess and defend positions, and conduct inquiry related to our course topics. These skills and processes are called **competencies**, and you will be graded on them in addition to how well you have learned the **content** of course.

Formative assessments are to inform students about their achievement and areas for growth, as well as to help teachers in their planning. These happen daily, and may be formal (such as written feedback given on a writing assignment) or informal (such as verbal feedback on a journal entry). **Summative assessments** are designed to assess learning outcomes from the curriculum and determine student achievement in the course. For these assignments, students will be informed in advance of due dates, assignment details, and criteria for grading.

Your (summative) mark will be made up of the following:

Major summative assignments <i>E.g. projects, presentations, essays</i>	60%
Minor summative assignments <i>E.g. check-ins, quizzes, reflections, creative responses</i>	40%

Assignments are due at the beginning of class. Please come and see me if you have any questions or will have any difficulties submitting your assignment on time before the deadline.
Do not plagiarize by ensuring that all of the words and ideas in your assignments are your own.



Anthem

Leonard Cohen
(Canadian songsmith and poet, 1934-2016)

The birds they sang at the break of day
"Start again", I heard them say:
Don't dwell on what has passed away
or what is yet to be.

Ah, the wars they will be fought again,
the holy dove, she will be caught again,
bought and sold and bought again
the dove is never free.

We asked for signs, the signs were sent
the birth betrayed, the marriage spent,
Yeah, the widowhood of every government
signs for all to see.

I can't run no more with that lawless crowd
while the killers in high places say their prayers
out loud,

but they've
summoned, they've summoned up a
thundercloud
and they're going to hear from me.

You can add up the parts, you won't have the
sum,
you can strike up the march, there is no drum,
Every heart, every heart to love will come
but like a refugee.

Ring the bells that still can ring,
forget your perfect offering,
there is a crack, a crack in everything
that's how the light gets in.

That's how the light gets in,
that's how the light gets in.

ROAD MAP

While no journey is ever set in stone, here is a planned timeline for our units. Current events will be worked into the course as they develop, offering us opportunities to connect past to future and make interdisciplinary connections.

1. Politics as Usual?: Governments in Canada (February)

- Influencing government
- Political beliefs and parties
- Government operation
- Indigenous rights and self-government
- Election process

2. The War to End All Wars: Canada Comes of Age 1914-1918 (February)

- Causes and key events of World War I
- Canadian identity before and after WWI
- Commemorating WWI

3. The World Between the Wars (1919-1939) (March)

- Russian Revolution and the rise of the USSR
- Canada in the Roaring 20s
- Causes of the Great Depression
- Conditions of the Great Depression
- Responses to the Great Depression

4. Here We Go Again: Putting the “World” in World War II 1936-1946 (April)

- Rise of fascism, communism, and dictators
- Causes and key events of World War II
- Canada at home and at war during WWII
- Aftermath of World War II

5. Getting Cold Out There: Canada & the World 1946-1984 (April-May)

- Canada in the 1950s
- The Cold War
- Economic, Environmental, and Global Issues in the 60s and 70s
- Trudeau(mania) and Quebec Nationalism
- Multiculturalism

6. What is Canada?: Canadian Identities from 1984 to Today (May-June)

- Contemporary indigenous issues
- New challenges to federalism
- Canada on the world stage
- Environmental issues: sustainability, water, and climate change

CURRICULAR COMPETENCIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments,
- and compare varying perspectives on their significance at particular times and places, and from group to group (**significance**)
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (**evidence**)
- Compare and contrast continuities and changes for different groups at particular times and places (**continuity and change**)
- Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (**cause and consequence**)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews,
- and beliefs (**perspective**)
- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (**ethical judgment**)

CONTENT

Students are expected to know the following:

- government, First Peoples governance, political institutions, and ideologies
- environmental, political, and economic policies
- Canadian autonomy
- Canadian identities
- discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the *Komagata Maru* incident, and internments
- advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
- Domestic conflicts and cooperation
- International conflicts and cooperation

