



Brookmere Secondary (Coquitlam College)

Social Studies – Gr. 10

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This is an introductory course that is designed to provide an overview of Canadian History between 1914 and 2020.

Students will be provided with the opportunity to examine historical and contemporary social, cultural, political, legal, economic, and environmental issues.

The overarching goal of Social Studies 10 is to develop thoughtful, responsible, and active citizens, who can gather the necessary information to consider multiple perspectives.

There will be a focus on the development, structure, and function of Canadian and other political institutions, including First Peoples governance.

Central themes include discriminatory policies and injustices in Canada and the world, as well as international conflicts such as WWI, WWII, and the Cold War.

Students will be required to make reasoned ethical judgements about actions in the past and present, and to determine appropriate ways to remember and respond.

Some content is comparable to the knowledge required for Canadian Citizenship testing.

While learning about Canada's history, we will focus on how the government functions, and responsibilities of Canadian citizens.

Throughout the course we will examine Canadian autonomy and changing conceptions of identity in Canada.

This course fulfills the requirements for Social Studies - Grade 10 (4 total credits).

Content:

Unit	Topic	Subtopic	Week
1	Pre-WW I History Overview	Rights & Responsibilities of Canadians	1
		Who Are We?	
		Aboriginal Peoples	
		Struggle for a Continent	
2	An Autonomous Canada 1914-1939	WW I	2
		Remembrance Day	
		Women's Suffrage Movement	
		Roaring 20's	
		Stock Market Crash	

		Dirty 30's	3
		Residential Schools	
		WW II (Overview)	4
3	Canada at War	Canada's Role in WW II	5
		Political Ideologies Shaped Historical Circumstance	6
4	Post-War Canada	Trade & Economic Growth	7
		Cold War	
		Quebec Sovereignty	8
		Oka Crisis	
5	Modern Canada	Arts & Culture	9
		Elections in Canada	
		Our Justice System	
		Important Symbols	
		The Economy of Canada	
6	Issues & Presentations	Environmental Issues	10
		Recent Discriminatory Policy	11
		Carbon Pricing	12
		Multicultural Policies	

Evaluation:

Marks:	Tests (6 at 5% each)	30%
	Homework (10 at 2%)	20%
	Assignments (total of 4)	20%
	Mid-Term (15%) + Final Exam (15%)	30%

Mid-Term + Final Exam will be written by all students.

Your success in this course depends on your willingness to apply yourself and work hard.

Expectations:

Attendance Requirements

Regular attendance is essential for success in school.

Students will find that missed class work can never fully be made up.

It is, therefore, strongly advised that students avoid being absent from, or late for, any class.

The **One** Rule that covers all rules is "show mutual respect for everyone."

Other techniques that will help you to succeed include:

- come prepared (with books, pencils, etc.)
- take careful notes while listening

- save socializing for outside of class
- keep an organized notebook
- study for quizzes and tests
- ask questions

For extra help you can email me (Mr. Martinen) at: emartinen@coquitlamcollege.com.

Don't leave getting help until the last day before an exam.

By following the above you should be able to do well in the course and, as a bonus, you will enjoy it too!!

Assessment

Your learning will be evaluated through various methods.

- Teacher observation
- Worksheets/vocabulary/journals
- Student self-assessment
- Quizzes and tests
- Projects and presentations
- Oral and written reports/essays

Classroom Expectations

1. Students will arrive to class on time and with all required learning materials. If you are late, please enter quietly.
2. Assignments are due at the beginning of class on that date. Late assignments may result in penalties.
3. students will take an active role in their own learning by participating in all class activities; including notes, discussions, debates, assignments and group work.
4. Students are responsible for finding out from me what they have missed in class due to an absence.
5. You will be working collaboratively with other students, but I will ask that you do individual work in your own words. If there is any copying you will receive zero on the assignment.
6. Students will be respectful to teachers, other students and all school and personal property.
7. Students may not use cell phones in class.

Materials

You must provide a three-ring binder, loose-leaf paper, pens and pencils.

You are also responsible for printing typed essays. Please purchase a printing card from the library.

Helpful tips for your success

Lose that cell phone

Finish work in a timely manner Be on time

Stay on top of work

Study your quizzes and tests

Principles of Learning generally reflect First Peoples pedagogy

Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Social Studies 10 Coquitlam College Course Overview

Presentations, Reflection Journals, Independent Research, Project-Based assignments, Research Essay

Big Ideas: What students will UNDERSTAND

- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
- The development of political institutions is influenced by economic, social, ideological, and geographical factors.
- Worldviews lead to different perspectives and ideas about developments in Canadian society.
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Curricular Competencies: What students will DO	Concepts & Content: What students will KNOW
<ul style="list-style-type: none">• 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 a particular times and places, and from group to group• Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences.• Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.• Make reasoned ethical judgments about actions in the past and present and assess appropriate ways to remember and respond.• Compare and contrast continuities and changes for different groups at particular times and places.	<ul style="list-style-type: none">• Canadian Autonomy• Canadian Identities• Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and interments• Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission• Domestic conflicts and co-operation• International conflicts and co-operation• Environmental, political, and Economic policies• First Peoples governance

Unit 1

Pre-WW I History Overview (Week 1)

Curricular Competency: Use social studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Curricular Competency: Accurately site sources. Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends and contours.

Curricular Competency: Make reasoned ethical judgements about actions in the past and present and assess appropriate ways to remember and respond.

Assignments:

Students will complete activity sheets which summarize key historical details of pre-WW II Canadian history.

Students are introduced to ESRI ArcGIS Online to create Story-Maps, and other presentation formats which will become useful later in the course

First Nations Principles:

Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story.

Key Questions:

How relevant is Canadian content in a global digital world? How is pre-WW I Canadian history useful in future studies of Canada?

Resources:

https://www.ecala.org/wp-content/uploads/2018/11/KnowCanada_Final_webversion.pdf

<https://www.arcgis.com/index.html>

Unit 2:

An Autonomous Canada: 1914-1939 {3-5 Weeks}

Curricular Competency: Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences.

Curricular Competency: Interpret and present data in a variety of forms (e.g., oral, written, and graphic).

Curricular Competency: Make reasoned ethical judgements about actions in the past and present and assess appropriate ways to remember and respond.

Assignments:

Students will prepare a research project and presentation. Understand the significance of Canada's role in WWI by examining various battles fought by Canada and comparing them to Vimy Ridge. Does the battle of Vimy Ridge out shadow other battles fought by Canada?

First Nations Principles:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Key Questions:

What was the role of Canada in WWI and how did it lead to a sense of belonging and Identity?

What are the cause and consequences of the Great Depression both on Canada and the world?

What is the significance of Residential school on Canada as a multicultural society? What are appropriate ways to respond to past atrocities?

Resources:

<https://www.thecanadianencyclopedia.ca/en/article/great-depression>

<https://www.therecord.com/opinion-story/2628477-the-great-depression-hit-canado-the-hardest/>

<http://projectofheart.ca/step-1-investigation-into-the-history-and-legacy-of-indian-residential-schools-in-canada/>

<https://www.warmuseum.ca/firstworldwar/>

<https://www.youtube.com/watch?v=fipI94wdIaE>

Unit 3: Canada at War (3-5 weeks)

Curricular Competency: Assessing the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times, and from group to group

Curricular Competency: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, world views, and beliefs

Curricular Competency: Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data

Assignments:

Students will examine the cause and consequences of the rise of dictatorships and write journal reflections to assess the significance of people and events of WWII and Canada's role.

Students will analyze the justification and adequacy of evidence in propaganda posters targeted at Canada's "enemies" of WWII.

Students will debate the prevailing norms of Canadian society during WWII to assess the decision for Japanese, German, and Italian internment.

First Nations Principles:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Key Questions:

How important was the role of Canada in WWII?

How are political ideologies shaped by historical circumstance?

How justified was Canada in creating internment for its own citizens considered "enemies" of Canada?

Resources:

<https://sites.google.com/a/pitt.k12.nc.us/world-history-wwii-online-textbook/rise-of-european-dictators>

<https://www.youtube.com/watch?v=SQux00Te9sQ&list=PLZxIFAN12m6wmm5K8fPkApSB1F90885hS>

<https://www.thecanadianencyclopedia.ca/en/article/internment>

<https://civics.sites.unc.edu/files/2012/05/DecodingWWIIPropaganda9.pdf>

Extension Assignments:

Students will be asked to respond in an essay to connect content to a large course concept that Global conflicts have been a powerful force in shaping our contemporary world

Unit 4: Postwar Canada (3-5 weeks)

Curricular Competency: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Curricular Competency: Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences

Curricular Competency: Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs

Assignments:

Students will examine key events in Canadian involvement in the Cold War and the change and continuity of these events in today's world. Students will construct videos expressing their ideas creatively, analyzing information, and communicating through media.

Students will develop timeline posters outlining Quebec sovereignty.

Reflective journal writing will be assigned with focus on assessing how actions of individuals and groups influence developments and change in Quebec.

Students will respond to images and video coverage of the Oka crisis in a presentation and class debate.

First Nations Principles:

Learning requires exploration of one's identity.

Key Questions:

What conclusions can be made of Canada's role in the cold war and how have they influenced Canada's international relations?

Whose stories are told and whose are missing in the narrative of Canada? What does this say about the multicultural identity of Canada?

What are the cause and consequences of political neglect of first nations?

Resources:

<http://historicalthinking.ca/historical-thinking-concepts>

<http://historicalthinking.ca/classroom-material>

<https://www.youtube.com/watch?v=Zu2R4BnaEy4> (how the oka crisis of 1990 sparked the resurgence of indigenous rights)

<https://www.youtube.com/watch?v=WjOTvT5oEZ4> (Canada and the Cold War)

<http://www.kl2studycanada.org/files/History%20of%20Quebec%20Sovereignty.pdf>

Unit 5: Modern Canada 1984-Present (3-5 weeks)

Curricular Competency: Explain and infer different perspectives on past or present peoples, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs

Curricular Competency: Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond

Assignments:

Students will develop a media production of an environmental issue, and through their interpretation and understanding, make reasoned ethical judgments concerning appropriate ways to respond to growing concern over environmental problems faced today.

Students will research and resent discriminatory policies in Canada.

Students will examine Carbon pricing and ending of coal-fired electricity and consider the impacts on their own country.

Students will examine Federal and Provincial Apologies from past wrong doings and create art projects to illustrate remembrance and response.

First Nations Principles:

Learning involves recognizing the consequences of one's actions.

Key Questions:

How effective is government action in creating environmental change?

To what extent has Canadian multicultural policies been successfully implemented? In what ways have Provincial and Federal apologies to past events been successful? What else needs to be done?

Resources:

<https://www.thecanadianencyclopedia.ca/en/article/prejudice-and-discrimination>

<https://www.cbc.ca/archives/lesson-plan/for-teachers-the-environment-issues-and-politics>

<https://www.cbc.ca/news/politics/truth-and-reconciliation-94-calls-to-action-1.3362258>

<https://www.youtube.com/watch?v=u-RXAU0TZ6s> (video example of expressing environmental concerns)

<https://www.worldcoal.org/coal/uses-coal/coal-electricity>