Changing Perceptions of Canadian Identity

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CH14U)

SPECIFIC EXPECTATION(S) EXPLORED: Transformation of Canadian Identity

By the end of this course, students will:

• analyze important issues in the changing relationship between settlers and European colonial institutions and policies
• analyze how conflicts and compromises between Canada and the United States have helped to shape Canadian identity
• assess the effectiveness of attempts to protect Canadian culture from American domination

ABSTRACT:

Through the big six historical thinking concepts, students will tackle the issue of Canadian identity today by examining the past. First, they will examine how Canada’s identity has been formed through different Canadian events: the Acadian expulsion and the formation of the Numbered Treaties with First Nations bands. These will examine the changing relationship between different groups in Canada using the concepts of ‘Historical Significance’ and ‘Historical Perspective.’ Secondly, students will examine different historical interactions between Canada and the United States: the Vietnam War and the death of Herbert Norman. Students will examine how Canada’s relationship with the United States has shaped Canadian identity using ‘Cause and Consequence’ and ‘Ethical Dimension’ approaches. Finally, students will examine the concept of Canadian identity itself. By using ‘Continuity and Change’ and ‘Evidence,’ students will analyze Canadian identity: how Canada has formed its identity and how Canada tries to protect it.

KEYWORDS: Acadian Expulsion; Acadia; British and French Relations; Historical Significance; Treaty Formation; First Nations; Historical Perspective; Vietnam War; Cause and Consequence; Canadian/U.S Relations; Herbert Norman; Ethical Dimension; Cold War; Canadian Identity; Canadian culture vs. American Domination; Continuity and Change; War of 1812; Changing Borders; Evidence; Landscape; Culture

AUTHOR(S): Jeremiah Campbell, Lindsay Douglas, and Catherine Kuindersma
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TITLE: An Examination of British and French Relations in the 18th Century: A Case Study of the Acadian Expulsion

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CH14U)

SPECIFIC EXPECTATION(S): Transformation of Canadian Identity

By the end of this lesson, students will:

- Analyze important issues in the changing relationship between settlers and European colonial institutions and policies (e.g., Laval’s theocratic rule, expulsion of the Acadians, British military policy, Family Compact, Château Clique, Durham Report)¹

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

LESSON #: 1

OVERVIEW: This lesson is designed to inform students about the Acadian Expulsion in 1755 and the effect it had on Canadian society and how it impacted French and British relationships. It will examine the historical significance of the Acadian Expulsion and how that event is relevant in Canadian society today. The lesson will emphasize the concept of “historical significance” in The Big Six. This includes examining, “Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences, for many people, over a long period of time.”²

MATERIALS: Materials appear in order of sequenced events throughout the lesson

1. Instructions for Teacher
2. Primary Source Documents: PSD 1.1, 1,2
3. Black Line Material: BLM 1.1, 1.2, 1.3, 1., 1.5

PLAN OF INSTRUCTION:

Day 1

Step 1: Warm up – Expulsion Activity (15 minutes)

The first step in the lesson will include handing out ballots to students while they are seated (BLM 1.1: Character Ballots). Each ballot will represent a different character with different groupings (i.e. Group 1, 2, 3). Students will be informed that each character is reflective of Acadian society. For example, there will be an Acadian farmer, an Acadian mother, and so on. The ballot will also indicate if the character has family, how long they have been in Canada, their career and their geographic location. These characters will essentially have very brief biographies and will represent the collective Acadian population. Students will be able to self-identify with the relationship Acadians would have had to Canada.

The purpose is to show that Acadians had families, careers, a culture, and a history in Canada. Once students have read their ballots they will be asked to refer to their group number and form groups in the classroom. Each group will be designated to go to a different location (i.e. New Brunswick, the 12 Colonies). Once the groups are formed, the teacher will instruct students that there will be an expulsion and each group must relocate. As a collective, the class will form a line and march down the hall. Once the expulsion activity is complete, the teacher and students will return to the classroom where the teacher will debrief the activity.

Teacher prompt: Consider how you felt when you had to leave your assigned group

Step 2: Discussion (15 minutes) Assessment for Learning

Activate Background Knowledge

Teacher will introduce students to the history of the Acadian expulsion and will begin with a mind map activity on the board in order to activate prior knowledge, reflect on the previous activity and investigate what students want to know more about. The center of the mind map will be “ACADIAN EXPULSION”. Teacher will prompt students by asking them to share their character ballot information. The teacher will ask:

- Where did your character go?
- How did the relocation affect or change the life of your character? Did they leave behind family?
- Were they forced to abandon land or property?
- Why is the Acadian expulsion significant? (consider losses, compromises)

These prompts will encourage students to reflect on their personal experience as well as the significance of the Acadian Expulsion. This relates to the Big Six “construction of historical significance” which suggests, “… making connections among evidence and themes to create meaning within a historical narrative.”

Teacher will then introduce students to the Treaty of Utrecht and how this document changed the relationship between the French and British in Canada (PSD 1.1: Treaty of Utrecht Primary Resource). Moreover, the teacher will encourage students to reflect upon how British possession of French territory affected the pre-existing Acadian population.

Step 3: Modeling (10 minutes)

Teacher will use interactive map to show students a visual of the geography between the periods of 1755-1803 (PSD 1.2: Map of Acadian Expulsion 1755 – 1785). Teacher will refer to the timeline activity on the wall. Teacher will guide students how to do the gallery walk through. Teacher will start from the beginning of the timeline and inform students that they will be given sticky notes to indicate dates, events, or ideas they want to know more about (BLM 1.3: Sticky Notes). The teacher will model the appropriate gallery walk through which includes reading in chronological order, reading for information, and using sticky notes to denote areas of further interest.

Step 4: Guided Practice (10 minutes)

The students will have an opportunity to do a gallery walk through and examine the Acadian timeline independently. Teacher will prompt students to use the sticky notes to identify importance and areas they wish to know more about (BLM 1.3: Sticky Notes). The teacher will demonstrate the appropriate walk through by emphasizing taking time to pause and read.

Teacher should encourage students to reflect on terminology, ideas, and events. The teacher should prompt students to think like a historian and ask who, what, where, why, when and

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3 Seixas and Morton. The Big Six:15


how.

Teacher Prompt:
- You may want to place a sticky note on the timeline for 1730, “By 1730, the majority of Acadians had signed an oath swearing allegiance to the British Crown, but they insisted they would not fight either the French or the native Indians.”
- Consider the significance of this event. Ask students: What did “swearing allegiance” to the British mean? How did this change or alter a pre-existing relationship?
- Identify: “This is something I want to know more about.”

Step 5: Independent Activity (20 minutes)
Students work independently to practice the actions/skills/habits of mind on their own.

Teacher will instruct students to do a gallery walk through of the Acadian timeline. (BLM 1.2: Timeline of Acadia) Teacher will assist when necessary if students have questions and will continue to circulate the room ensuring students are moving along and engaging with the material.

Teacher Prompt:
- Where did you place a sticky note and why?

Step 6: Exit Slip (5 minutes) Assessment as Learning
Students will assess their own learning and identify areas that they are interested in knowing more about. Teacher will administer exit slips as a way to gage where students are in the learning process. (BLM 1.4: Exit Slips)

The slips will ask:
1. What did you learn today or feel excited about learning?
2. What would you like to know more about?

Teacher Prompt:
Tomorrow we will continue to explore the historical significance of the Acadian Expulsion and we will be doing a creative in-class activity.

Day 2
Step 6: Think/Pair/Share (20 minutes)
Teacher will encourage students to reflect on day 1 and will reference the exit slips. Teacher will tell students to take five minutes to reflect upon what new information they learned or what they were interested in learning more about. Teacher will then tell students to get into pairs of two to share their thoughts and reflections. The pair share will last about 5 minutes (BLM 1.3: Sticky Notes).

After students have had a few minutes each to share their exit slip reflections, the teacher will then address the class as a whole and ask students to share their ideas.

Teacher prompt:
“What was something you were interested in knowing more about? What did you learn?”

The class discussion will last about 10 minutes and the teacher will supplement knowledge for areas students may still be unfamiliar about. This will be an opportunity to indirectly lecture as

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6 "CBC - The Acadians - Timeline." CBC News.
there will be no formal notes or plan, rather the teacher will work collaboratively with students to reflect and brainstorm.

**Step 7: In Class Assignment (55 minutes) Assessment of Learning**
Teacher will introduce students to an in-class assignment that requires a reflection of the Acadian Expulsion and its historical significance. This assignment has been adapted from the lesson “Episode 6: Acadian Spirit” by Peter D'Entremont and Lindalee Tracey.\(^7\) D’Entremont and Tracey outline important areas in the lesson:

**KEY IDEAS**
- Hardships of settling new land
- Need to know one's family roots
- The contribution of Acadians to Canada

**OBJECTIVES**
- To appreciate the need to know one's past
- To understand the reasons for the deportation of the Acadians
- To know what it means to be an Acadian
- To analyze the impact the deportation had on the Acadians
- To evaluate the role Acadians played in the development of specific parts of North America.\(^8\)

This lesson has been adapted into an assignment which offers differentiated creative options for students. Students will choose from a list of creative options which include:

**STUDENT ACTIVITIES**

1. Imagine you are an Acadian being forcibly deported. Write a poem about your feelings as you are forced to board a ship, leaving the rest of your family behind.

2. Form groups of three. Pretend you are Acadians in 1755. You have just heard about the ultimatum the governor has given to your people. One of you believe you should say the oath, another that you should not, while the third is unsure. Write a dialogue showing the two clear points of view. The third person should be sure to draw out the arguments of the two who have already made up their minds.

3. Create a painting or picture that depicts an aspect of the Acadian way of life or the story of their deportation (BLM 1.5: Art Supplies).

4. Debate the following:
   - The British were justified in their deportation of the Acadians
   - The French abandoned the Acadians
   - Separate cultural identities, including Acadians, enrich a nation.

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\(^8\) Ibid. (This has been directly borrowed from the cited lesson)
5. Research places where Acadians settled after their deportation. Using place names, determine where Acadians may have settled on a map of Louisiana.\(^9\)

Teacher prompt:
“Pick an assignment that interests you. Consider if you prefer to write creatively, draw or paint, argue and discuss, or write a formal research paper.”

Teacher will provide rubric accordingly depending on the weight of the assignment, the duration, and where they are in the unit. This could be a one day assignment or a three day assignment. Work period will be dependent on what the teacher wants.

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COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CH14U)

SPECIFIC EXPECTATION(S): Transformation of Canadian Identity

By the end of this lesson, students will:
- Analyze important issues in the changing relationship between settlers and European colonial institutions and policies (e.g., Laval’s theocratic rule, expulsion of the Acadians, British military policy, Family Compact, Château Clique, Durham Report)\(^10\)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

LESSON #: 2

TITLE: Examining Treaties in Canada through Multiple Historical Perspectives.

OVERVIEW: In this lesson students will be examining treaties in Canada through different perspectives. They will be comparing and contrasting different worldviews and how different people or groups treated the treaties. They will also be examining why the treaties were created and why they would potentially be signed. As The Big Six by Seixas and Morton states “By helping students seek out and compare different perspectives of historical events, we enable them to achieve a richer understanding of the past,”\(^11\) students can then start to understand Canada’s changing identity.

MATERIALS:
Students will use primary documents to examine the perspective of indigenous people and settlers

1. Instructions for Teacher
2. Primary Source Documents: PSD 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13
3. Black Line Material: BLM 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

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\(^9\) Ibid. (This has been directly borrowed from the cited lesson)


**PLAN OF INSTRUCTION**

**Day 1**

**Step 1: Warm up/Discussion/ (10-15 minutes)**

The warm up should start with a question that relates to the topic of the lesson (Indigenous and Colonial perspectives based on treaties). By asking a question it allows students to start thinking about the lesson in an easy and interesting way. The questions should be fairly easy, but allow for multiple answers and interpretations.

Have students answer the questions verbally; while they are answering the questions, have someone (teacher or student writer) write the different answers on the board, under each question.

These questions should force students to recognize that certain skills need to be applied when looking at history. In particular, that there are different perspectives, and understanding how to see these different perspectives is a skill that needs to be taught. **These questions lead into the main idea of this lesson: Historical Perspective.**

Questions that can be asked (and the answers to be written on the board):

- **What different groups were present in Canada before discovery by European countries?**
  - First nations, Inuits

- **What different groups were present while Canada was being settled by European countries?**
  - The students can mention more than just these groups, but these are the ones that NEED to be on the list.
    - First Nation
    - European Settlers and the Colonial institutions (British rule and Canadian rule after confederacy)

- **What do we know about these groups? How did they affect, or change Canada? Why did they act in the way they did? How can we know?**
  - Bring in the idea of different perspectives during one time period
  - Make sure to go back to the groups they mentioned. i.e. Ask the students “What do they know about European settlers?” “How did “French Settlers, First Nations affect or change Canada?”

In these last few questions, students will generally have NO answer on “Why” or “How” they know, or their answers will be based off of inconsistencies, stereotypes, beliefs based off of their worldview. The teacher should point out that their beliefs are based on stereotypes or their worldview; therefore more information needs to be gleaned. Try to lead students to the conclusion that their ideas are based on stereotypes or little factual knowledge. It would be even better if someone in the class can point it out.

**Teacher Prompt:**

The teacher can then introduce the concept of historical perspective:

“by asking these questions we found that there are multiple different groups and that each one of them affected Canada in a different way. They all acted differently because they have different goals and worldviews. They all come from
a different perspective. In order to understand history one has to understand all of
the different groups involved and why they acted the way they did.”

It should be made clear that looking at the past is a bit like looking at a different country. When
examining perspectives in the past even if it is the same country the worldview can be as
different as a foreign country. It is important to cement that idea in the minds of the students.

**Step 2 Discussion (30-35 minutes)**

Provide a brief overview of the time period this lesson is focused on (1867- around
1922) through an interactive map (BLM 2.1 *Interactive Map*). This interactive map is based
solely on the European perspective, it is based on how Canada changed to become a country.
At no point does it mention Aboriginal people. Therefore it will have to be added afterward in
the rest of the lesson, but as a teacher one should make it clear that this is only one perspective,
and it is only showing one thing. The interactive map can either be shown through a projector
or if students have access to computers (chrome carts, netbooks).

The students should
- Go through the timeline presented in this interactive map, examine how Canada
  changed and examine the reasons behind it given by the coinciding blurb with the
  interactive map.
- Create a timeline of how Canada structurally has changed (changing province borders,
  disappearing Rupert’s Land). This timeline should be deliberately vague based on just
  the perspective as told through this changing map of Canada.

The goal for the rest of the lesson: students will gain more perspectives on the time
period by their research into the different groups at the time. This timeline should provide a
starting point of one perspective.

**Adding in another perspective:**

Once that map has been examined and the timeline has been created, students should
look at the treaty map (BLM 2.2/PSD 2.1: *Historical Map of the Numbered Treaties*). This
map illustrates the numbered treaties (it will be looked at more closely later in the lesson).
Have students examine the differences between this map and the previous one. In the previous
map, the treaties are not included and, in fact, are ignored. Students should compare and
contrast this difference.

Then in the room as a class, create a living graph based on the different viewpoints of the two
maps (BLM 2.3: *Example of a Living Graph*).

**Step 3: Teaching (15-20 minutes)**

Verbally and visually write down these questions for students to write down.
- What do you still need to ask to understand the text?
  - What do you know? AND What do you still need to find out?

As a class, create a more in-depth list of important questions that one should keep in mind
when examining historical perspective. These are the questions they should keep in mind while
they explore different groups.

**Questions that need to be formed at the end of this period:**
- What do you know from this text? What does it clearly say outright?
- What can you infer from this text? What do you have to guess? What can you conclude
  (information) from what is given NOT overtly stated in the text?
Who or what group is involved?
  ○ What is their life like? Where do they live? What is their housing situation?
    What do they eat or what technology do they have?
  ○ What are their beliefs, customs, social structure that they used to examine their
    world?
  ○ What are the landscapes of their communities and settlements; the larger social,
    economic and political orders (disorders) that shaped their world.12

Day 2
Step 1: Warm Up (10-15 minutes)
Have students reflect back to what they learned the day before (questions to ask). Have them
try out their skills and questions by examining a song: The Sweater by Meryn Cadell (BLM
2.4: The Sweater Video).
Make sure to have the questions (created the previous day) on the board or visually placed
somewhere in the room for students to refer back to.
  ● Who or what group is involved? What is their perspective (worldview, beliefs, culture,
    time period)?
    ○ The girl
      ■ has a social circle but not a popular social circle - wants a boy who is the
        ‘norm’ the ‘ideal’ to like her
      ■ Well off enough to go on school camping trip
    ○ the guy with the sweater
      ■ Well off enough to go on school camping trip
      ■ Doesn’t like her because … trying to stay popular? Doesn’t like girls?
    ○ the school
      ■ similar to our own structure - social hierarchy as presented in films
      ■ Western school system
  ● What do you know from this text?
    ○ The girl really likes this boy and wants to wear his sweater to school.
    ○ The boy does not care about the girl and only wants his sweater back.
  ● What can you infer from this text?
    ○ That the girl really likes the boy but it is more for ‘popularity’ than anything
      else
    ○ The guy doesn’t like the girl but potentially he is just saying that for popularity -
      he doesn’t even say it himself (attempt to embarrass her)
Have students try to see the two perspectives of the two main students in this song: the girl and
the guy with the sweater.

Step 4: Modeling (Entire Class period)
Have students use a Handout to write down their findings and research during the inquiry
primary document based process (BLM 2.5: Inquiry Process and Analyzing Different
Perspectives). This is to be used for step 3 and 4.

77-85.
In order to try and keep a focus and structure to students’ learning and research, there will be a specific topic that will be examined from the different perspectives. The specific topic is the treaties created between First Nations and colonial Canada (British treaties and Canadian).

As a class we will examine the public policies created by British rule (Royal Proclamation) and other documents created by ‘Colonial Canada.’ There are quite a few documents so students would be only examining one or two documents then sharing with either another group or another students. These documents show a contradiction between how First Nations people are supposed to be treated (according to documents) and the reality of how indigenous people were treated in Canada. Students will use both primary documents and secondary documents to examine the different perspectives.

Questions to ask:

- Who created these documents? Why were they created?
- Why did European settlers and governing bodies not honour them?
- What do you know from this text? What does it clearly say outright?
- What can you infer from this text? What do you have to guess? What can you conclude (information) from what is given NOT overtly stated in the text?
- Who or what group is involved?
  - What is their life like? Where do they live? What is their housing situation? What do they eat or what technology do they have?
  - What are their beliefs, customs, social structure that they used to examine their world?
  - What are the landscapes of their communities and settlements; the larger social, economic and political orders (disorders) that shaped their world.\(^\text{13}\)

The last question focuses the students examination on the colonial and settler perspective and the reasons for why they might not honour these documents.

Documents students will examine: These documents show the differences between the two culture’s understanding of what a treaty is.

The Wampum documents illustrates that treaties are a symbolic and important cultural aspect. They are not treated lightly and when a treaty is made they are meant to never be broken.

- PSD 2.2: *The Kaswentha/Two Row Wampum*
  - Secondary Sources: PSD 2.3: *History of the Two Row Wampum*, PSD 2.4: *History of the Two Row Wampum*
- PSD 2.5: *Hiawatha Wampum Belt*
  - Secondary Sources: PSD 2.6: *Overview on the Hiawatha Belt*

**John A. Macdonald House of Commons Debate 1888** helps establish some of John A. MacDonald's worldview on first nations people. Many of the policies for aggressive assimilation were instigated during his time as prime minister.

- PSD 2.7: *Sir John A MacDonald Royal House of Commons Debate, 1888*

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**Royal Proclamation of 1763** is one of the main documents that set the rules in settling North American Territory. It clearly states that the first nations were people in their own right and that they were entitled to their land as sovereign nations. Students can examine what the document says and what actually happens. They can also examine why it was not followed.

- PSD 2.9: *Royal Proclamation of 1763*, PSD 2.10: *Royal Proclamation of 1763, Transcribed Version*

**Step 5: Guided Practice/Independent Activity (Entire Class Period)**

Students would work in groups to analyze the different group’s perspective using primary documents and secondary documents that were given to them. Students would then work more independently trying to fill in their knowledge by doing their own research. They would still be working in groups to analyze a certain perspective but they must find their own secondary documents on the topic.

Students will examine the land treaties set up between Colonial Canada and First Nations people. The treaties they will be examining are the numbered treaties (1 to 11). First students will examine these primary documents to understand what a treaty was and then examine what these treaties established between the government and First Nation people.

Students will be asked to examine these treaties through an aboriginal perspective. Additional question to ask

- Who was involved in these documents? Who created these documents?
- Why did indigenous people sign some of these treaties?

Students will have to research what was happening at the time to Indigenous people that would give them reason to sign the treaties. Furthermore, students can also examine how indigenous people thought of the treaties and of the land itself.

**Documents students will examine:**

- Numbered Treaties in Ontario, The Prairies, as well as parts of the Northwest Territories (1871 to 1921), involved First Nations ceding or surrendering rights to the land in exchange for treaty rights. Students should examine why indigenous people would sign these treaty (what they got) and why they were created.
  - Secondary Sources: PSD 2.11: *Treaties, Surrenders and Agreements* PSD 2.12: *An Overview of the Numbered Treaties*, and PSD 2.13: *Numbered Treaty Overview*

**Day 3**

**Step 6: Sharing / Discussing (Entire period)**

Students should come prepared to discuss either perspective on the issues of treaties. Divide the class up into two separate groups. The groups will demonstrate their knowledge on their specific perspectives. The class will be divided into groups where one is the aboriginal perspective and the other is colonial settlers. They then will argue each side’s point of view in a discussion.

Students should be familiar with debating and the particular guidelines to discussion. If they are not it should be taught ahead of time. The Black Line Master 2.6: *Discussion Assignment* illustrates the discussion style for this lesson.

To structure the discussion the teacher will have certain questions that each team will argue their perspective. Students should try to answer a specific question through their
different perspectives: Were treaties overall a good thing for Canada? For all members of Canada?, using the questions below.

- What are treaties?
- What events led to the document or documents (Choose which document the students should specifically be looking at)? Briefly describe them. For example, were the negotiators trying to settle a long conflict, gain allies, or transferring the rights to land so that Europeans could settle and Aboriginals could gain other perceived benefits? Why were they created?
  - Why were they signed?
  - What did the treaties do?
    - Hunting and fishing rights
    - Land and resource rights
    - Self-government
    - Health care
- What was life like during the 1800s, around 1867 (confederacy)?
- What was the most important document or documents of the period?
- Was there a theme (or themes) behind treaties and other documents in this era, what would it be? Consider both the Aboriginal and European perspective.
  - Gaining a peaceful settlement to a long conflict.
  - Finding ways to co-exist.
  - Opening land for European settlement.
  - Getting the materials to survive.
- Where do these events and documents fit into the current state of Aboriginal relations with federal and provincial governments?
- How did these documents affect the relationship between the Aboriginal peoples who signed and the French or British colonial authorities, or the Canadian government?

BLM 2.6: Discussion Assignment: Discussion assessment handout (What is being assessed). Should be handed to students well in advance of the debate day.

ASSESSMENT:
For Learning and As Learning: During class and group discussion, the teacher will be circulating throughout the classroom. The teacher will be listening and, at times, asking questions of the students to see if they are understanding the lesson. When the teacher is going around asking questions, it gives students the chance to assess their own learning and figure out where they still need to develop their

Of Learning: Students assessment of learning occurs on Day 3 during the debate. The assessment structure was created by Canada in the Making and slightly modified in this lesson.14

During the last two days students located, gathered and organized research materials from various primary and secondary sources. During the discussion, students illustrate their knowledge and understanding of this information.

• Prepared information for presentation through note taking during previous lessons, which demonstrates understanding of the different perspectives surrounding treaty documents between First Nations and Colonial Canada.
• Prepared information for the presentation and during the presentation, demonstrates an understanding of the implications of the events and documents on relations between Aboriginal peoples and the federal government of Canada.
• Demonstrates an understanding of the implications of the events and documents on different groups

Assessing: Personal opinions and arguments expressed in the debate THAT are supported by clearly communicated evidence from the primary and secondary sources. Their arguments are well informed and demonstrate an understanding of treaties and the different perspective surrounding these issues. Use BLM 2.6 handout to assess each student’s contribution.

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CH14U)
SPECIFIC EXPECTATION:
Transformation of Canadian Identity
• Analyze how conflicts and compromises between Canada and the United States have helped to shape Canadian identity.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequences
LESSON: 3
TITLE: Cause and Consequences of the War in Vietnam and their Affects on Canadian-U.S. Relations

OVERVIEW: Students will work in groups to research the cause and consequences of the Vietnam War and how it might have effected Canadian-U.S. relations.

MATERIALS:
1. Instructions for teacher.
2. Primary Source Documents: PSD: 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.12; 3.13; 3.14.
3. Black Line Masters: BLM 3.1; 3.2; 3.3; 3.4; 3.5.

PLAN OF INSTRUCTION:
Step 1 & 3: Warm Up and Modeling (10 Minutes)
How I Got Here Activity\(^{15}\)
• Students will create a personal timeline to explore how they have gotten to their current situation in some element of their life (i.e. school, sports, clubs, home, etc.). Students will identify:
  o Immediate causes that brought them to the present.
  o Underlying causes that brought them to the present.

Consequences resulting from different events and their own actions.

**Step 2 & 4: Discussion and Guided Practice (45 Minutes)**

Research In Teams

- *Hand out BLM 3.1: Vietnam Online Timeline, BLM 3.2: Primary Resource Sheet With Links* (taken from PBS and CBC Digital Archive) for students to start examining and analyzing the different primary and secondary sources.
  - Students will then use the following Black Line Masters to start writing down their findings: BLM 3.3: Cause and Consequence Sheet, BLM 3.4: Role of Significance of Immediate and Underlying Causes and Consequences Work Sheet, and BLM 3.5: Assessment Sheet.
- Students will break off into multiple groups of four in order to research the two databases: PBS and CBC Digital Archives.
- Students will be expected to find:
  - Immediate and underlying causes that lead to the Vietnam War.
  - How the different events may have effected Canadian-U.S. relations.

**Step 5: Independent Activity (10 Minutes)**

Role Significance

- Students will then rate the significance of immediate and underlying causes.

**Step 6: Sharing/Discussion/ Teaching**

Regroup And Discuss (15 minutes)

- Students regroup and discuss as a class the different findings of causes and consequences revolving around the Vietnam War and the effects they may have had on Canadian-U.S relations.

Defend Your Position (30 minutes)

- Students will be given time to argue what they believe is the immediate and underlying causes leading up to the Vietnam War and what effects the war might have had on the relationship between Canada and the U.S.
- *Students will hand back in BLM 3.5: Assessment Sheet for assessment.*

**ASSESSMENT:**

Students will hand in a one page response to the causes and consequences of the Vietnam War researched and discussed in class and they will defend their arguments as to what they believe are the three most influential causes and the number consequence of the war.

**COURSE:** Canada: History, Identity, and Culture, Grade 12, University Preparation (CH14U)

**SPECIFIC EXPECTATION:**
Transformation of Canadian Identity

- Analyze how conflicts and compromises between Canada and the United States have helped to shape Canadian identity.

**PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:** Ethical Dimensions

**LESSON:** 4

**TITLE:** Ethical Dimensions Related to the Death of Herbert Norman

**OVERVIEW:** Students will research primary documents to find evidence to support the strongest theory regarding the death of Herbert Norman.

**MATERIALS:**
1. Instructions for teacher.
2. Primary Source Documents: PSD 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 4.8; 4.9; 4.10; 4.11; 4.12; 4.13.
3. Black Line Masters: BLM 4.1; 4.2; 4.3; 4.4; 4.5. 4.6.

PLAN OF INSTRUCTION:
Step 1: Warm up and Step Two 2: Discussion (4 Minutes)
Warm Up – Who Was Herbert Norman?
• Use BLM 4.2: The Mysterious Case of Herbert Norman background information to inform students on who Herbert Norman is and who he is in relation to the Cold War.

Ethical Dimension Video (6 minutes)
• Then show students a video on Herbert Norman which will be related to ethical judgment (BLM 4.1: Video on Ethical Judgments (Historical Thinking Concept))

The Mysterious Case of Herbert Norman (90 minutes)
Step 3: Modeling and Step 4: Guided Practice
• *Hand out BLM 4.2: The Mysterious Case of Herbert Norman, BLM 4.3: Evidence in the Case Sheet With Links, BLM 4.4: Theory of Guilt Worksheet, BLM 4.5: Summary of the Evidence Worksheet, and BLM 4.6: One Page Reflection On Canadian-U.S. Relations At This Time.
• Explain assignment to students.
• Read one article and write down one or two statements as a class. (The article is found on BLM: 4.3: Evidence in the Case Sheet With Links. Students will read PSD: 4.1: The 1930s: Death of a Diplomat: Herbert Norman & the Cold War).

Step 5: Independent Activity
• Students will then read the other articles and write down statements. (Articles are found on BLM 4.3: Evidence in the Case Sheet With Links. Students will read from BLM 4.3 PSD: 4.2 to PSD 4.13)
• Students will then summarize the strongest points using BLM 4.4: Theory of Guilt Worksheet and BLM 4.5: Summary of the Evidence Worksheet.

Step 6: Sharing/ Discussion/ Teaching
• Students would then argue impact on Canadian-U.S. relations as a class or in groups.
• Then they will write a one page response based on their research and evidence. BLM 4.6: One Page Reflection On Canadian-U.S. Relations At This Time.

ASSESSMENT:
Students will hand in a one page response based on the research and evidence they have come to and defend their arguments as to which theory is the most plausible for the death of Norman Herbert and how it may have impacted Canadian-U.S. relations.

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CH14U)
SPECIFIC EXPECTATION(S): 16
Transformation of Canadian Identity

By the end of this lesson, students will:

- Assess the effectiveness of attempts to protect Canadian culture from American domination (e.g., creation of the CBC, Canadian content rules in broadcasting, the Governor General’s Awards, the Order of Canada, attempts to protect cultural industries in trade agreements).

**PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:** Change and Continuity

**LESSON #: 5**

**TITLE:** Continuity and Change: Does Canada have a National Identity and is it Distinct from an American National Identity?

**OVERVIEW:** In this lessons students will be examining Canada’s Identity. One of the main aspects of this is students will analyze and ask the question: does Canada have an identity? Furthermore they will be doing some inquiry based learning where they will examine Canada’s identity through different primary documents from various time periods (change and continuity within Canada’s identity). This inquiry based learning with primary documents will be based on asking the question: how does Canada protect and create an identity separate from America?

**MATERIALS:**

1. Instructions for teacher
2. Primary Source Documents PSD 5.1, 5.2, 5.3
3. Black Line Masters BLM 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8

**PLAN OF INSTRUCTION:**

**Step 1: Warm up (10 minutes)**

The class should start with some fun and silly videos on Canadian Identity. The first one is strictly on Canadian identity the other few videos are on Canadian identity of Canada vs. America. (BLM 5.1: Canadian Please, BLM 5.2: Canada vs USA, Americans Try Canadian Snacks for the First Time, and 10 Differences Between Canadians & Americans!). One word of caution: in these videos there are some swear words and innuendo but since this is a grade 12 course students can usually maturely handle these aspects. These should serve as an introduction into this lesson on Identity (continuity and change) and on the notion of how America has affected identity. All of these ideas will be further discussed in the lesson.

**Step 2: Discussion (15-20 minutes)**

The teacher should then start with discussing Canadian Identity in its entirety. First start with a list of quotations on Canadian identity (BLM 5.3: Handout of 19 Different Quotations on Canadian Identity). Have the students rank the quotations 1 to 19 in the order of which defines Canadian identity (1 being the most true and 19 being the least true). After they have ranked the quotations, have a few students read their first and last choice. If there is some differences in answers (likely) allow for some discussion and debate on why students ranked the quotations in the way they did.
Once students have had a chance to answer, ask them directly what makes up Canadian identity? What qualities or characteristics make one Canadian? While students are answering make a brainstorming map on the board. There are certain characteristics that likely show up in today’s culture like politeness, saying sorry or multiculturalism. In this lesson students should learn that these characteristics may not have always been considered typical of Canadians (continuity and change).

Utilize one or two of the Canadian Government’s Heritage minutes\textsuperscript{17} to show how Canada is ‘supposed’ to be represented BLM 5.4: Heritage Minutes, to Examine the ‘Established’ Identity. These can help spark more ideas on Canadian identity for students. Students should examine why these ‘heritage moments’ were chosen to represent Canada. Allow for discussion on these specific questions.

**Step 3: Modeling/Guided Practice (20-25 minutes)**

Hand out a new list of quotations (BLM 5.5: Handout using Quotations said by Canadian Politicians).\textsuperscript{18} These quotations are from early Canadian politicians and they are racist comments; do not tell the students until after that these were said by Canadian politicians. Allow them to read the quotations and make judgments. Students will examine these quotations and write down if they are ‘Canadian’ ideas (fit into Canadian identity). Once they have written down their opinion, reveal who said these quotations. Students will most likely be shocked.

This allows you as the teacher to start examining the idea of Continuity and Change. Canadian identity is something that has clearly changed over time. To introduce continuity and change use the video Continuity and Change (BLM 5.6: Continuity and Change Video). This video is a starting point in demonstrating/modeling how to analyze history through the lens of Continuity and Change. In this video, the filmmakers use the example of Chinatown in Vancouver in two different time periods. Before and during the video there are two handouts that students will be filling out (BLM 5.7: Lesson on the Continuity and Change Video, Handouts on page 5 and 4). This will allow them the opportunity to engage with the video and to come up with the idea of continuity and change independently. Then as a class, take up the answers modeling the practices and skills needed to analyze continuity and change.

**Step 4: Independent Activity (20-25 minutes)**

Now that students have gotten the chance to try out their skills with the continuity and change video they will now try it on their own. Students will use paintings and photographs to examine continuity and change. As well they will use this time to see how America has affected Canadian identity. First students will look at an interactive website on the war of 1812 (BLM 5.7: 1812 Virtual Exhibition). In this website students will look at four different perspectives (American, Canadian, British and First Nation). This will not take a long time; they are just looking at the information presented so they have background knowledge of the War of 1812. Make sure to point out to students the differences in the quotations in both the American and the Canadian perspective. Have the students note and discuss the changes or the continuity presented in these quotations about the war of 1812.
After that, the students will examine two famous paintings from the War of 1812 (one from the Canadian perspective and one from the American) (PSD 5.2: Battle of Queenstown Heights, and PSD 5.3: Battle of Lake Erie). Have the students analyze the paintings. They should mark out the continuity and change within these paintings e.g. Who is the focus? Where is it taking place or what is the focal point? Utilize a handout for students to write down their notes and ideas.

**Step 5: Sharing / Discussing / Teaching (15-25 minutes)**

After analyzing the paintings, students should discuss the continuity and change within these paintings. To go even further, students should examine from the viewpoint of the War of 1812; how connected has America been in the creation of Canadian identity. This is only an introduction into this idea, which should be expanded through discussion.

Allow students to discuss how America has shaped Canadian identity. Ask the questions to students “do we define ourselves as un-American?”

Topics to bring up to spark student discussion:
- War of 1812 - Canadian nationalism towards the burning of the White House
- Cold war - Herbert Norman, NORAD, Missile Defense Program
- War on Terror - Canada going to Afghanistan instead of joining the Iraq war.
- America Media infusing Canadian viewing - Canada has laws to have a certain percentage of Canadian content on television and radio. Why?

These topics and question should then be tied back into the idea of continuity and change by discussing how Canada’s ties to America have changed over time and, in doing so, how Canadian identity has changed to match it.

At the end of this lesson, students should choose one of the topics discussed in Step 6 and create an opinion piece (1-3 paragraphs). They should be answering the question already raised in class: do we define ourselves as un-American? This will be due at the end of the week. Students will be expected to bring in additional research to prove that they have done some inquiry into their topic. As well, they will be expected to use the notion of continuity and change by applying their chosen topic to the ideas on Canadian identity present today. They can also use the knowledge that they learned from this period.

**ASSESSMENT:**

How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?

**Of:** Students will create an opinion piece (1-3 paragraphs). They should be answering the question already raised in class. This will be due at the end of the week. Students will be expected to bring in additional research to prove that they have done some inquiry into their topic. As well they will be expected to bring in the notion of continuity and change by applying their chosen topic to the ideas on Canadian identity present today. They should be bringing in knowledge that they learned from this period (BLM 5.9: Handout for Analyzing the 1812 Paintings).

**As:** Students will be filling out handouts during this lesson. The teacher will take a look at these handouts to make sure that students understand the purpose of the lesson and are reaching the learning goals.
For: This will be done during the warm up. Since it is more of a diagnostic, it can be done in the discussion portion. If students seem hesitant or unsure about Canadian identity, the teacher can backtrack and teach the basic ideas of identity.

TITLE: An Examination of Canadian Borders: Real or Imagined?

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CH14U)

SPECIFIC EXPECTATION(S): Transformation of Canadian Identity

By the end of this lesson, students will:

- Assess the effectiveness of attempts to protect Canadian culture from American domination (e.g., creation of the CBC, Canadian content rules in broadcasting, the Governor General’s Awards, the Order of Canada, attempts to protect cultural industries in trade agreements).

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 6

OVERVIEW: This lesson will encourage students to reflect upon the idea of Canadian borders. Borders will be discussed in terms of physical borders (such as the Canadian Pacific Railway) and lines that draw divisions – imagined borders (such as the boarder created between Canada and the United States). The lesson will emphasize the concept of “evidence” in The Big Six. This includes, “A source should always be analyzed in relation to context of its historical setting: the purposes, values, and worldview, either conscious or unconscious.”

MATERIALS:

1. Instruction for teacher

PLAN OF INSTRUCTION:

Step 1: Hook (10 minutes): Assessment for Learning

Teacher will scaffold student learning by assessing what students know citizenship. They will ask students if anyone has citizenship in America or elsewhere. Another option is to ask if students’ parents are from another country. Teacher will ask if students self-identify as Canadian. This will prompt a conversation about borders and identity through classroom discussion. Teacher will relate these abstract ideas to the clip to help familiarize students with the issues at hand.


20 Peter Seixas and Tom Morton. The Big Six: 10
* This is a clip taken from youtube, however *How I Met Your Mother* can be accessed on DVD or Netflix. This is taken from the episode “Dual Citizenship” (PSD 6.1: *Video Clip from How I Met Your Mother*).²¹

This video is an excellent introduction to the lesson where the teacher discusses issues relating to hybrity. In the episode, Robin grapples with being a dual citizen as she is both Canadian and American, but does not solely self-identify as either.²²

Teacher Prompt:
“Robin’s character struggles with her identity because she is both an American and a Canadian citizen. As you can see in the clip there are Canadian stereotypes used for comedic purposes. Can you tell me a few of the stereotypes referred to?”

- Tim Horton’s
- Canadian money
- Hockey

“Issues of identity and hybrity (being both Canadian and American) relate to boarders.”

Step 2: Yarn Activity (20 minutes) *Assessment as Learning*

Teacher Prompt:
“How do borders define us? Consider the Canadian and American border.”

Teacher will reference Benedict Anderson’s *Imagined Communities* and quote, “[…] I propose the following definition of the nation: it is an imagined political community - and imagined as both inherently limited and sovereign. It is imagined because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion (PSD 6.2: Benedict Anderson’s “Imagined Communities”).”²³

Teacher Prompt
“What does Anderson imply? How can a community be imagined?”

- Teacher will encourage a classroom discussion. (Approximately 10 minutes)

Once students are thinking about the ideas regarding borders and imagination, teacher will instruct students to grab a ball of yarn which will symbolize their imagined border (BLM 6.2: *Balls of Yarn)*.

Students will individually take the balls of yarn and tie off areas of the classroom to symbolize their “nation”. The entire classroom can be utilized – this includes desks, floor space, and wall space and so on. (Approximately 10 minutes)

Teacher Prompt:
“Okay class, please take a ball of yarn and tie off an area you wish to make your own. This will be your nation. Your nation can be as big or small as you would like. Your nations can overlap but you must have your own space to call your own. Where you would like your nation to be is up to you. Please be respectful of your neighbor’s borders and good luck!”

After students have had an opportunity to make the “borders” for their nation, teacher will ask students to walk around the different nations and note how the classroom looks.

Teacher Prompt:
“As you can see the classroom looks very different with borders. Each of you have claimed a space in the classroom as your own and you can see the diversity of nations. Some nations are


²² Ibid.

²³ Anderson, "Imagined Communities." 49
larger than others and some overlap more than others.”

* The yarn activity relates to the Big Six historical concept “evidence” because it encourages students to observe and inquire.24

**Step 3: Discussion (10 minutes)**

Activate Background Knowledge

The yarn activity will lead into a classroom discussion. Teacher will ask students:

- Why did you pick the borders and space you chose?
- Were these real nations? Why or why not?
- What is a nation and how do we determine if it’s real?
- How are nations made?

* These questions draw upon the Big Six historical concept “evidence” and the stage of “Developing Good Questions for Further Inquiry” which suggests that, “The next step is to create, through good questions, a line of inquiry connecting the analysis of the source with a lesson or unit to come.” This will relate well to the reading of King’s Borders.

**Teacher Prompt:**

“Consider how we decide where to draw borders. Is there a difference between a physical and imagined border? An example of a physical border can be considered something such as the Canadian Pacific railway because it spans a large area and creates geographic distinctions. An example of an imagined border can be considered the Canadian and American border because there is no pre-existing physical distinction that divides the two countries like a railway.”

**Step 4: Guided Practice (20 minutes) Read Aloud Activity**

Teacher will instruct students that they will read Thomas King’s short story Borders together as a class. (BLM 6.1: Thomas King’s Borders) Teacher will begin by reading the first paragraph. Subsequent paragraphs will be read by students and they will take turns reading.

* King’s Borders is about a Blackfoot mother and son who want to cross the border from Canada to America and when they are stopped at the border and asked for identification there is an issue. The mother chooses not to self-identity as Canadian or American because she is Blackfoot.26 This identity crisis relates to the clip and the discussion of borders. It relates to a greater theme of continentalism (US-Canadian relationship) and Canadian and Indigenous relations.

**Step 5: Pair-Share (10 minutes)**

Teacher will ask students to share with their neighbor what they thought of the story Borders. Teacher will encourage discussion by asking the class,

- Why are borders important in this story?
- Is it possible for the mother and son to be neither Canadian or American?

**Step 5: Independent Activity (5 minutes) Exit Slip Assessment of Learning**

Teacher will administer exit slips to students in the last five minutes of class (BLM 6.3: Exit Slips).

*Exit slip will ask students:*

1. How do borders influence or inform Canadian identity?

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24 Peter Seixas and Tom Morton. The Big Six: 54
25 Peter Seixas and Tom Morton. The Big Six: 55
26 King, "Borders", 135
Appendix
Primary Source Documents:

PSD 1.1: Treaty of Utrecht Primary Resource

PSD 1.2: *Map of Acadian Expulsion 1755 – 1785*
PSD 2.1   Map of the Numbered Treaties

PSD 2.2 Two Row Wampum
PSD 2.3 History of the Two Row Wampum

Two Row Wampum Renewal Campaign. *Two Row History*

[http://honorthetworow.org/learn-more/history/](http://honorthetworow.org/learn-more/history/)

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PSD 2.4 History of the Two Row Wampum

Mowahk Council of Akwesasne The Kaswentha (Two Row Wampum).

[http://www.akwesasne.ca/node/118](http://www.akwesasne.ca/node/118)

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PSD 2.5 Hiawatha Wampum Belt

Fifty Acres of Beach and Wood. *Hiawatha Wampum Belt.*


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PSD 2.6 Overview on the Hiawatha Belt

Onondaga Nation. *Hiawatha Belt*

PSD 2.7 Sir John A MacDonald Royal House of Commons Debate, 1888
Archives Canada. Sir John A MacDonald Royal House of Commons Debate, 1888.
http://eco.canadiana.ca/
28

1888. COMMSNS DEBATES. 1007

On section 3,
Mr. EDGAR. What is the object of this?

Mr. CHAPLEAU. I have stated that the Queen's Printer is a deputy head, and now that the establishment of the printing office is an accomplished fact, he is entitled to the salary of a deputy head. Last year that was objected to because the bureau was not then organised.

Mr. LAURIER. Who is the Superintendent of Stationary?

Mr. CHAPLEAU. Mr. Young, who is, unfortunately, very sick, and who will likely have to be supernumerated. By the next clause we ask power to name the Superintendent of Printing, the Superintendent of Stationery and the Chief Accountant at a lower class, if the Government think it, should it be necessary at any time to make new appointments.

Mr. LAURIER. Who is the Superintendent of Printing?

Mr. CHAPLEAU. Mr. André Stasdel is the Superintendent of Printing and Mr. Gliddon is the Accountant, the latter an old officer of the department.

Mr. EDGAR. In section 4, the person selected to be Superintendent of Printing must have five years' experience in Canada. Is the choice to be restricted to Canada?

Mr. CHAPLEAU. I propose to take away the words "in Canada." We might have some very good printers from the United States; and we have taken away the word "management." in the sixth line because a man might not be a manager and still be a very good man for the position.

On section 4,
Mr. CHAPLEAU. We want the Superintendent of Printing to appoint officers irrespective of Civil Service rules. This is for the good and practical management of the printing office.

Mr. EDGAR. I cannot understand why the hon. gentleman has left out the words "skilled hands."

Mr. CHAPLEAU. I have no objection to restore those words.

On section 6,
Mr. EDGAR. I see that the Clerk of the House is still to furnish estimates.

Mr. CHAPLEAU. The Clerk of the House and the Clerk of the Senate will give the necessary orders for each House, as in the departments the orders are given for each department and the clerk of the Printing Committee will give the order for the printing and printing paper required for both Houses.

On section 7,
Mr. EDGAR. The former provision was that the Auditor General should check the accounts quarterly; now it is annually—why is that change made?

Mr. CHAPLEAU. The stock on hand will be so large as to devolve upon the Auditor and the other officers work which it is unnecessary to repeat three times in the year, and this clause has been inserted at the special demand of the skilled officer of the department, with the assent of the Auditor himself, and we know that the Auditor does not shrink from the responsibility of keeping the accounts.

Bill reported.

INDIAN ACT AMENDMENT.

Mr. THOMPSON moved second reading of Bill (No 104) further to amend the Indian Act.

Motion agreed to; Bill read the second time, and House resolved itself into Committee.

(in the Committee)

On section 1,
Mr. PATTERSON (Brant). I notice that the sixteenth and seventeenth lines are now. Under the statute, as it stood, the half-breeds were entitled to withdraw from the treaty on their own motion, without any consent being required from the Indian Commissioner, or the Assistant Indian Commissioner. I see also that the two last lines of the section are now also, which enables the withdrawal the minor unmarried children. Has it been found necessary, in the interest of the half-breeds, to take away from them the power of determining for themselves when they shall withdraw, and putting this into the hands of the Indian Commissioner?

Mr. EDGAR. It seems to me that the withdrawal is to be surrounded with great many difficulties. He has to sign any desire in writing, and that has to be sworn to and witnessed before two men. In addition, he has been to get the consent of the Indian Commissioner. What is the object of all that?

Sir JOHN A. MACDONALD. Many of the half-breeds have been accounted as Indians, because they have lived with a band for some time. When scrip is given to the half-breeds, they all become white men in order to get it. Then they withdraw from the white men to get the advantage of the annuities, and then they want to get back into the band again. Having received their scrip as white men, and having expended it, they want to get back into the treaty again, to be considered Indians once more, and to receive their share of the annuities and supplies given to the Indians. We wish to prevent them moving from one stage to another, from being half-breeds, and back again to be half-breeds. It is for the prevention any fraud of this kind, this provision is inserted. I think the hon. gentleman will see it is very necessary.

Mr. WATSON. I think it is very necessary, because it has been reported to me, in fact I know it is the case, that
a large number of Indians were advised to take scrip by speculators.

Sir JOHN A. MACDONALD. That is so.

Mr. WATSON. In fact I have been given to understand — I cannot prove it, of course — that an Indian agent benefited to the extent of 101 a piece on every Indian that he could advise to get out of the treaty and to take scrip. He advised these Indians that if they applied for scrip they would get it at that time, but that if they waited for two or three years the chances were that the Government would wipe out this anomaly altogether, and they would receive nothing towards the end of that time; and unless they received scrip before July, 1897, they would not be entitled to scrip at all. It was done for that purpose, and also for the purpose of placing these Indians on the voters' lists during the local elections in Manitoba. The Indians I refer to particularly now, are the Indians around Lake Manitoba, and the name of the agent who has been reported to me as advising these people to get out of the treaty, is Martineau.

Sir JOHN A. MACDONALD. Is he agent now?

Mr. WATSON. He is agent still, I believe.

Sir JOHN A. MACDONALD. I will enquire about that.

Mr. WATSON. There is quite a number of those Indians who are not fit to go on one of the treaty. They have applied all they received for their scrip, and they are now in a destitute state. I have no doubt that they are now, as the Minister stated, anxious to get back into the treaty and to get their little emoluments when the paymaster comes round. These people should never have gone out of the treaty at all.

Mr. MILLS (Bothwell). I think every case of that sort is a proper subject for enquiry, and that where land so acquired is still held by the speculators, it should be returned to the Crown. In every case where scrip has been obtained, and land obtained on that scrip by the speculators, it ought to be resumed by the Crown, and the Indians ought to be allowed to come back.

Mr. PATRICK (Brant). But the Indians should not be allowed to belong to the Indian band, and then, simply for the purpose of acquiring the right to vote, be permitted to leave the band by the permission of the Indian agent, and then allowed to resume their positions as Indians again. If they are entitled to vote as Indians, they ought to have a home in Manitoba, as well as elsewhere, and not evade the law. As I understand my hon. friend, this has been done in the local elections in Manitoba. But, in any case, it seems to me that the person desires to withdraw and does withdraw, he should give reasons for it; and now, when power is taken from him to get out upon his own request, and leave is given him by the Indian Commissioner, it seems to me he should remain out. I see by the first part of the clause that only on very special circumstances can be entered, but then it is possible that the Government might consider some case of that kind as a special circumstance which would warrant him in being reinstated when it was not desirable. Not having full confidence in the Government, I consider this is giving them too much power.

Sir JOHN A. MACDONALD. Well, when a change takes place and when my hon. friend becomes Superintendent General of Indian Affairs, I shall have every confidence in his attending to the matter honestly.

Mr. PATRICK (Brant). I shall be sold, then.

Mr. MILLS (Bothwell). I think that where an Indian agent has persuaded the Indians to leave the band, and has speculated out of the change, that agent should be dismissed, but I do not think the Indians ought to be punished by exclusion. The Government have acted upon the principle that the Indians are minors, and of course they could not hold them responsible to the same extent that other parties are held. If he is holding land himself, that is good reason for treating him as an emancipated Indian, and leaving him in possession of the land; but where the land has gone into the hands of speculators on scrip given to the Indians, it seems to me the proper course is for the Crown to cancel the scrip, to resume possession of the land, and ignore the party who has acquired the land altogether. It is a fraud upon the Crown, and there ought not to be for one moment hesitation in refusing to recognize any claim so obtained.

Sir JOHN A. MACDONALD. I think, of course, upon the fraud being proven the scrip should be cancelled, and the cancelled land, if possible, reclaimed. This clause, however, does not apply to Indians at all, emancipated or otherwise; it applies in half-breeds. The hon. member who was Minister of the Interior and managed the Indian Department knows perfectly well that the line between a pure blood Indian and a half breed is very indistinct. If an Indian has some white blood in him he remains an Indian, and remains in the band until it becomes an advantage to him to say that he is a white man and not an Indian. I take it that a very considerable percentage of Indians, even in the North-West, are not pure Indians; they are considered to be in a destitute state. These men, having expended their substance, having thrown away their land into the hands of speculators, now want to get back to their former position. I hope the hon. gentleman was not misled when he said that an Indian agent or a land agent had concurred with speculators in regard to deals in Indian lands, and it is a matter that will be enquired into. I have no doubt that every Indian with the slightest pretence to have white blood in his veins claimed to be a white man, and on their establishing that they had white blood they came under the law and became entitled to scrip. Now their complaints are dark and they are full-blooded Indians again, and they want to go back to their former position, for the reasons mentioned by the hon. gentleman, and we must have a check on them in that regard, and it must be done only by the consent of the Superintendent General of Indian Affairs, or the Assistant Superintendent.

Mr. WATSON. It is very difficult to find full-blooded Indians in Manitoba. Among the Indians around Lake Manitoba and those on the St. Peter Reserve, I question if there is one full-blooded Indian in either of the bands. I hold that an Indian agent or any person entrusted with the care of the wards of the Government, who has done wrong, should be punished; but so far as the cancellation of lands is concerned, they might have been purchased by scrip obtained from Indians originally and resold to innocent parties, and it would be unfair to cancel lands purchased by this scrip. I do not bring it in the form of a charge, although I make the statement on my responsibility as a member of this House, that it has been said to me on very good authority that an Indian agent did misuse Indian funds to take scrip and that he received some compensation for giving that advice. I hope the Government will enquire into the matter.

Sir JOHN A. MACDONALD. Certainly.

Mr. WATSON. I think, moreover, there will be sufficient evidence to back up my statement. The parties who should be punished are those who have thus advised the Indians and not innocent individuals who have purchased lands with scrip originally given to Indians. No doubt the Indians were led to believe they had as much right to vote as white men in the local elections in Manitoba, and they were so advised by the men who expected to
There is that despatch, in which the hon. the Minister of Interior, administering the affairs of the North-West, tells the half-breeds of the North-West that they have no greater claims than the white settlers at that period; and what were the claims of the white settlers at that period? They were simply this: that any man going there who was 18 years of age and upwards could settle down on 160 acres of land, and, if he cultivated for three years, he could get his patent for that land. These were the claims and the only claims that the white man going from Ontario or Quebec, or any of the Provinces of Canada, had; he could have 160 acres free, and, if he chose to buy, he could have 160 acres more by preemption; and the hon. gentleman declared that the half-breeds in the North-West should have no other and no greater claims than the white men. Now the hon. gentleman very properly argues that the half-breeds have, in some respects, great advantages over the new settlers going into that country. He says that these half-breeds should be impressed with the necessity of settling down in fixed localities. They know the country; they were born in the country; they were trained in the country. They knew what the conditions of the country were, what the climatic conditions were; they knew what to expect. They knew that if they do not choose to cultivate the land, they must look elsewhere for means of subsistence. Now, Mr. Speaker, the truth is, that the dissatisfaction which has arisen in the North-West has deeper roots than more discontent by the half-breeds and others who are not getting their patents or getting their claims asserted. From the very inception of the acquisition of this country by Canada from the Hudson Bay Company there was discontent. In the first place, the Hudson Bay subordinates living in the country were very much dissatisfied that the company should be pushed off their throne. They governed that country; they were the sovereigns of that country, and everything that they could do secretly was done for the purpose of preventing the Government getting possession of that country. That discontent was sedulously spread among the whites, and among the half-breeds, and, perhaps, in some degree, among the Indians. That discontent continued, aye, and continues yet. The half-breeds never have been satisfied with the transfer of the country to Canada. They were willing to remain in their semi-free condition under the Hudson Bay Company, but they were not satisfied to come under the Government of the Dominion; and in 1870 this dissatisfaction culminated in an outbreak.

- John A MacDonald
PSD 2.9 Royal Proclamation of 1763
Canadiana Archives. Royal Proclamation of 1763.
http://eco.canadiana.ca/view/oocihm.63273/2?r=0&s=1

PSD 2.10 Royal Proclamation of 1763, Transcribed version
Solon. Royal Proclamation of 1763, Transcribed version.
http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html

PSD 2.11 Treaties, Surrenders and Agreements
Library and Archives Canada. Treaties, Surrenders and Agreements.
http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-3001-e.html

PSD 2.12 An Overview of the Numbered Treaties

PSD 2.13 Numbered Treaty Overview
Canada in the Making. Numbered Treaty Overview
http://www.canadiana.ca/citm/specifique/numtreatyoverview_e.html

PSD 3.1 President Eisenhower’s Letter to Ngo Dinh Diem
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_eisenhower.html

PSD 3.2 President Kennedy’s Letter to Ngo Dinh Diem
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_kennedy.html

PSD 3.3 The Tonkin Gulf Incident
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_tonkingulf.html

PSD 3.4 Aggression From The North
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_north.html

PSD 3.5 American Policy in Vietnam
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_policy.html

PSD 3.6 Vietnam Veterans Against the War Statement

PSD 3.7 Strengthening The Peace In Vietnam

PSD 3.8 Pearson Speaks About The Crisis In Vietnam

PSD 3.9 Canadians Sign Up To Fight In Vietnam

PSD 3.10 Anti-Vietnam War Movement Rises In Canada And The U.S.

PSD 3.11 Draft Dodgers Warm Welcome

PSD 3.12 Draft Dodgers Gain Trudeau’s Sympathy

PSD 3.13 Vietnam: Canadian Aspects of the Pentagon Papers
PSD 3.14 Supplying The War Machine In Vietnam

PSD 4.1 The 1930s: Death of a Diplomat: Herbert Norman & the Cold War
http://www.canadianmysteries.ca/sites/norman/background/1930s/indexen.html

PSD 4.2 Herbert Norman and the Cold War
http://www.mysteryquests.ca/quests/37/support/37_0001en.pdf

PSD 4.3 Murder By Slander
http://www.canadianmysteries.ca/sites/norman/murderbyslander/indexen.html

PSD 4.4 RCMP Report on Norman

PSD 4.5 RCMP Interrogation of Norman

PSD 4.6 House of Commons Exchange About US Charges Against Norman

PSD 4.7 Norman Writes About Joining the Communist Party
University of British Columbia Rare Books and Special Collections, Roger Bowen Collection, Box 1, File 1-5, E. Herbert Norman, Norman Writes About Joining the Communist Party, March 3, 1937.

**PSD 4.8 Norman’s Suicide Notes**
University of British Columbia Rare Books and Special Collections, Roger Bowen Collection, Box 1, File 1-13, E. Herbert Norman, Norman's Suicide Notes, ca. April 4, 1957.

**PSD 4.9 Saw No End to U.S. Attacks Newspaper Article**

**PSD 4.10 Charges Against Norman In 1940 Newspaper Article**

**PSD 4.11 Norman the Diplomat Newspaper Article**

**PSD 4.12 The Pearson Case – Time Magazine Article**

**PSD 4.13 M’Arthur Vendetta Newspaper Article**

**PSD 5.1 Canadian Opinion of Immigrants (pre 1945)**
Quebec History Marianopolis College. *Documents of Canadian History: Canadian Opinion of Immigrants (pre 1945 period).*
http://faculty.marianopolis.edu/c.belanger/quebechistory/readings/CanadianOpinionofImmigrants.html
PSD 5.2 Battle of Queenstown Heights

PSD 5.3 Battle of Lake Erie
PSD 6.1: *Clip from How I Met Your Mother from “Dual Citizenship”*
https://www.youtube.com/watch?v=LAwhYbik3bg

PSD 6.2: *Benedict Anderson’s “Imagined Communities*”
Black Line Markers:

BLM 1.1: Character Ballots

BLM 1.2: Timeline of Acadia

BLM 1.3: Sticky Notes

BLM 1.4: Exit Slips

The Acadian Expulsion

1. What did you learn today or feel excited about learning?

2. What would you like to know more about?

BLM 1.5: Art Supplies

BLM 2.1 Interactive Map

BLM 2.2 Historical Map of the Numbered Treaties

BLM 2.2 Example of a Living Graph
Class Tools. Living Graph. : [http://www.classtools.net/education-games-php/livingGraph](http://www.classtools.net/education-games-php/livingGraph)
In this example please ignore the lines connecting the boxes together.

**BLM 2.4 The Sweater video**

**BLM 2.5 Inquiry Process and Analyzing Different Perspectives**

Handout for students to write down their findings and research. (For the handout for students add more boxes for them to write in)

<table>
<thead>
<tr>
<th>Documents</th>
<th>What does it say?</th>
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<tbody>
<tr>
<td>Primary and</td>
<td></td>
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<tr>
<td>Secondary</td>
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<tr>
<td>Documents</td>
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<td>- Who is mentioned?</td>
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<td>- What does it do?</td>
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<td></td>
<td>- What themes are present?</td>
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<td></td>
<td>- What perspective is it taking?</td>
</tr>
</tbody>
</table>
**BLM 2. Discussion Assignment**

Rules of Discussion:
The discussion will generally broken down as follows:
- First speaker: states their perspective (5 minutes)
- Second speaker: states the other perspective (5 minutes)

Short break
- Third speaker: supplements information for their group’s perspective (5 minutes)
- Fourth speaker: supplements information for their group’s perspective (5 minutes)

Short break
- Fifth speaker: summarizes their group’s point of view (3 minutes)
- Sixth speaker: summarizes their group’s point of view (3 minutes)

**Debate Assessment Criteria**

<table>
<thead>
<tr>
<th>Are their facts accurate?</th>
<th>Group 1 Rating</th>
<th>Group 2 Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the arguments organized logically?</td>
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<td>Do they support their arguments with evidence?</td>
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<td>Did they stay on topic?</td>
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<td>Was their rebuttal on target?</td>
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<td>Do they follow the rules of the debate (finish in the time given, without finishing too early, not interrupting)?</td>
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<tr>
<td>Do they speak clearly and appropriately (varying tone, pitch, etc., without distracting from the arguments)?</td>
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<tr>
<td>Did they maintain good eye contact, posture, etc.?</td>
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</table>

**BLM 3.1 Vietnam Online Timeline**

“American Experience: Vietnam Online.” *PBS.*
http://www.pbs.org/wgbh/amex/vietnam/timeline/index.html

**BLM 3.2 Primary Resource Sheet With Links**

27 Modified from Canada in the Making. *A Timeline of Aboriginal Treaties in Canada.*
http://www.canadiana.ca/citm/education/lesson6/lesson6_e.pdf
Primary Resource Sheet

**PBS American Experience: The Vietnam War**  
Vietnam Online Timeline  
http://www.pbs.org/wgbh/amex/vietnam/timeline/index.html

President Eisenhower’s Letter to Ngo Dinh Diem  
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_eisenhower.html

President Kennedy’s Letter to Ngo Dinh Diem  
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_kennedy.html

The Tonkin Gulf Incident  
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_tonkingulf.html

Aggression From The North  
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_north.html

American Policy in Vietnam  
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_policy.html

Vietnam Veterans Against the War Statement  
http://www.pbs.org/wgbh/amex/vietnam/psources/ps_against.html

**CBC Digital Archives**  
Strengthening The Peace In Vietnam  
http://www.cbc.ca/archives/categories/war-conflict/vietnam-war/canadas-secret-war-vietnam/strengthening-the-peace.html

Pearson Speaks About The Crisis In Vietnam  

Canadians Sign Up To Fight In Vietnam  

Anti-Vietnam War Movement Rises In Canada And The U.S.  

Draft Dodgers Warm Welcome  

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28 Primary resources cited with Primary source material (PSD 3.1 –PSD 3.14)
Draft Dodgers Gain Trudeau’s Sympathy

Vietnam: Canadian Aspects of the Pentagon Papers

Supplying The War Machine In Vietnam
<table>
<thead>
<tr>
<th></th>
<th>Causes</th>
<th>Consequences</th>
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</thead>
</table>
| **Immediate** | - People/Groups  
               - Institutions  
               - Events |              |
| **Underlying** | - People/Groups  
               - Institutions  
               - Ideas/Beliefs  |              |

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29 Adapted from page 8 of  
BLM 3.4: Role of Significance of Immediate and Underlying Causes and Consequences Work Sheet

### Role Significance of Immediate and Underlying Causes and Consequences

<table>
<thead>
<tr>
<th>Immediate and Underlying Causes</th>
<th>Self</th>
<th>Group</th>
<th>Class</th>
<th>Self</th>
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</table>

30 Adapted from page 9 of http://tc2.ca/uploads/sections/thinking_about_history/cause_consequence_secondary.pdf
BLM 3.5: Assessment Sheet

Questions
1. What do you think the main causes (immediate and underlying) that lead up to the Vietnam War?
2. What effects did the Vietnam War have on the relationship between Canada and the United States?

BLM 4.1 Video on Ethical Judgments (Historical Thinking Concept)

BLM 4.2 The Mysterious Case of Herbert Norman Task

The Mysterious Case of Herbert Norman

Background Information
During the Cold War era, there was widespread nervousness and fear where almost anyone might be suspected of aiding the enemy. The simple accusation of sympathy for communism could ruin personal lives and careers. Herbert Norman, who was a distinguished Canadian diplomat and served as the Canadian Ambassador in Egypt in 1957, was accused by a U.S. Senate committee of being a communist sympathizer despite being cleared by RCMP officials and ended up committing suicide. In the aftermath, theories that built up around Norman’s decision to end his life: personal guilt for wrongdoing, despair over a destroyed reputation, and a desire to protect others from exposure and harm.

Your Task
• Using the criteria for ethical dimensions, you will examine various documents and identify relevant statements from the documents to indicate how these may support or challenge one or more of the three theories.
• You will summarize the main pieces of evidence for each theory and rank them from which is the most plausible theory and which is the least plausible theory.
• Finally, based on which theory you think is most plausible, you will determine how this incident may have impacted Canadian-U.S. relations during and after the event took place.

Instructions
1. Read all three articles related to the background of the case.
2. Read one of each: government documents, letters, newspaper articles, AND one more of your choice.
3. Summarize your evidence on the sheet handed out, ranking each theory based on its plausibility.
4. Based on the evidence and your explanation of the most plausible theory, explain how this might have affected Canadian-U.S. relations at the time of the incident.

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31 Adapted from Mystery Quests. Original available here: http://www.mysteryquests.ca/quests/37/indexen.html
Criteria for Ethical Dimensions

1. Are ethical judgments offered as:
   a. Clear statements of praise or blame?
   b. Suggestive of positive or negative opinions?

2. Do the judgments consider:
   a. The interests of key groups?
   b. The beliefs of the time?
   c. All relevant evidence?

BLM 4.3 Evidence in the Case Sheet With Links

Evidence in the Case

Background to the case:
The 1930s
http://www.canadianmysteries.ca/sites/norman/background/1930s/indexen.html

Herbert Norman and the Cold War
http://www.mysteryquests.ca/quests/37/support/37_0001en.pdf

Murder by slander?
http://www.canadianmysteries.ca/sites/norman/murderbyslander/indexen.html

Primary Sources

Government Documents
Unknown, RCMP Report on Norman, November 27, 1950

http://www.canadianmysteries.ca/sites/norman/archives/governmentdocument/5468en.htm

J.G. Diefenbaker, L.B. Pearson, House of Commons Exchange About US Charges Against Norman, March 15, 1957

Letters
E. Herbert Norman, Norman Writes About Joining the Communist Party, March 3, 1937

E. Herbert Norman, Norman’s Suicide Notes, April 4, 1957

32 Taken from Mystery Quests found here: http://www.mysteryquests.ca/quests/37/indexen.html
Newspaper Articles
Greer, Harold, Saw No End to U.S. Attacks – Norman Aide, Toronto Daily Star, April 4, 1957

Warren Unna, Ex-Red Courier Says He Originated Charges Against Norman In 1940, The Washington Post and Times Herald, April 19, 1957

Joseph Fromm, Norman the Diplomat—A Newsman’s Size-Up, U.S. News & World Report, April 26, 1957

No author, The Pearson Case, Time Magazine, April 29, 1957

Greer, Harold., Smearing of Canadians Former Red Linked to M’Arthur Vendetta, Toronto Star, August 10, 1951
<table>
<thead>
<tr>
<th>Title of document</th>
<th>Statement from the document</th>
<th>How it might support the theory</th>
<th>How it might raise doubts about the theory</th>
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33 Adapted from Mystery Quests. Original found here: http://www.mysteryquests.ca/quests/37/support/37_0002en.pdf
Theory: Destroyed Reputation

<table>
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<th>Title of document</th>
<th>Statement from the document</th>
<th>How it might support the theory</th>
<th>How it might raise doubts about the theory</th>
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</table>
### Theory: Protection of Others

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<th>Title of Document</th>
<th>Statement from the Document</th>
<th>How it Might Support the Theory</th>
<th>How it Might Raise Doubts about the Theory</th>
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</tbody>
</table>
BLM 4.5 Summary of the Evidence Worksheet
Summary of the Evidence

<table>
<thead>
<tr>
<th>Strongest Reasons for Each Theory</th>
<th>Ranking and Explanation why it is more or less likely than the other theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Guilt</td>
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<tr>
<td>Destroyed Reputation</td>
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</tr>
<tr>
<td>Protection of others</td>
<td></td>
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</tbody>
</table>

34 Adapted from Mystery Quest. Original found here:
BLM 4.6 One Page Reflection On Canadian-U.S. Relations At This Time

Question: Based on your explanation of the most likely theory, explain how this might have affected Canadian-U.S. relations at the time of the incident.

BLM 5.1 Introductory video on Canadian Identity

BLM 5.2 Videos on Canadian Identity formed by relationship with America
BLM 5.3 Handout of 19 Different Quotations on Canadian Identity


What Canadian Identity? Which Canadian Values?

Read the following quotations and number them in order from 1 to 19 with 1 being the most true and 19 being the least true statement about Canada.

"Canada is the only country in the world that knows how to live without an identity."
- Marshall McLuhan

Land Claims - "A classic example of Canadian compromise, 50/50, equal rights: the Inuit, Indians and Métis have the claims; the Canadian government keeps the land."
- Alan Gould, The Great Wiped-Out North

"There are two miracles in Canadian history. The first is the survival of French Canada, and the second is the survival of Canada."
- Frank R. Scott

"It is more than four centuries since the Aboriginals, francophones, and anglophones began their complex intercourse in this place. We are one of the oldest democracies in the world—152 years without civil war or coup d’état. Look around at our allies. Compare. Each of us, through birth or immigration brings something new to this experience. We add. We change. But for better and for worse, we do not erase... With the past we can see trajectories through into the future—both catastrophic and creative projections. The central trajectory of the modern, Canadian democratic society has its foundations in the great reform alliance of Louis LaFontaine and Robert Baldwin: and indeed in that of Joseph Howe, which brought democracy to Nova Scotia a month before LaFontaine formed his Responsible Government on March 11th, 152 years ago. ...

...We often say that compromise is a Canadian virtue; that compromise has got us through the difficult situation of our complex population, complex internal geography and complex foreign relations..."
- His Excellency John Radisson Saul, March 23, 2000, Inaugural Speech for the Lafontaine-Baldwin Symposium

"A Canadian is someone who drinks Brazilian coffee from an English teacup and munches a French pastry while sitting on their Danish furniture having just come home from an Italian movie in their German car. He/She picks up their Japanese pen and writes to their Member of Parliament to complain about the American take-over of the Canadian publishing business."
(unknown source)

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35 This handout was unmodified from original source.
What Canadian Identity? Which Canadian Values?

“Canadians are an ambivalent lot: One minute they’re peacekeepers, next minute they punch the hell out of each other on the ice rink.”
~ Ken Wiwa, Globe and Mail, 7 January 2003

“We have had more Americanization of Canada from the Charter of Rights and Freedoms than from the Free Trade Agreement.”
~ Remark made by Mayor William Norrie, quoted in the Winnipeg Free Press, 4 October 1990.

“Canadians have long valued their traditions of democracy, freedom and tolerance. The rights and values so important to all Canadians are enshrined in The Canadian Charter of Rights and Freedoms, The Bill of Rights and provincial human rights codes. Along with these rights come certain responsibilities, such as respecting the rights and freedoms of all Canadians.
Canadians are also proud of Canada’s bilingual and multicultural heritage, created as generations of immigrants joined the Aboriginal peoples who had lived in Canada for thousands of years. New Canadians are expected to learn one of Canada’s two official languages, English and French.
Citizenship means working together with all other Canadians to build a stronger Canada. It means making sure our values, dreams and goals are reflected in our institutions, laws and relations with one another.”

“Canada is the only country in the world in which the majority is the moral guarantor of the minority.”
~ Laurier Lapierre, historian and journalist, CTV, 2 July 1993

“Canada’s very nature is contained in the fact that it has as many faces as a Buddhist deity. Our identity crisis really seems to lie in an attempt to cling to the illusion that uniformity and unity are the same things and that they are equally desirable—neither of which, of course, is true.”
~ George Woodcock, author and critic, The Canadians, 1979

“One disadvantage of living in Canada is that one is continually called upon to make statements about the Canadian identity, and Canadian identity is an eminently exhaustible subject.”
~ Attributed to cultural critic Northrop Frye by John Meisel in the Toronto Star, 15 October 1977
What Canadian Identity? Which Canadian Values?

"In Canada, the time has come to address a centrally important question. If what we have in common is our diversity, do we really have anything in common at all?"
- Reginald W. Bibby, sociologist, Mosaic Madness: The Poverty and Potential of Life in Canada, 1990

"The search for Canada is a personal journey. The search for a national identity is a journey without an end. It began a long, long time ago. It will continue into the far distant future."
- Lorraine Monk, editor, Canada: The Things We Hold Dear: An Album of Photographic Memories, 1999.

"Ethnicity does not replace Canadian identity: it is Canadian identity."

"For although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other. No citizen or group of citizens is other than Canadian, and all should be treated fairly."
- Pierre Elliott Trudeau, Prime Minister, announcing the multiculturalism policy, House of Commons, 8 October 1971

"Peacekeeping comes naturally to Canadians, as history has shown. The image of a Canadian soldier wearing his blue beret, standing watch at some lonely outpost in a strife-torn foreign land with binoculars at the ready, is very much an element of the modern Canadian mosaic, and a proud part of our national heritage."
- Paul D. Manson, General and Chief of the Defence Staff, 17 November 1988

"The West hates the East, Maritimers hate everybody else. Toronto hates Québec. Everybody loves to hate Québec. And everybody hates Toronto, but in Toronto, they just don't understand why everybody hates them."
- Anna Woodrow, sociologist, referring to stand-up comics in Canada, quoted by Jane L. Thompson in the National Post, 1 May 1999

"If I could have one wish, it would be to dump the entire population of Canada in Sarajevo for about six hours. Perhaps then they'd realize Canada is the best damn country in the world."
- Lewis W. Mackenzie, Major General, Canadian Armed Forces, as quoted in the Toronto Star, 4 October 1992

"There is a fundamental connection between Human Rights and Peace. We will have Peace on Earth when everyone's Rights are respected."
- John Peters Humphrey, author of the first draft of the Universal Declaration of Human Rights, as quoted in the travelling exhibition Citizen of the World: John Humphreys and the Universal Declaration of Human Rights, March 1999

Sources:
Canadian Quotations, Our Land: <www.canadianquotations.com/our%20land.html>
Famous Lasting Words: Great Canadian Quotations, John Robert Colombo (2000).
Lafontaine Baldwin Lectures: <www.operation-dialogue.com/lafontaine-baldwin/e/home.html>
BLM 5.4 Heritage Minutes, to Examine the ‘Established’ Identity
Historica Canada. *Heritage Minutes: Canadian Symbols*. Video. Posted by Historica Canada. [https://www.historicacanada.ca/content/heritage-minutes/agnes-macphail?media_type=&media_category=29](https://www.historicacanada.ca/content/heritage-minutes/agnes-macphail?media_type=&media_category=29)
BLM 5.5 Created Handout using Quotations said by Canadian Politicians

NAME: ______________
Date: _________________

Read the quotations below. Write below each quotation your opinion. Is it Canadian or not? Explain why or why not. Make sure to write in full sentences.

1. “That Canada should desire to restrict immigration from the Orient is regarded as natural, that Canada should remain a white man's country is believed to be not only desirable for economic and social reasons but highly necessary on political and national grounds."

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2. “We must seek to keep this part of the Continent free from unrest and from too much intermixture of foreign strains of blood."

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Reflecting on the massive immigration of Slavic and Southern Europeans:

"It is a great country, but it will have its vicissitudes and revolutions. Look at the mass of foreign ignorance and vice which has flooded that country with socialism, atheism and all other isms."

________________________________________________________________________

36 PSD 5.1 (The quotations)
Who Said This?
1. (From a 1908 Report; at the time, Mackenzie King was Deputy-Minister of Labour; he later became Prime Minister of Canada in 1921)
2. From King's Diary, 1938. King was Prime Minister of Canada at the time.
3. John A MacDonald. Reflecting on the massive immigration of Slavic and Southern Europeans into the United States, a movement he deplored, Macdonald is quoted as saying:
BLM 5.5 Continuity and Change Video

BLM 5.6 Lesson on the Continuity and Change Video, Handouts on page 5 and 4

BLM 5.7 1812 Virtual Exhibition
<table>
<thead>
<tr>
<th>Evidence of Continuity</th>
<th>Evidence of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of Queenston Heights</td>
<td>Canadian</td>
</tr>
<tr>
<td>Battle of Lake Erie</td>
<td>American</td>
</tr>
</tbody>
</table>
BLM 6.1: *Thomas King’s Borders*


BLM 6.2: *Balls of Yarn*

BLM 6.3: *Exit Slips*

An Examination of Canadian Borders: Real or Imagined

1. How do borders influence or inform Canadian identity?