“Challenging Canadian Identity”

**COURSE:** Canadian History since World War I, Grade 10 (CHC2D)

**Unit:** 1982- Present

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Abstract

We chose the curriculum unit of 1982-Present in the Grade 10 Introduction to Canadian History course because it is often one that we have seen neglected in our experience as students and Teacher Candidates. Since the course spans a long period of time, many teachers do not leave sufficient time or run out of time for this area of the course, meaning that this unit is often absent or rushed. We chose to create resources and lesson plans for this unit so that we could bring attention to many events and issues that would help students understand Canadian History to the present.

The central theme of our unit is “Challenging Canadian Identity” because many of the topics explored in the period of 1982 - Present have repercussions that challenge the stereotype or “typical” Canadian identity. We feel that exploring these topics will allow students to develop the skills necessary to look at themselves as Canadians through multiple lenses, therefore also developing their own multi-faceted identities as responsible Canadian citizens. We want the students to understand that there is not one cohesive “Canadian identity” and we want them to have the skills to be able to challenge the generally accepted norms.

Our main objective with this unit plan is for students to be able to make connections between this period in Canadian history and their own lives in modern society. A lot of the issues that come up in this unit are things that are still having their impacts felt to this day, and it is important for the students to understand the origins of these impacts as well as why modern society continues to debate these issues. The enduring understandings we want the students to develop are to look critically at Canada through multiple lenses, since the country has a complex history that needs to be critically analyzed and discussed. We want to provide students with the tools and skills that are needed to think critically about Canada and its identity.
Our unit content is divided into sections that focus on Indigenous Peoples, Human Rights, International Relations and Canadian Relations with the United States. The section on Indigenous Peoples includes lessons on the Oka Crisis, the Idle No More Movement and the Truth and Reconciliation Commission. These lessons explore themes of colonialism, legacies of mistreatment, Indigenous resistance and reconciliation. The section on Human Rights deals with the Charter of Rights and Freedoms, the Montreal Massacre, and the concept of deinstitutionalization. These lessons provide a snapshot of the rights and responsibilities of all Canadians, as well as some of the mistreatment/abuse of these rights and responsibilities. The lessons that are focused on International Relations focus on the causes and consequences by examining the impact on Canada as well as Canada’s reactions historical time period. The time periods that will be examined will be the Gulf war, 9/11 and the Afghanistan war. Finally we decided to examine Canadians role on a global stage in a political sense. For this specifically the 2010 G20 summit protest and Canada’s role in NAFTA was examined. In both the idea of Canada’s identity and how other countries perceive Canada was challenged.

A variety of teaching strategies are used throughout the unit including timelines, maps, technology, videos, persuasive writing, and debates. Students will have the chance to work in groups, pairs, and individually throughout the unit. Students will analyze primary sources as historical evidence in the form of photographs, newspaper articles, academic journals, art, legislature, and documentaries. By allowing students to examine these topics using a wide range of primary and secondary sources we hope to allow students to develop a better and more complete understanding of the topic being discussed.

The six concepts of historical thinking are at the core of our unit and guide all of our lessons. To best incorporate the six concepts in the majority of lessons more than one concept was being examined which created a more in-depth and complete view of the topic for students.
Lesson 1: The Montreal Massacre

ABSTRACT:
Students will discover the timeline of events that occurred on the day of the Montreal Massacre, as well as the historical premise of violence against women in Canada. They will use the CBC Archives online and other news articles from the time period to process the events of that day, as well as to investigate the lives of the people involved in the situation. The students will reflect on what has or hasn’t changed within Canadian society as a result of the events that unfolded in Montreal in December of 1989. This lesson requires access to computers.

Time: 75 minutes (1 period)

Materials Required:
• Chalk Board
• Chart Paper
• Video
• Internet

SUCCESS CRITERIA:
- Students will be able to explain the social significance of the event and what it meant for Canada as a whole.
- Students will reflect upon modern society and the position of women.
- Students will demonstrate the ability to look at other perspectives when considering an act of violence.

TEACHING STRATEGIES:
• Brainstorm
• Seatwork
• Think-Pair-Share

OVERALL EXPECTATION(S):
A1 Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

A2 Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

E2 Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.
Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present.

SPECIFIC EXPECTATION(S):

E2.1 Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 (e.g., conflict over the 1992 cod moratorium; political protests such as those against the G20 meetings in Toronto or the rise in university tuition in Quebec; strikes; racism and hate crimes; continuing legal conflict and/or political protests over Aboriginal title and land claims; the Idle No More movement; continuing tension between Quebec and the federal government; cooperation in response to natural disasters such as the 1998 ice storm or the Saguenay and/or Red River floods; cooperation among members of social reform movements), and analyse these interactions from various perspectives.

E3.3 Assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (e.g., the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese Head Tax; the Komagata Maru incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families)

HISTORICAL THINKING CONCEPTS:

• Historical Significance: Students will identify how this event impacted Canadian society and the way that Canadians viewed the role of women.

• Historical Evidence: Students will examine articles and CBC Archived material in order to learn about the events that transpired.

• Cause and Consequence: Students will learn about the man who carried out the attack and how his view of women led to the terror attack that devastated so many Canadians.

• Historical Perspectives: In the CBC Archived material, students will read accounts from survivors, some of the victim’s families, and the mother of the gunman, just to name a few perspectives.

• The Ethical Dimension: When dealing with archived sources and first-hand accounts, students need to be aware of the ethics of interpreting these sources.

PRIOR KNOWLEDGE AND SKILLS:

Students will not need any prior knowledge on the subject, but they will need to be aware of proper internet conduct as well as the proper conduct for working in groups/pairs.
LESSON OUTLINE:

Hook (10 minutes): In pairs, students write the meaning of the word 'massacre' on sticky notes and bring them to the board when ready. Teacher reads the definitions aloud, asks if anyone can think of any examples of massacres in history. Teacher asks the students if they know anything about the Montreal Massacre and will facilitate a discussion given what the class already knows (if anything).

Main Lesson (55 minutes): Students to explore the CBC Archives website pages on the event and pre-selected articles for approximately 30 minutes. As they explore, students will take notes on the following things:

• "I was surprised to discover…"
• What changes have occurred in society as a result of the event?
• What have been the lasting effects of the massacre?
• Are these the effects you expected to find, or not?
• What steps still need to be taken to address the issue of violence against women?
• Based on the research done in this class, what more would you like to know about the event/its fallout?

Students will work with a partner to collaborate on answers to put on a piece of chart paper. They will then share these collaborated answers with the rest of the class. With the rest of class time and using old magazines/newspapers/online photos, students will create a one page collage to represent the feelings of the victim’s families. (this can be done physically or on the computer if the teacher wishes to make full use of the computer time).

Exit Slip (5 minutes): Students will use the last bit of class time to hand in an exit slip answering the question: “Why do we choose to commemorate this event every year?”

ASSESSMENT:

Assessment for learning: Getting the students to think-pair-share at the start of class allows the teacher to assess what the students already know about the topic.

Assessment as learning: Students will create a collage to represent the feelings of the victims’ families following the tragedy (historical perspectives).

Assessment of learning: Exit Slip answer at the end of class.

ACCOMMODATIONS:

• Prompting
• Re-directing
• Chunking
• Preferred Seating
• More time to complete task
• More information given on notes
Resources:
Access to the CBC Archived material can be found here:
http://www.cbc.ca/archives/entry/were-firearms-too-easy-to-acquire-before-the-montreal-massacre
*Note: students can scroll down the page for more archived material on the Montreal Massacre.

Students can also access the following pre-selected news articles:
http://www.huffingtonpost.ca/2014/12/06/ecole-polytechnique-massacre-25-anniversary_n_6263218.html


All links were last accessed on April 22nd, 2017.
Lesson 2: Resistance at Oka: Causes and Consequences of Land Right Conflicts

ABSTRACT: This lesson will focus on treaties between the Canadian Government and Indigenous Peoples in Ontario. Students will start by reading maps of Ontario treaties and historical Indigenous territory. They will then learn about the Oka Crisis and watch a 20 minute CBC video, showing the ongoing conflict surrounding land claims in Canada. They will reflect upon historical perspectives of the conflict using the video and create discussion questions to ask the class as an exit ticket.

Time: 75 minutes (1 period)

Materials Required:
- BLMs
  - BLM 2.1
- Map
- Video
- Visuals
- Internet
- Worksheet

SUCCESS CRITERIA:
- The student will be successful if they understand the interconnectedness of treaties and the land they live on, as well as how land claim rights have created conflict which continues into the present day (e.g. Oka Crisis).
- They will demonstrate their knowledge through answering questions about the event and the different historical perspectives involved with a worksheet on the CBC video.

TEACHING STRATEGIES:
- Class Discussion
- Seatwork
- Socratic
- Lecture
- Video

OVERALL EXPECTATION(S):
E2. **Communities, Conflict, and Cooperation**: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

E3. **Identity, Citizenship, and Heritage**: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada
from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

SPECIFIC EXPECTATION(S):
E2.1 Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982

E2.3 Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982

E3.1 Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982

HISTORICAL THINKING CONCEPTS:
• Historical Perspectives will be explored by considering the interests and actions of the Kanehsatà:ke people, the Quebecois and the RCMP.

• Historical Significance: Exploring why this event is so significant in Canadian History and is still extremely relevant today.

• Cause and Consequence will be explored by looking at the causes of the Oka Crisis regarding land rights and the consequences of the event that still continue today in the form of conflict and tensions.

PRIOR KNOWLEDGE AND SKILLS: Students will have prior knowledge of land rights and what treaties govern in Canada. They also have prior knowledge of historical thinking concepts of cause and consequence and historical perspectives.

LESSON OUTLINE:

Hook: Reading the map (10 minutes): Students will look at the map displayed on the projector screen. This map is of the First Nations Reserves and Treaty areas in Ontario. The legend and title will be covered up and students will be asked to read the map and discuss what they are seeing with a partner. Next is a map of traditional Indigenous territory in Ontario from native-land.ca. The class will come together and discuss what the map is depicting, and will compare and contrast the two maps. Ask: “What are the difficulties when it comes to mapping Indigenous territories?” and “How do most colonial maps ignore or leave out Indigenous Peoples and perspectives?”

Treaties (20 minutes): Teacher will provide background on how treaties were established in Ontario, and how the nomadic way of life for Indigenous peoples was slowly limited by treaties and resulted in the creation of reserves. This can be presented in a timeline to situate the students in the history of treaties that dates back to the early 1700s, with which they will have some background from the earlier units in the course.
Timeline to show students retrieved from: https://www.thestar.com/news/canada/2012/01/24/timeline_key_dates_for_canadas_dealings_with_first_nations.html
-A good source to use for information on this is the Indigenous and Northern Affairs Canada website called “A History of Treaty-Making in Canada.” https://www.aadnc-aandc.gc.ca/eng/1314977704533/1314977734895. Take the time to answer student questions throughout, but students should already be familiar with some of these concepts from earlier in the course.

Photo Analysis (5 minutes):
Show the iconic primary source photograph and get the students to make inferences about what is happening the photograph found on the CBC website: http://www.cbc.ca/archives/content/images/oka_homehr.jpg

Oka Crisis Introduction (10 minutes): The Teacher will give a short introduction to the Oka Crisis to situate students in the year 1989 when the expansion of the golf course onto Mohawk land was proposed.
“In the summer of 1990, all eyes were on the small town of Oka for a standoff between the Mohawk people of Kanehsatà:ke, Quebec police, and eventually the Canadian army. The town of Oka’s plans to expand a golf course onto un-ceded Mohawk land triggered the violent clash. The Oka Crisis, which lasted 78 days, drew worldwide attention, catapulting Indigenous land rights into the spotlight. The events of that summer in Oka had a profound impact on Indigenous peoples in Canada. It set the tone for Indigenous resistance throughout the ’90s, and inspired many people & communities to take action. Oka was an awakening for an entire generation and helped change the course of Canadian history.” http://www.cbc.ca/firsthand/episodes/the-oka-legacy

Video (20 Minutes): Watch The Oka Legacy (http://www.cbc.ca/firsthand/episodes/the-oka-legacy) Watch the first 20 minutes exactly. Stop after the couple speaks about concealed history.
Before the video starts, give students the BLM 2.1 on historical perspectives so they identify the perspectives and actions of the Kanehsatà:ke, Quebec people and government.

Exit Ticket (10 minutes): Consequences of the Oka Crisis
Students will write down what they took away from the lesson about cause and consequence regarding Indigenous land rights in Canada. They will also add to their timelines to assist them with their summative assignments. Project the timeline used earlier in the lesson to assist them with this.

ASSESSMENT:
Assessment for learning: Use map activity for a diagnostic assessment of what the students know about treaties and traditional Indigenous territories

Assessment as learning: Students work in partners while complete the hook activity.
**Assessment of learning:** Collection of exit slips by the teacher to assess student learning

**ACCOMMODATIONS:**
- Prompting
- Re-directing
- Chunking
- Visual cues
- Graphic organizer
- Technological Aids
Lesson 3: Deinstitutionalization in Canada

ABSTRACT:
Students will learn about the causes and consequences of the deinstitutionalization movement in Canada, with a specific focus on learning about two Ontario facilities – the Kingston Penitentiary and the Huronia Regional Centre (asylum). The students will examine a scholarly article and some newspaper articles about deinstitutionalization. The students will then write a persuasive letter to the Canadian government to either support or refute the concept of deinstitutionalization.

Time: 75 minutes (1 period)

Materials Required:
• Atlas
• Library Books
• Chalk Board
• Video
• Visuals

TEACHING STRATEGIES:
• Class Discussion
• Seatwork
• Socratic
• Lecture
• Video

SUCCESS CRITERIA:
- Students will demonstrate an understanding of the causes and consequences of deinstitutionalization.
- Students will examine evidence of deinstitutionalization in order to form an opinion on the topic, and will present this opinion in a persuasive letter to the government.
- Students will demonstrate an understanding of the social dynamics happening in this period that contributed to deinstitutionalization.

OVERALL EXPECTATION(S):
A1   Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

A2   Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.
**E1 Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada.

**SPECIFIC EXPECTATION(S):**

**E1.1** Describe various social and cultural trends and developments in Canada since 1982 (e.g., demographic changes, including changes in the family and in immigration; the development of Hollywood North; developments related to multiculturalism, including ethno-cultural festivals; the growth of social and cultural advocacy groups), and assess their significance for people in Canada.

**HISTORICAL THINKING CONCEPTS:**

- **Continuity and Change:** Students will be looking at how institutions operated in the past and how people are treated/incarcerated today.

- **Historical Significance:** Students will be examining the significance of the deinstitutionalization movement and what it means for Canadian society.

- **Cause and Consequence:** Students will examine the causes and consequences of the deinstitutionalization movement in Canada.

- **The Ethical Dimension:** As with anything that deals with first-hand accounts, the students will be aware of the ethical obligations that accompany examining historical sources.

**PRIOR KNOWLEDGE AND SKILLS:**

Students will not need any prior knowledge of the subject matter. Students will need to know about the mechanics of writing a persuasive essay/letter in order to complete the assessment portion of the lesson. Having experience with reading journal articles would also be an asset for the students.

**LEARNING STRATEGIES:**

**Hook (10 minutes):** Teacher will create a mind-map on the board with the word “institution” in the middle. Ask the students what they think of when they hear that word. Teacher will create another mind-map on the board with the word “deinstitutionalization” in the middle. Ask the students what they think the word means or what comes to mind when they hear/see this word and whether the students believe this word has good or bad connotations.

Teacher will do a photo-analysis with the students using pictures from the Huronia Regional Centre and the video clip that shows photos from the Kingston Penitentiary. Ask the students what they notice about the photos – what is most striking? Are there any similarities/differences between the two institutions? Who do you think would have attended each institution?
Main Lesson (60 minutes): Students will read the journal article by Chavon Niles that examines the causes and consequences of deinstitutionalization in North America. They can also read through the other pre-selected news articles in order to gain more information and different perspectives on the subject.

Before starting to read, the teacher will go through strategies on how to read a journal article, including highlighting key parts and writing summary notes or questions in the margins after each paragraph or section.

When they are finished reading, students should work on writing a persuasive letter or essay that could hypothetically be sent to the Canadian government to either support or refute the process of deinstitutionalization. The students should be using evidence from the articles.

Wrap-Up (5 minutes): Students should add this information to their culminating activity timelines.

ASSESSMENT:
Assessment for learning: The mind-maps on the board at the start of the lesson will allow the teacher to assess how much the students already know about the subject.

Assessment as learning: As students are reading the scholarly article, the teacher can circulate and assess for comprehension and reading skills.

Assessment of learning: Students will hand in their persuasive/argumentative letter or essay for assessment.

ACCOMMODATIONS:
• Prompting
• Re-directing
• Chunking
• More time to complete task
• Frequent Breaks
• Scribe
• Technological aids for writing
• More information given on notes

RESOURCES:
The photos of Huronia Regional Centre can be found here: http://www.torontopubliclibrary.ca/search.jsp;jsessionid=WVFeSP+o4AcbDptuA19y1kVm.tplapp-p-1a?Ntt=Huronia+Regional+Centre&Ntk=Subject_Search_Interface&view=grid&Erp=20

The video clip of the Kingston Penitentiary can be found here: http://www.cbc.ca/news/canada/ottawa/kingston-prison-archives-1.3582778
The scholarly article about deinstitutionalization in North America can be found on Google Scholar. The citation information for the article is:


Supporting news articles for both mental institutions and the prison can be found here:


Lesson 4: Canada’s Interaction with the Gulf War

**ABSTRACT:**
The purpose of this lesson is to introduce students to the Gulf War and its impact on Canadian Society. Students will examine a number of primary sources surrounding the events and provide analysis of Canada interaction internationally.

**Time:** 75 minutes (1 period)

**Materials Needed:**
- Computer
- Chart Paper
- Makers

**Teaching Strategies:**
- Class Discussion
- Seatwork
- Socratic
- Lecture

**SUCCESS CRITERIA:**
- Students will be able to explain the events of the Gulf War and Canada’s involvement.
- Student will be able identify the impact the war had on Canadian society.
- Students will understand and be able to draw conclusion about Canada’s role during and after the war.

**OVERALL EXPECTATION(S):**

E1. **Social, Economic, and Political Context:** Describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada (FOCUS ON: Historical Significance; Historical Perspective)

E2. **Communities, Conflict, and Cooperation:** Describe some significant issues and/or developments that have affected interactions between different communities in Canada, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/developments (FOCUS ON: Continuity and Change)

E3. **Identity, Citizenship, Heritage:** Describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present (FOCUS ON: Historical significance; Cause and Consequence)
SPECIFIC EXPECTATION(S):
E3.3 Explain the significance of responses by Canada and Canadians to some key international events and/or developments since 1982 (e.g., the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror and the mission in Afghanistan; famine in Ethiopia; the AIDS crisis; the refugee crisis in Darfur; natural disasters such as the Indian Ocean tsunami or the earthquake in Haiti; climate change)

HISTORICAL THINKING CONCEPTS:
• Causes and Consequence: Students will understand why did Canada join the War?
• Historical Significance: Why is this event in history important to Canada and the rest of the world.
• Historical Perspective: To increase youth awareness of Canadian Armed Forces efforts in the Gulf War.

PRIOR KNOWLEDGE AND SKILLS:
At this point students are not required to have any prior knowledge of the content for this lesson. Throughout the course the relationship between Canada and the United States has been explored, giving students some background. Students should be familiar with basic historical education skills, i.e. research, analysis and the Historical Thinking Concepts.

LESSON OUTLINE:
Hook: (15 mins) Paint a Picture: Have students take out or handout a blank piece of paper and coloured pencils. Explain to the students that you are going to tell the class a story. Tell them their job is to draw picture or pictures of how they intemperate your story. There is no wrong answer. For the story the teacher will go through describe the events of the Gulf War. Information located on the veterans affairs Canada website http://www.veterans.gc.ca/eng/remembrance/information-for/educators/learning-modules/gulf-war/thank-you. Students will compare each other’s drawing and share the reasoning behind their drawings. Teachers should try and tell the story with as much drama as they can to evoke emotions and get the students interested in the lesson.

Main: (60 mins)
For the remainder of the lesson, students will pretend they are back in the 1990’s when the war had just broken out. In group of 4 the students will play the roles of war correspondents covering the Gulf War. The students must research the events or one particular event of the Gulf War and create either a front page article with images, a recap, as well as what they would have seen if they were at the event (including how they felt). Students may choose to do a news report and must write up the script and include images. Students will present their findings at the end of class.
ASSESSMENT:
Students will be assessed using three methods:

*Assessment as learning:* students will share their reasoning behind what they drew.

*Assessment for learning:* will take form from classroom observations and from analyzing students work from drawing to newspaper activity.

*Assessment of learning:* students will hand in their news activity to be evaluated for understanding and level of analysis.

ACCOMMODATIONS:
• Prompting
• Re-directing
• Chunking
• Visual cues
• Graphic organizer
• Technological Aids
Lesson 5: Understanding NAFTA (part 1 of 2)

ABSTRACT:
Students will be introduced to NAFTA and the changing role it plays today. As well as its history and effects of the agreement. Students will also be able to start to work on developing their side of the argument on wither or not NAFTA should be continued. The class will be broken into three groups each representing Canada, Mexico or the United States.

Time: 75 minutes (1 period)

Materials Needed:
• Video
• BLM
  • BLM 5.1
  • BLM 5.2
  • BLM 5.3
  • BLM 5.4
• Visuals
• Internet
• Worksheet

Teaching Strategies:
• Brainstorm
• Pairs Share
• Research
• Class Discussion
• Role Play
• Debate
• Seatwork

SUCCESS CRITERIA:
- Students will examine and develop their own ideas on the NAFTA agreement
- Students will achieve a base knowledge of NAFTA and the reasons behind it
- Students will work collaboratively with others on developing an argument supporting either side of the debate.

OVERALL EXPECTATION(S):
E1 Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada (FOCUS ON: Historical Significance; Continuity and Change)

E3 Identity, Citizenship, and Heritage: analyze how various significant individuals, groups, organizations, and events, both national and international, have
contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

SPECIFIC EXPECTATION(S):
E1.3  Describe some key trends and/or developments in the Canadian economy since 1982

E3.4  Describe some key developments that have affected Canada’s relationship with the United States since 1982 (e.g., the Canada-U.S. FTA

HISTORICAL THINKING CONCEPTS:
• Cause and consequence: Students will be examining why NATFTA was created as well as the changes that are possible happening with the NAFTA agreement.
• Historical perspective: Students will learn historical perspective by examining the significance of the agreement and how it has impacted Canada’s history
• Continuity and change: Students will engage in examining the past and feature of NAFTA and wither it is still important.

PRIOR KNOWLEDGE AND SKILLS:
Students are not required to have any prior knowledge of the material being covered.

LESSON OUTLINE:
Hook: (10mins) As students are coming into class have them pick up on of the two articles BLM 5.1 and BLM 5.2. For the first 10 minutes of class students are to be reading through their news article and making notes and highlighting important information. Once students have had time to complete this bring the entire class back together and introduce what the next two days are going to look like. That they will be learning about NAFTA today and the role of it in Canada’s trade with the United States and Mexico and then tomorrow that we will be having an in-class debate on this question: Has the NAFTA been outgrown by its members use supportive evidence to argue your position on NAFTA.

Main: (35 mins)
Students will now have a lecture style class so that they will have the background knowledge to be able to debate in the next day’s class. Throughout the lesson students will be filling in a note and watching supportive videos.  
https://www.youtube.com/watch?v=LaMCK-Sec7Y
https://www.youtube.com/watch?v=G1SEaE3ajBc&t=1s
https://www.youtube.com/watch?v=ANkGc2DsmpM
BLM 5.3 Power Point NAFTA

Group Work: (20 mins)
Students will now be broken into group that are based off what news article they read for the beginning of class. Each group should roughly have the same number of students in it. Groups will have 20 mins to meet with each other do any more research they think could help them in the debate. As well as working on filling out the template of a debate.

Closing (10 mins)
For the last 10 minutes’ students should be back in their own desks working on the homework assigned to continue to build their knowledge and understanding of NAFTA. This homework will be collected during the next class. BLM 5.4 Or students can use this time to continue to work on building their culminating activity.

ASSESSMENT:
Assessment for learning: students will share any knowledge of NAFTA in a class discussion.

Assessment as learning: Students will at the end of class two be asked to fill out a self-evaluation of how they think they did when working in the group for debate.

Assessment of learning: students will at the end of the two days will be asked to write a persuasive paragraph for the side they did not argue in the debate, to show knowledge and understanding of the entire activity.

ACCOMMODATIONS:
• Prompting
• Re-directing
• Chunking
• Preferred Seating
• More time to complete task
• More information given on notes
• Flexibility in group assignment
• Designating a scribe for each group.
Lesson 6: North American Free Trade Agreement (Part 2)

ABSTRACT:
Students will examine the role that NAFTA has played and its role moving forward. Students will be able to understand the importance of NAFTA by the end of the lessons. Students will break up into groups of three, one person representing each country and will be given scenarios that they will have to work through while trying to come to an agreement.

Time: 75 minutes (1 period)

Materials Needed:
• Projector
• Computer
• Handouts
• BLM
  • BLM 6.1
  • BLM 6.2
  • BLM 6.3
  • BLM 6.4
  • BLM 6.5
• Chart Paper
• Makers

Teaching Strategies:
• Group share
• Debate
• Scenario
• Brainstorm

SUCCESS CRITERIA:
- Students will have a full and balanced understanding of the role that each country plays in NAFTA.
- They will also show understanding of the significance of NAFTA throughout the different eras of its existence.

OVERALL EXPECTATION(S):

A.2 Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

E.1 Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the
present, and assess their significance for different groups in Canada (FOCUS ON: Historical Significance; Continuity and Change)

E.3 **Identify, Citizenship, and Heritage:** analyses how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

**SPECIFIC EXPECTATION(S):**

A2.2 Apply in everyday contexts skills and work habits developed through historical investigation

A2.3 Apply the knowledge and skills developed in the study of Canadian history when analyzing current social, economic, and/or political issues

A1.7 Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

E1.3 Describe some key trends and/or developments in the Canadian economy since 1982 *(e.g., the decline of the manufacturing sector, the Canada-U.S. Free Trade Agreement [FTA] and the North American Free Trade Agreement [NAFTA]*)

E3.4 Describe some key developments that have affected Canada’s relationship with the United States since 1982 *(e.g., the Canada-U.S. FTA and/or NAFTA;*

**HISTORICAL THINKING CONCEPTS:**

- **Evidence:** Students will prepare and bring evidence to support their side of the argument for the debate.

- **The Ethical Dimension:** Students will examine the ethical dimension of what would happen if NAFTA was disbanded or kept together. Students will also need to examine the ethics surrounding having a debate in class and how to conduct themselves in a professional manner.

- **Cause and Consequence:** Students will examine the cause and consequence after the debate and see if they have changed their stance on whether or not NAFTA was required going forward into the feature.

**PRIOR KNOWLEDGE AND SKILLS:** Students will have brought with them their work from yesterday’s class and will have 15 minutes to get their materials ready for the debate.

**LESSON OUTLINE:**

**Hook:** (15 minutes)

Students will have 15 minutes to finalize their materials for the debate and to work on their opening statements and arguments. Students will also have this time to decide
who is going to be saying what during the debate. You will use for the debate BLM 6.1, BLM 6.2, BLM 6.3, BLM 6.4.

Main: (50 minutes)
Students will now engage in a classroom debate following this style of debate:
1) Team A presents their opening statement (3 minutes)
2) Team B presents their opening statement (3 minutes)
3) Team C presents their opening statement (3 minutes)
4) Team A presents their rebuttal (4 minutes)
5) Team B presents their rebuttal (4 minutes)
6) Team C presents their rebuttal (4 minutes)
7) Team A asks 2 questions and the opposition answers (7 minutes)
8) Team B asks 2 questions and the opposition answers (7 minutes)
9) Team C asks 2 questions and the opposition answers (7 minutes)
10) Closing statement (2 minutes)
11) Closing statement (2 minutes)
12) Closing statement (2 minutes)
13) 3 questions from the audience who may ask either team questions (5 minutes)
14) Students will have 8 minutes to debrief with their team on how the debate went.

Closing (10 Minutes): Students will be asked for the last 10 minutes to fill out a self-evaluation and a group evaluation form that will be collected at the end of class. As well students should get at least one other person to fill out an evaluation of how they did during the debate and group work. BLM 6.5
Students should at the end be handing in three things.
1. Self-evaluation
2. Peer Evaluation that they completed for someone else
3. Group evaluation

ASSESSMENT:
Assessment for learning: students will assess their knowledge of NAFTA and whether they need to add anything else to their debate notes.

Assessment as learning: students will be responsible for being a part of the group and helping build a strong argument for the debate.

Assessment of learning: Students will hand in an evaluation of how they think they did during the debate and will also do a peer assessment.

ACCOMMODATIONS:
• Prompting
• Re-directing
• Chunking
• Preferred Seating
• More time to complete task
• More information given on notes
Lesson 7: 9/11 The Impact on Canadian Society

ABSTRACT:
The purpose of this lesson is to introduce students to the events of September 11, 2001. Students will use the Interactive 9/11 Timeline on the 9/11 memorial website to understand the events that occurred. Following that the students will use sources from the Government of Canada security agency to understand exactly how Canada was impacted immediately and over time.

Time: 75 minutes (1 period)

Materials Needed:
- Projector
- Computer
- Chart Paper
- Makers

Teaching Strategies:
• Group share
• Debate
• Brainstorm
• Research

SUCCESS CRITERIA:
- Students will be able to analyze the changes in the airline industry after 9/11 using the 9/11 Memorial website and other sources.
- Students will understand the event of 9/11 and how it affected Canada.

OVERALL EXPECTATION(S):
E1. Social, Economic, and Political Context: Describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada (FOCUS ON: Historical Significance; Historical Perspective)

E2. Communities, Conflict, and Cooperation: Describe some significant issues and/or developments that have affected interactions between different communities in Canada, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/developments (FOCUS ON: Continuity and Change)

E3. Identity, Citizenship, Heritage: Describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present (FOCUS
SPECIFIC EXPECTATION(S):
E3.3. Explain the significance of responses by Canada and Canadians to some key international events and/or developments since 1982 (e.g., the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror and the mission in Afghanistan; famine in Ethiopia; the AIDS crisis; the refugee crisis in Darfur; natural disasters such as the Indian Ocean tsunami or the earthquake in Haiti; climate change)

E2.3. Describe some significant issues and/or developments that have affected the relationship between Canada and the United States since 1982 (e.g., cruise missile testing, the softwood lumber conflict, free trade agreements, Canadian cultural nationalism, American branch plants, Arctic sovereignty, 9/11, border security, the Omar Khadr case), and explain some changes that have resulted from them

HISTORICAL THINKING CONCEPTS:
• Historical Significance: Students will provide analysis of the events and after math.
• Historical Perspective: Looking at the events from a Canadian perspective

PRIOR KNOWLEDGE AND SKILLS:
At this point students are not required to have any prior knowledge of the content. Students should be familiar with the historical thinking concepts, and supplementary skills such as research and analysis.

LESSON OUTLINE:
Hook: (10 mins)
Teacher will start the class by asking each student to take out a piece of paper. Then the teacher will ask the class to write down everything they know about September 11, 2001. Students may write down questions or what they heard or know.

Main: (60 mins)
Students will follow the instructions on the board that they must create a mind map on the events of 9/11. Students will be required to conduct the research on the computer using the interactive timeline found at http://www.911memorial.org/interactive-911-timelines the events. Within the worksheet students will be examining and creating their own timeline as well as continuing to add to their summative timeline assessment.

Once most of the students have completed the mind map on the timeline, Brainstorm with the class how they think Canada was affected by this event? What do they think Canada did as a result? Hint airplanes and security, as well as racialized stereotyping. Have the students break into groups and conduct research on how Canada was affected in the long term and short term. Students will be asked to comply
their answers into a basic PowerPoint. Students will present their findings at the beginning of next class.

**Debrief: (5 mins)**
Before the class is finished have a class discussion on what they learned throughout the class and why it is important for us as Canadians to study an event that happened in the United States.

**Assessment:**
Students will be assessed using the following three methods.

**Assessment as learning:** students will answer questions within the worksheet regarding their own understanding and gage how they feel about the information as well as any question they still need answered.

**Assessment for learning:** will be assessed from classroom observations and from analyzing student worksheets.

**Assessment of learning:** students will continue to add to their summative timeline project.

**ACCOMMODATIONS:**
- Prompting
- Re-directing
- Chunking
- Preferred Seating
- More time to complete task
- More information given on notes
Lesson 8: After 9/11: The Afghanistan War and the Impact on Canadian Society

ABSTRACT:
The purpose of this lesson is to continue examining the impact 9/11 had on Canadian society and Canadian relationships internationally. Students will examine Canada’s rationale for heading to war and will be able to speak with someone who served in the war.

Time: 75 minutes (1 period)

Materials Needed:
• Computer
• BLM
  • BLM 8.1
• Makers

Teaching Strategies:
• Brainstorm
• Research
• Discussion

SUCCESS CRITERIA:
- Students will be able to understand why Canada entered the war.
- Students will be able to understand Canada’s role throughout the war.
- Students will be able to examine different perspectives surrounding the war.

OVERALL EXPECTATION(S):
E1. Social, Economic, and Political Context: Describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their impact on the lives of different people in Canada (FOCUS ON: Historical Significance; Historical Perspective)

E2. Communities, Conflict, and Cooperation: Describe some significant issues and/or developments that have affected interactions between different communities in Canada, and between Canada and the United States, from 1982 to the present, and explain some changes that have resulted from these issues/developments (FOCUS ON: Continuity and Change)

E3. Identity, Citizenship, Heritage: Describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present (FOCUS ON: Historical significance; Cause and Consequence)

SPECIFIC EXPECTATION(S):
E3.3 Explain the significance of responses by Canada and Canadians to some key international events and/or developments since 1982 (e.g., the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror and the mission in Afghanistan; famine in Ethiopia; the AIDS crisis; the refugee crisis in Darfur; natural disasters such as the Indian Ocean tsunami or the earthquake in Haiti; climate change)

E2.3 Describe some significant issues and/or developments that have affected the relationship between Canada and the United States since 1982 (e.g., cruise missile testing, the softwood lumber conflict, free trade agreements, Canadian cultural nationalism, American branch plants, Arctic sovereignty, 9/11, border security, the Omar Khadr case), and explain some changes that have resulted from them

HISTORICAL THINKING CONCEPTS:
• Causes and Consequence: Why did Canada go to war?
• Historical Significance: Debate why this war is important in Canadian history.
• Evidence: Primary source images
• Historical Perspective: Analysis of dog-tag activity connection?

PRIOR KNOWLEDGE AND SKILLS:
At this point students should understand the events of 9/11 and direct impact it had on Canada in regard to security. Students should be familiar with the Six Concepts of Historical Thinking as well as research and analysis skills.

LESSON OUTLINE:

Hook: (10 mins)
Show students where Afghanistan is on a map and how far it is from Canada. Ask the question, “Do you think Canada should have gone to war? Why or why not? Have a small class discussion about the answers to these questions.

Main: (65 mins)
First ask the students if they know what a military 'dog tag' is. Have they ever seen one? This activity is targeted at historical perspectives and connecting the role Canada has play internationally. Describe to the students that Canada’s efforts in Afghanistan have been the longest armed conflict in our country’s military history. Sadly, it has also been the deadliest since the Korean War. 158 Canadian Armed Forces members died during our country’s military efforts in Afghanistan from 2001 to 2014. Hand out a Dog-Tag BLM 8.1 retrieved http://www.veterans.gc.ca/pdf/remembrance/information-for/educators/afghanistan/dogtags.pdf to each student. The students will then log on to a computer and use the Canadian Virtual War Memorial website http://www.veterans.gc.ca/eng/remembrance/memorials/canadian-virtual-war-memorial to
research their fallen veteran and create a profile using primary sources (pictures) and a map illustrating where they served. Students must present their findings and reflect on what they learned or what they found especially interesting about the activity.

**ASSESSMENT:**
Students will be assessed using the following three methods:

**Assessment as learning:** students reflect on what they learned during their presentation.

**Assessment for learning:** will take form from classroom observations and from analyzing student Profiles.

**Assessment of learning:** students will continue to add to their summative timeline project and will be evaluated on their connections made during the dog-tags activity.

**Accommodations:**
- Prompting
- Re-directing
- Chunking
- Preferred Seating
- More time to complete task
- More information given on notes
Lesson 9: Toronto 2010 G20 Summit: Cost, Protest and Determination

ABSTRACT: Students will engage in discussion regarding the 2010 G20 Summit while learning about the history and importance of G20 summits. Students will work in small groups, individual and as a class to create a well-rounded understanding of the G20 summit.

Time: 75 minutes (1 period)

Materials Needed:
• Projector
• Computer
• BLM
  • BLM 9.1
  • BLM 9.2
• Brain Storming Sheet/Mind Map
• Makers

Teaching Strategies:
• Brainstorm
• Research
• Discussion

SUCCESS CRITERIA:
- Students will be able to explain why they believe the summits are a negative or positive
- What the summits are meeting about
- Who is involved in the summits and how this plays a role in what is accomplished at them
- Identify the strengths and weaknesses of the summits.

OVERALL EXPECTATION(S):

E2 Communities, Conflict, and Cooperation: analyze some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions

SPECIFIC EXPECTATION(S):

E2.1 Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 (e.g., conflict over the 1992 cod moratorium; political protests such as those against the G20 meetings in Toronto or the rise in university tuition in Quebec; strikes; racism and hate crimes; continuing legal conflict and/or political protests over Aboriginal title and land claims; the Idle No More movement; continuing tension between Quebec and the
federal government; cooperation in response to natural disasters such as the 1998 ice storm or the Saguenay and/or Red River floods; cooperation among members of social reform movements), and analyze these interactions from various perspectives

HISTORICAL THINKING CONCEPTS:
• Continuity and Change:
• Historical Significance:
• The Ethical Dimension:

PRIOR KNOWLEDGE AND SKILLS:
Students do not need to have any prior knowledge. However, group work has been used throughout the classes and students know the expectations when working in a group.

LESSON OUTLINE:

Hook: (10 mins): Students will start in groups of 3-4 students examining a photograph that is on the tables (5-7 mins) BLM 9.1. Each group will have a different photo to examine all though to do with the G20 summit of 2010. Students will not be given any information regarding the pictures and will be asked to use their critical thinking skills and determine what they think might be happening in these pictures. For the last three minutes of the warm up students will share their ideas of what was happening in their photo when shown to the entire class.

Main: (40 mins): Students, still working in their small groups, will be given a different news article BLM 9.2 regarding the G20 Summit held in Toronto in 2010, and will be asked to read through and determine if the summit was a positive or negative for the city. Students should be compiling a list of supporting details that help defend their theory on whether or not it was beneficial or detrimental event. Students will use the concept map outline BLM 9.3 and BLM 9.4. Students at this point have not yet learned the full extent of the summit. Each group will have 2 minutes to explain why they supported or were against the summit. As students are sharing their ideas and supporting details we will be creating a list on the board. After each group has presented, students will watch videos to continue to develop their ideas of the summit.
http://www.cbc.ca/news/canada/g20-protest-violence-prompts-over-400-arrests-1.906583
https://www.youtube.com/watch?v=sX0BbLc_PIk
https://www.youtube.com/watch?v=3sl8p0gH9QQ
https://www.youtube.com/watch?v=aCPWE-uhXuk

Assessment: (10 mins): Students will be asked to write a persuasive paragraph that included what stance they took at the beginning of the lesson what their analysis of their
picture from the first activity. They should mention how this affected how they viewed the rest of the new material. They would also be asked if they swayed from their original belief of the G20 summit. The persuasive paragraph will be handed in at the end of class for assessment of learning during the class.

Closing: (15 mins)

**ASSESSMENT TOOLS:**

**Assessment for learning:** students will work in small groups brainstorming what they know about the G20 Summit of 2010

**Assessment as learning:** Students will reflect on how the feel after looking at photographs from the G20 Summit

**Assessment of learning:** Students will be required to complete an exit slip answering two questions about the G20 summit held in Toronto.

**ACCOMMODATIONS:**

- Prompting
- Re-directing
- Chunking
- Preferred Seating
- More time to complete task
- More information given on notes
- Access to modified formats
- Choice in group
Lesson 10: Idle No More: Indigenous Resistance in the Social Media Age

ABSTRACT: Students will be introduced to Indigenous resistance in the social media age with the Idle No More movement. They will become familiar with the aims of the movement and the causes and consequences of the event. They will make links to Indigenous resistance in Canadian history and create social media exit slips to show support for the movement.

Time: 75 minutes (1 period)

Materials Needed:
- Projector
- BLM
  - BLM 10.1
- Computer
- Chart Paper
- Makers

Teaching Strategies:
- Brainstorm
- Case Studies
- Research
- Class Discussion
- Seatwork
- Group Share
- Think-Pair-Share
- Video

SUCCESS CRITERIA:
- Students will be successful if they can demonstrate their understanding of the Idle No More Movement with a focus on continuity and change through class discussions and evidence though looking at the use of social media.

OVERALL EXPECTATION(S):
E2 Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

E3 Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada
from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

**SPECIFIC EXPECTATION(S):**

E2.1 Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982

E2.3 Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982

E3.1 Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982

**HISTORICAL THINKING CONCEPTS:**

- **Continuity and Change:** Government decision making that affects Indigenous Canadians without their consultation has been happening throughout Canada’s history. Resistance continues, but forms of activism change in a social media age.

- **Historical Evidence:** Exploring the use of social media as a form of evidence, as well as using Legislature as a primary source.

- **Historical Significance:** Analyzing why this movement was unique and important in Canada’s history and into the present.

**PRIOR KNOWLEDGE AND SKILLS:** Students have learned many topics about colonization and Indigenous resistance so far in this course. Their previous lesson was on the Oka Crisis so that set the stage for resistance against settler populations. Students also have skills assessing the historical thinking concept of continuity and change. They have used the HANSARD online database to locate information previously in the course.

**LEARNING STRATEGIES:**

**Hook (5 minutes):** Think-Pair-Share: Students will think of and create a list of examples of ways in which Indigenous peoples resisted against colonization in Canadian history. This can be large events or protests, or even small acts of resistance. Students will have some prior knowledge of this from yesterday’s lesson in Oka as well as other examples throughout the course. Next question: “What or who have they been resisting against and fighting for?”

**Introduce Idle No More (25 minutes):** Use the background information above and the website mentioned below to introduce the movement to the students. Discuss what the name means and why the name works for this particular movement. Use a mind map to brainstorm this on the board in a whole class discussion.
Use this website showing primary sources of social media posts with explanations about the events throughout:
https://storify.com/showson/idle-no-more-movement
- Show examples of the use of social media in the movement:
- Drum Dancing in Yellowknife, 2012: https://www.youtube.com/watch?v=EOHUpehwVQ
- Flash Mob at West Vancouver Shopping Centre https://www.youtube.com/watch?v=jpLafJRm9K0

Government Legislation Analysis (40 minutes: 20 minutes in partners, 20 minutes to present): In partners or groups of three, students will be given legislation names and information with a brief background on each bill. There are a total of ten bills and therefore ten groups are needed. Students will need to conduct further research (they may use HANSARD for this- they already have prior knowledge on how to navigate the website). They will then present their Bill to the class and explain how it would affect Indigenous Peoples in Canada. They should also explain what the outcome of each bill was and whether it is currently law. Then each group must create their own social media post. The Teacher will have outlines BLM 10.1 for posts on twitter, Facebook and Instagram for the students to fill out related to their researched legislation. Each group will summarize their bill, why it threatened Indigenous Peoples and its possible legacy. They will summarize their findings by presenting their social media post to the class. Ensure that the teacher approves all social media posts as they circulate the room to ensure there is no profanity or offensive topics included.

Social Media Exit Slips (5 minutes): Ask students to post their social media posts on the wall as they leave the classroom. They should discuss their favourite ones with their classmates during the last 5 minutes of class. They should use the rest of the time to add the event’s from today’s lesson to their personal timelines to assist them with the summative.

ASSESSMENT TOOLS:
Assessment for learning: The hook gives the teacher an indication of what the students have learned about Indigenous resistance so far in the course, and if they have any prior knowledge of Idle No More. The teacher will also check understanding and quality of research through student presentations and social media exit slips.

Assessment as learning: Students will be able to compare brainstorming answers to the information presented in the lesson.

Assessment of learning: Students will be assessed for their work in partners and small groups and their learning skills throughout the student-led activity.

ACCOMMODATIONS:
- Prompting
- Re-directing
- Chunking
• Frequent Breaks
• Choice to work alone or in bigger groups than partners
• Choice of partners
• Assistance with research task
• More time to complete task
• Technological Aids

RESOURCES:

Background on Idle No More from the Official Idle No More website:
a grassroots movement with groups spread across Canada with solidarity around the
globe (define grassroots: uses common or ordinary people as the basis of a movement).

Idle No More is a call to action for a resurgence of Indigenous nationhood and
sovereignty (define sovereignty- students should be able to come up with definition) and
to defend the land, water and air.
http://www.idlenomore.ca/

It was started in Saskatchewan by Sheelah McLean, Sylvia McAdam, Jess Gordon and
Nina Wilson as a response to federal legislation in the forms of bills that would threaten
Indigenous peoples in Canada.
Grassroots action was taken all over Canada through rallies, marches, protests, teach-
ins, flash mobs, and social media attention

Bills concerning Idle No More: This source provided on Idle No More website:

students will conduct their own primary research on HANSARD
http://www.parl.gc.ca/HousePublications/Publication.aspx?
Language=E&Mode=1&Docld=5942521 Parliament of Canada Statues Website
Lesson 11: The Charter of Rights and Freedoms

ABSTRACT:
Students will engage with the fundamental rights of all Canadians that are provided through the Charter of Rights and Freedoms. They will examine whether these rights remain relevant and how the Charter could perhaps be improved to suit modern needs. Students will also examine court cases which represent a violation of rights outlined in the Charter.

Time: 75 minutes (1 period)

Materials Needed:
• Chalk Board
• Chart Paper
• Handouts
• BLM
  • BLM 11.1

Teaching Strategies:
• Brainstorm
• Case Studies
• Class Discussion
• Group Share
• Think-Pair-Share

SUCCESS CRITERIA:
- Students will understand that the Charter includes fundamental freedoms (including rights and responsibilities) that protect everyone in society.
- Students will understand that there are reasonable limits to the protections offered by the fundamental rights of the Charter.
- Students will demonstrate an understanding of how to apply these rights and responsibilities in the examined cases and in their own lives.

OVERALL EXPECTATION(S):
A1 Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

A2 Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.
E1 Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada.

SPECIFIC EXPECTATION(S):
E1.4 Describe some key political developments and/or government policies in Canada since 1982 (e.g., the Goods and Services Tax and the Harmonized Sales Tax, the creation of Nunavut, pay equity legislation, Bill C-31 amending the Indian Act, Operation Support following 9/11, the Kyoto Accord, the decision to send troops to Afghanistan, new political parties such as the Reform Party and the Green Party, the Ontario government's recognition of the Franco-Ontarian flag and its creation of French-language school boards, the long gun registry, the Civil Marriage Act of 2005, policies related to Arctic sovereignty), and assess their significance for different people in Canada.

HISTORICAL THINKING CONCEPTS:
• Historical Significance: Students will be examining what the Charter has meant for people throughout Canada’s history and what it means in their own lives.

• Continuity and Change: Students will examine the rights and freedoms associated with the Charter and come up with ideas of how they can be more relevant for modern day. They will also need to understanding that the rights and freedoms already included are important for the way that Canada currently functions and has functioned since its creation.

• The Ethical Dimension: Students will be examining examples of cases in which the protections of the Charter have been violated – they will need to be aware of ethical standards when assessing the facts of these violations.

PRIOR KNOWLEDGE AND SKILLS:
Students will not need any prior knowledge of the Charter of Rights and Freedoms. However, students will need to be aware of the conduct required for working in pairs and small groups.

LEARNING STRATEGIES:
Hook (10 minutes): In groups of 3-4, students will discuss and brainstorm the meaning of the words “rights, responsibilities, and freedoms”. (The teacher should write these words on the board beside one another so the students can refer back to them. The teacher should encourage the students to think about these words in a school context – i.e. What are their rights, responsibilities, and freedoms as students within the school environment?) After about 5 minutes, the students should share their answers with the class (the teacher should jot down points from each group’s answer under each heading on the board).

Main (55 minutes): Individually, students should read over the Charter summary. When the class is done reading, they should pair with their elbow partner to come up with a list
of the 3 most “important” fundamental freedoms – they should be prepared to defend their list. The students should also consider whether there are any rights or freedoms that should be added to the Charter to suit more ‘modern’ times. With their partner, students should determine two responsibilities that each citizen has with regard to the fundamental freedoms on their list of three (i.e. Which responsibilities do we have as citizens to protect the rights and freedoms of others?). All of these answers/lists should be recorded on a sheet of paper for each pair to hand in to the teacher.

Students will now be divided into six groups (there are three case studies BLM 11.1, therefore each case will be looked at by two groups). The students will read over their assigned case, highlighting the Five W’s of the case. They will then record this information on a poster that will be presented to the rest of the class.

**Exit Ticket (10 minutes):** Students should be given about ten minutes at the end of class to answer the question: “Why is it important to maintain and protect the rights, freedoms, and responsibilities of Canadian citizens?” Students should hand in their answer to this question as their ‘ticket’ out the door.

**ASSESSMENT:**

**Assessment for learning:** Discussion of definitions at the beginning of class allows the teacher to assess what the class already knows about the topic.

**Assessment as learning:** Students working in pairs will record their answers to the prompts after reading the Charter summary. These recorded answers will be handed in to the teacher as proof of participation in the lesson.

**Assessment of learning:** Exit Slip answer.

**ACCOMMODATIONS:**

- Prompting
- Re-directing
- Chunking
- Preferred Seating
- More time to complete task
- More information given on notes

**RESOURCES:**

When reading over the Charter summary individually, students should be highlighting anything that stands out to them/anything that they find “shocking”.

Lesson 12: The Truth and Reconciliation Commission: Healing through Art

**ABSTRACT:** Students will begin by creating definitions of what reconciliation means to them in the context of Residential Schools. Students will become familiarized with the Truth and Reconciliation Commission and its Calls to Action through individual or partner work that they will share with the class. Various works from Indigenous artists will be showcased around the room and students will analyze how they connect to the Truth and Reconciliation Commission. Students will do a gallery walk to look at the art and the analyses while adding their own comments and interpretations. Students will complete a sticky note about how they will contribute to reconciliation and post it on our classroom wall.

**Time:** 75 minutes (1 period)

**Materials Needed:**
- Chart Paper
- Visuals
  - BLM 12.1
- Internet

**Teaching Strategies:**
- Brainstorm
- Group Share
- Graffiti
- Gallery Walk

**SUCCESS CRITERIA:**
- Students will be successful if they show understanding of the continuity and change regarding the legacies of Residential Schools in Canada and the need for reconciliation with their analysis of Indigenous art.
- They will also be successful if they can accurately and concisely summarize their assigned Call to Action and post it on the class website.

**OVERALL EXPECTATION(S):**

**E2 Communities, Conflict, and Cooperation:** analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

**E3 Identity, Citizenship, and Heritage:** analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)
SPECIFIC EXPECTATION(S):
E2.1 Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982

E2.3 Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982

E3.2 Explain ways in which various individuals, groups, organizations, and/or events have contributed to the arts and popular culture in Canada since 1982

E3.3 Assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international

HISTORICAL THINKING CONCEPTS:
• Cause and Consequence: Legacies of Residential schools affect Indigenous peoples today, and we will see this through the art analyzed in this lesson.

• Ethical Dimensions: Exploring how the unethical Residential School System in Canada has left such harmful legacies, and has caused this journey of reconciliation.

• Historical Perspectives: Analyzing the perspectives of Indigenous artists affected by the legacies Residential Schools.

• Historical Significance: The significance of Residential Schools as a Canadian atrocity and the government taking responsibility for their role has led to the extremely important TRC.

PRIOR KNOWLEDGE AND SKILLS:
In the previous unit, students learned about Residential Schools in Canada. They understand the legacies of Residential Schools and are familiar with consequences of assimilation. They also have prior skills doing photo and art analysis.

LESSON OUTLINE:

Hook (5 minutes): “Residential Schools: Why is reconciliation so important?” Answergarden: Students will submit answers to website answergarden anonymously. This will create a web of words that we can discuss as a class to introduce the topic of the Truth and Reconciliation Commission.

The Truth and Reconciliation Commission Introduction and Group Share (30 minutes): The class will be introduced to the Truth and Reconciliation Commission and the Calls to Action. The “Truth and Reconciliation Commission of Canada: Calls to Action” document found online will be used as a primary document. The Calls to Action
are divided into 22 parts under specific sections. The “LEGACY” section includes child welfare, education, language and culture, health, and justice. The “Reconciliation” section includes the various levels of government in Canada, the UN, legal equity, putting reconciliation into law, professional development for public servants, media funding, Residential School missing children information, newcomer information and business. Each student (or partners) will receive one section of the document and will summarize what the calls to action are asking for. They will summarize them in a google doc for the class and present these to the class briefly. These notes will be posted on the class website or google classroom. The teacher should circulate to ensure that the groups are summarizing information and not simply copying it down.

Primary Source: TRC Calls to Action found on this webpage- http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Group Art Analysis and Gallery Walk (30 minutes): In groups, students will analyze artwork BLM 12.1 from Indigenous artists on the topic of Reconciliation. They will use the links to find out information about the artists and how they are using their art as a form of reconciliation. They will write down a short bio of the artists (2-3 sentences) and how their art related to reconciliation on paper (2-3 sentences). Then, Students will get a chance to rotate to each piece of artwork and write down their further analysis and comments on paper about how the art makes them feel or related to reconciliation. They will discuss these as a group as they rotate to each piece. Students should write at least one comment down for each artist and connect it to the Truth and Reconciliation Commission.

Reconciliation Wall: Your Call to Action (10 minutes):
Students will complete an exit slip-type sticky note about how they can personally contribute to reconciliation. They will share these with the class as we go around the room to give everyone a chance to share. They will post it on the wall of the classroom as a reminder to keep reconciliation in our hearts and minds.

ASSESSMENT:

Assessment for learning: Teacher will assess student knowledge of reconciliation and knowledge of Residential Schools

Assessment as learning: Students will work in groups and read the work of other students during the gallery walk.

Assessment of learning: Student work will be assessed during Gallery Walk and their posts on the Reconciliation Wall. Learning Skills will also be assessed during group work.

ACCOMMODATIONS:
- Prompting
- Individualized oral explanation
- More time to complete task
- Scribe for Gallery Walk
• Peer tutor/partner
• More information given on notes
• Frequent Breaks

RESOURCES:

Artwork Links:

Artwork Examples to show:
Residential School: https://www.edonline.sk.ca/bbcswebdav/library/materials/ArtsLink/images/stories/20_residential_school-small.jpg

The Aftermath: https://www.edonline.sk.ca/bbcswebdav/library/materials/ArtsLink/images/stories/9_the_aftermath_detail-small.jpg

Sally Milne: visual Artist Bio:

Birchbark Artwork:

Marcia Chickness
Blue Rose: https://www.edonline.sk.ca/bbcswebdav/library/materials/ArtsLink/images/stories/chickeness/BlueRose.jpg

Linda Young- Visual Artist Bio:
Sasipenita "never give up"-Honoring Strength and Endurance of First Nation and Metis Women
https://www.edonline.sk.ca/bbcswebdav/library/materials/ArtsLink/images/stories/linda/ytho166.jpg

Louis Ogemah- Visual Artist Bio:

Regeneration-The Installation
G. Ray McCallum- Visual Artist and Musician:

Artwork:
https://www.edonline.sk.ca/bbcswedav/library/materials/ArtsLink/images/stories/gray/bowl.JPG
Culminating Unit Activity: 1982 – Present

In this assignment, you will be creating a **TIMELINE** of events that are discussed throughout the unit (and you’ll also have to add supplementary events based on your own research).

This activity will be done in **PAIRS**, and can be done **DIGITALLY** (using the website Timetoast) or **PHYSICALLY** (using paper, markers, and printed photos). It is up to you and your partner to decide which method you would like to use.

This timeline will be something that you add to throughout the unit, **not** something you can just create at the end! There will be class time dedicated to this assignment.

While creating your timeline, keep the following things in mind…

1. You will be adding events that are discussed in class throughout this unit (a minimum of six (6) events).
2. You will also be adding supplementary events that will help to further situate the events you are adding from class (a minimum of four (4) events not discussed in class, but still within the time period of 1982 - present). This will require extra research.
3. For each event that you add, you must explain why you added it using one of THE BIG SIX (and you must use each one of The Big Six at least once when explaining events on your timeline). This includes the events that you research for your timeline.

These timelines will be presented to the class on the last day of this unit and will be displayed in the classroom. Take pride in the work that you do!

Happy Timelining!
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Facts</strong></td>
<td>Facts were accurate for all events reported on the timeline.</td>
<td>Facts were accurate for most (~75%) of the events reported on the timeline.</td>
<td>Facts were accurate for almost all events reported on the timeline.</td>
<td>Facts were often inaccurate for events reported on the timeline.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>The student had notes about all the events and dates s/he wished to include on the timeline before beginning to design the timeline.</td>
<td>The student had notes about almost all the events and dates s/he wished to include on the timeline before beginning to design the timeline.</td>
<td>The student had notes about most (~75%) of the events and dates s/he wished to include on the timeline before beginning to design the timeline.</td>
<td>The student had not prepared adequate notes before beginning to design the timeline.</td>
</tr>
<tr>
<td><strong>Time Use</strong></td>
<td>Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.</td>
<td>Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.</td>
<td>Classroom time was used to work on the project the majority of the time, but conversations were not disruptive or did not focus on the work.</td>
<td>Student did not use classroom time to work on the project and/or was highly disruptive.</td>
</tr>
<tr>
<td><strong>Readability</strong></td>
<td>The overall appearance of the timeline is pleasing and easy to read.</td>
<td>The overall appearance of the timeline is somewhat pleasing and easy to read.</td>
<td>The timeline is relatively readable.</td>
<td>The timeline is difficult to read.</td>
</tr>
<tr>
<td><strong>Spelling and Capitalization</strong></td>
<td>Spelling and capitalization were checked by another student and are correct throughout.</td>
<td>Spelling and capitalization were checked by another student and were mostly correct.</td>
<td>Spelling and capitalization were mostly correct, but were not checked by another student.</td>
<td>There were many spelling and capitalization errors.</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>All graphics are effective and balanced with text use.</td>
<td>All graphics are effective, but there appear to be too few or too many.</td>
<td>Some graphics are effective and their use is balanced with text use.</td>
<td>Several graphics are not effective.</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>An accurate, complete date has been included for each event.</td>
<td>An accurate, complete date has been included for almost every event.</td>
<td>An accurate date has been included for almost every event.</td>
<td>Dates are inaccurate and/or missing for several events.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>The timeline contained at least 8-10 events related to the topic being studied.</td>
<td>The timeline contained at least 7-8 events related to the topic being studied.</td>
<td>The timeline contained at least 7 events related to the topic being studied.</td>
<td>The timeline contained fewer than 6 events.</td>
</tr>
<tr>
<td><strong>Fonts and Colors</strong></td>
<td>The use of font styles and colors is consistent and shows a logical pattern. It helps organize the material.</td>
<td>The use of font styles and colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat.</td>
<td>The use of font styles and colors is consistent, but is not used effectively to organize.</td>
<td>The use of font styles and colors is not consistent OR detracts from the organization.</td>
</tr>
</tbody>
</table>

Comments:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Black Line Masters.

BLM 2.1 Oka Crisis Stakeholders-Historical Perspectives
BLM 5.1 6 Problems With NAFTA Disadvantages Article
BLM 5.2 Advantages of NAFTA Article
BLM 5.3 NAFTA PowerPoint Presentation
BLM 5.4 North American Free Trade Agreement Homework
BLM 6.1 Planning For a Debate
BLM 6.2 The Against/Opposition Group
BLM 6.3 The For/affirmative Group
BLM 6.4 Preparing For Debates
BLM 6.5 Debate Rubric
BLM 8.1 Dog-Tag
BLM 9.1 G20 Hook Images
BLM 9.2 G20 News Articles
BLM 9.3 G20 Concept Map
BLM 9.4 Toronto G20 Summit 2010 Questions worksheet
BLM 10. 1 Idle No More Social Media Exit Slips
BLM 11.1 Charter Of Rights Case Studies
BLM 12. 1 TRC Art Images
### Oka Crisis Stakeholders - Historical Perspectives

<table>
<thead>
<tr>
<th>BLM 2.1</th>
<th>Kanehsatå:ke</th>
<th>City of Oka Residents</th>
<th>Government</th>
<th>Law Enforcement</th>
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</thead>
<tbody>
<tr>
<td>Reasons for involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action taken</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effect on group of people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Disadvantages of NAFTA

NAFTA has six weaknesses. First and foremost is that NAFTA made it possible for many U.S. manufacturers to move jobs to lower-cost Mexico. The manufacturers that remained in America lowered their wages to compete in those industries. For these reasons, Donald Trump promised to renegotiate NAFTA or withdraw.

The second disadvantage is that U.S.

subsidized farm products put many of Mexico's farmers out of business. NAFTA provisions for Mexican labor were not robust enough to prevent those workers from being exploited.

1. U.S. Jobs Were Lost

Since labor is cheaper in Mexico, many manufacturing industries moved part of their production from high-cost U.S. states. Between 1994 and 2010, the U.S. trade deficits with Mexico totaled $97.2 billion, displacing 682,900 U.S. jobs. But 116,400 losses occurred after 2007. The 2008 financial crisis could have caused them instead of NAFTA.

Nearly 80% of the losses were in manufacturing. The hardest-hit states were California, New York, Michigan and Texas. They had high concentrations of the industries that moved plants to Mexico. These industries included motor vehicles, textiles, computers, and electrical appliances. (Source: "The High Cost of Free Trade," Economic Policy Institute, May 3, 2013.)

2. U.S. Wages Were Suppressed

Not all companies in these industries moved to Mexico.

The ones that used the threat of moving during union organizing drives. When it became a choice between joining the union or losing the factory, workers chose the plant. Without union support, the workers had little bargaining power. That suppressed wage growth. Between 1991 and 1995, 50 percent of all companies in the industries that were moving to Mexico used the threat of closing the factory.

By 1999, that rate had grown to 65 percent.

3. Mexico's Farmers Were Put Out of Business

Thanks to NAFTA, Mexico lost 1.3 million farm jobs. The 2002 Farm Bill subsidized U.S. agribusiness by as much as 40% of net farm income. When NAFTA removed trade tariffs, companies exported corn and other grains to Mexico below cost. Rural Mexican farmers could not compete.

At the same time, Mexico reduced its subsidies to farmers from 31.2 percent of total farm income in 1990 to 12.5% in 2001. Most of those subsidies went to Mexico's large farms. (Source: "Exposing the Myth of Free Trade," International Forum on Globalization, February 25, 2000. "Tariffs and Tortillas," The Economist, January 24, 2008.)

4. Maquiladora Workers Were Exploited

NAFTA expanded the maquiladora program by removing tariffs. That's where U.S.-owned companies employed Mexican workers near the border. They cheaply assembled products for export back into the United States. The program grew to employ 30 percent of Mexico's labor force. The workers had "no labor rights or health protections," according to Continental Social Alliance. In addition, the "workdays stretch out 12 hours or more, and if you are a woman, you could be forced to take a pregnancy test when applying for a job."

(Source: "Lessons of NAFTA," Worldpress.org, April 20, 2001.)

5. Mexico's Environment Deteriorated

In response to NAFTA competitive pressure, Mexico agribusiness used more fertilizers and other chemicals, costing $36 billion per year in pollution. Rural farmers expanded into marginal land, resulting in deforestation at a rate of 610,000 hectares
NAFTA Disadvantages, Problems, and Negative Effects

6. NAFTA Called for Free U.S. Access for Mexican Trucks

Another agreement within NAFTA was never implemented. NAFTA would have allowed trucks from Mexico to travel within the United States beyond the current 20-mile commercial zone limit. A demonstration project by the Department of Transportation (DoT) was set up to review the practicality of this. In 2008, the House of Representatives terminated this project. It prohibited the DoT from implementing it without Congressional approval.

Congress worried that Mexican trucks would have presented a road hazard. They are not subject to the same safety standards as U.S. trucks. U.S. truckers' organizations and companies opposed it. Otherwise, they would have lost business. Currently, Mexican trucks must stop at the 20-mile limit and have their goods transferred to U.S. trucks.

There was also a question of reciprocity. The NAFTA agreement would have allowed unlimited access for U.S. vehicles throughout Mexico. A similar arrangement works well between the other NAFTA partner, Canada. But U.S. trucks are larger and carry heavier loads. That violates size and weight restrictions imposed by the Mexican government.
Advantages of NAFTA: Benefits and Positive Effects

NAFTA created the world's largest free trade area of 450 million people. It's an economic powerhouse of $20.09 trillion, as measured by gross domestic product. That's because it links the economies of the United States ($18.5 trillion), Canada ($1.67 trillion), and Mexico ($2.3 trillion). That trade area is greater than the economic output of the 28 countries in the entire European Union. (Source: "Rank Order GDP," CIA World Factbook, 2016.)

1. Quadrupled Trade


During that time, the United States increased its exports of goods from $142 billion to $597 billion. That's a third of its total exports. Canada ($280 billion) and Mexico ($236 billion) were the top two U.S. export markets in 2015. Imports from Canada ($265.2 billion) and Mexico ($294.7 billion) increased from $168 billion in 1993 to $590 billion. That's 26 percent of total U.S. goods imports. (Source: "2015 Total Trade," United States Census.)

NAFTA boosted trade by eliminating all tariffs between the three countries. It also created agreements on international rights for business investors.

That reduced the cost of commerce. It also spurred investment and growth, especially for small businesses.

2. Lowered Prices

NAFTA boosted U.S. economic growth by as much as 0.5 percent a year. The sectors that benefited the most were agriculture, automobiles, and services.

U.S. farm exports to Canada and Mexico grew 156 percent. That's compared to a 45 percent increase in farm exports to the rest of the world. Farm exports to Canada and Mexico alone were greater than exports to the next six largest markets combined.

Total farm exports were $30.4 billion in 2015. NAFTA increased farm exports because it eliminated high Mexican tariffs. Mexico is the top export destination for U.S. beef, rice, soybean meal, corn, sweeteners, apples, and beans. It is the second largest export destination for corn, soybeans, and oil. (Source: "NAFTA," U.S. Foreign Agricultural Service.)

NAFTA modernized the U.S. auto industry by consolidating manufacturing and driving down costs. Most cars made in North America now have parts sourced from all three countries. The increase in competitiveness allows the industry to fend off Japanese imports. Mexico exports more cars to the United States than Japan. Before the recession, Japan exported twice as many cars to the United States as Mexico.

3. Increased Economic Growth

Lower tariffs also reduced import prices. That also lowered the risk of inflation and allowed the Federal Reserve to keep interest rates low.

That's especially important for oil prices since America's largest import is oil.

The U.S. imported $444.2 billion in oil from Mexico and Canada. Thanks to greater U.S. shale oil production, this figure was down from $575.8 billion in 2007. NAFTA reduced U.S. reliance on oil imports from the Middle East and Venezuela. It was especially important when the U.S. banned oil imports from Iran. Why? Mexico and Canada are friendly countries. Other oil exporters, such as Venezuela and Iran, use oil as a political chess piece. For example, both started selling oil in currencies other than the petrodollar.

NAFTA lowered food prices in much the same way. Food imports totaled $30.4 billion in 2015, up from $28.9 billion in 2009. It lowered the prices of fresh vegetables, chocolate, fruit (except bananas), and beef. (Source: "NAFTA Imports," United States Trade Representative.)

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The North American Free Trade Agreement (NAFTA) is a comprehensive trade agreement that sets the rules of trade and investment between Canada, the United States, and Mexico. NAFTA has systematically eliminated most tariff and non-tariff barriers to free trade and investment between the three NAFTA countries.

- Establishment: 1 January 1994
- Members: Canada, Mexico & United States
- Official languages: English, French and Spanish
- Secretariats: Mexico city, Ottawa, Washington D.C.
- NAFTA supplements: NAAEC & NAALC
HOW DOES NAFTA WORKS?

➢ NAFTA is a formal agreement that establishes clear rules for commercial activity between Canada, the United States, and Mexico.
➢ It is overseen by a number of institutions that ensure the proper interpretation and smooth implementation of the Agreement’s provisions.
  • Free Trade Commission
  • NAFTA Coordinators
  • NAFTA working groups & committees
  • NAFTA Secretariat
  • Commission for labor Cooperation
  • Commission for Environmental Cooperation
NAFTA GOALS & ACHIEVEMENTS

On January 1, 1994, the North American Free Trade Agreement between the United States, Canada, and Mexico entered into force. NAFTA created the world’s largest free trade area, which now links 444 million people producing $17 trillion worth of goods and services.

Source: Office of the United States Trade Representative, 2010.

NAFTA GOALS & ACHIEVEMENTS

From 1992-2007, the value of US agricultural exports worldwide climbed 65% while US exports to NAFTA partners grew by 156%.

- In the years immediately prior to NAFTA, US agricultural products lost market share in Mexico as competition within the Mexican market increased. NAFTA reversed this trend as the United States began to supply more than 72% of Mexico’s total agricultural imports in 2007, due in part to the price advantage and preferential access that US products now enjoy.
OBJECTIVES OF NAFTA

➢ To eliminate trade barriers & facilitate the cross-border movements of goods and services between the parties

➢ To promote conditions of fair competition

➢ To substantially increase investment opportunities

➢ To provide adequate and effective protection & enforcement of intellectual property rights in each territory

➢ To create effective procedures for the implementation and application of this agreement, for its joint administration & for resolution of disputes

➢ To establish a framework for further trilateral, regional and multilateral co-operation to expand and enhance benefits of this agreement

US IMPORTS FROM MEXICO

• Exports: US$291 billion (world’s rank: 14th).
• Major exports:
  • Manufactured goods
  • Consumer electronics
  • Oil and oil products
  • Aircrafts, ships and other industrial equipment
  • Silver, granite and marble
  • Computers and servers
  • Agricultural products (fruits, meats, processed foods, vegetables, coffee)
  • Biotechnology
WITH A PARTNER WHAT DO YOU THINK IS IMPORTED FROM MEXICO TO CANADA OR CANADA TO THE UNITED STATES? WRITE DOWN AT LEAST THREE EXAMPLES.

US EXPORTS TO MEXICO

• Imports: US$309 billion (world’s rank: 13th).
  • Major imports:
    • Steel mill products
    • Agricultural machinery
    • Electrical equipment
    • Repair parts for motor vehicles and aircraft parts

• Manufacturing (Capital Goods) i.e. Auto industries (Ford, GM), agricultural industries
• Kellogg’s moved its plants to Canada and Mexico, thus encouraging Foreign Direct Investment
VALUE OF US EXPORTS TO MEXICO & CANADA

- Pre-NAFTA (134.3 billion USD)
  - Mexico: 46.5 billion USD
  - Canada: 87.8 billion USD

- NAFTA increased exports by...
  - Mexico: 126.7%
  - Canada: 65.5%

- Post-NAFTA (250.6 billion USD)
  - Mexico: 105.4 billion USD
  - Canada: 145.3 billion USD

MEXICO'S EXPORT GROWTH TO NAFTA PARTNERS, AS OF 2005

<table>
<thead>
<tr>
<th>Category</th>
<th>Var. 05/93</th>
<th>Part. (%)</th>
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<tbody>
<tr>
<td>Total Agri-Food</td>
<td>209.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Agricultural</td>
<td>133.2%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Agroindustrial</td>
<td>519.1%</td>
<td>42.6%</td>
</tr>
<tr>
<td>Fishing</td>
<td>63.7%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

Source: Ministry of Economy with data from Banxico, USDOC and Statistics Canada
VALUE OF MEXICAN EXPORTS TO US

• 39.9 billion USD (1993)
• NAFTA
• 210.8 billion USD (2007)

US EFFECTS

• Greatest opposition to NAFTA (and free trade in general) comes from the belief that foreign competition hurts U.S. employment. However:

  • Employment within the US rose 22% (25 million jobs) from December 1993 – December 2006
  • Average US unemployment decreased post-NAFTA
    • 1981-1993  7.1% unemployment
    • 1994-2006  5.1% unemployment
US EFFECTS (CONTINUED)

• Moreover, increased openness to trade has been accompanied by a more rapid rise in wages, especially in the area of United States manufacturing.

• Average real compensation increased post-NAFTA
  • 1980-1993  0.9% annual growth
  • 1993-2006  1.6% annual growth

• Implicit gains in the area of income gains, due to higher national productivity, up to $930 annually for family of 4

MEXICO EFFECTS (CONTINUED)

• Mexican wages grew steadily after the 1994 peso crisis, reached pre-crisis levels in 1997, then increased each year since then.

• Mexican industries that export/regions with higher concentration of foreign investment and trade have higher wages.

• Mexico’s Secretariat of Economy says: exported-related industries wages are 37% higher than those that don’t export.
MEXICO EFFECTS

• Mexican employment levels have been more volatile since the implementation of NAFTA. But, as of 2005, the Mexican affiliates of U.S. companies employed nearly 840,000 people who contributed 3.3 percent to Mexico’s GDP. (Foreign Direct Investment US->Mexico)

MANUFACTURING & TRADE

• Manufacturing within the US rose post-NAFTA
  • 1980-1993 37% increase
  • 1993-2006** 63% increase

• Trade among NAFTA nations has risen 198% (an increase of $586 billion)

Source: NAFTA Policy Brief, October 2007
North American Free Trade Agreement

Efforts to establish free trade areas have played a significant part in attempts of Latin American states to develop economically. The basic reasoning behind free trade is that when two or more countries combine in a free trade area, the number of possible consumers for a company’s goods increases. Companies will consequently be able to sell more, increase production, and decrease production costs as mass production practices take hold. Basically, demand increases as prices go down. In theory, everyone wins.

The North American Free Trade Agreement (NAFTA) was first proposed by Mexico in 1990, signed by Canada, Mexico and the United States in 1992, and finally approved in 1993. NAFTA created the world’s largest free trade area. The purpose of NAFTA was to combine the economies of Canada, Mexico and the United States by removing their various taxes and rules to allow goods and services to flow freely in much of North America. This agreement, unlike the European Union, deals only with trade barriers and prevents any efforts at forming a common foreign policy, a combined currency, or common immigration policies.

Key reasons for NAFTA:

- Remove tariffs on goods shipped between the three countries
- Remove limitations on investments among the three countries
- Remove customs barriers at border crossings, which would make it easier for trucks to move back and forth across borders
- Create strong standards for environmental, health, and safety policies in industries
- Improving working conditions

Cons of NAFTA

- The argument in the United States over NAFTA was intense. Opposition came from several groups with the strongest pressure from a combination of labor unions and environmental organizations. Here were some of the cons:
  - Unions focused on jobs. They feared that U.S. companies would take advantage of low wages and weak labor laws in Mexico and move jobs south of the border.
  - Environmental groups argued that U.S. companies would choose to move plants to Mexico, therefore avoiding U.S. environmental restrictions.
  - Both groups feared that the U.S. would lower its environmental and labor standards to compete. The also stressed that under NAFTA, Mexican companies might challenge U.S. environmental and labor laws as discriminating against Mexican products.
  - Political groups pointed out that NAFTA could reduce U.S. sovereignty (power). They focused on the fact that the treaty set up joint tribunals to referee disputes. Possibly, these tribunals could declare U.S. laws barriers to trade.
Many Mexicans feared NAFTA
  - Business leaders in certain industries liked high tariffs on imports
  - Labor unions feared that competing with foreign companies might sacrifice jobs
  - Peasant groups worried that U.S. agricultural businesses would undersell them in Mexico's markets
  - Political leaders worried that mixing with an economy like the U.S. that was much bigger than their own would lead to a loss of economic control and political sovereignty (power).

Pros of NAFTA
  - U.S. companies could better compete with imports from Asia and elsewhere by working in Mexico, where production costs and the costs of transportation back to the U.S. market would be lower.
  - NAFTA would open opportunities to use Mexico's growing market, and that goods made by U.S. companies in Mexico could export those goods to other markets.
  - NAFTA could help improve social problems such as illegal immigration.
  - The U.S. is Mexico's biggest market, and Mexican leaders want to continue access to that market.
  - Mexico wants to increase the flow of U.S. capital (resources) and technology into their country to increase their effectiveness and improve their chances of competing in world markets (Mexican leaders wanted to restructure their economy for many years and NAFTA was a good way to start)

Questions based on the reading:
1) What are some of the benefits of a free trade agreement?

2) Why do some people disagree with free trade agreements?

3) Based on the reading, do you think the pros of NAFTA outweigh the cons? Why/why not?

4) If you were allowed to decide, would you vote for or against joining NAFTA? Why?
Planning for a Debate Worksheet

For:
1. How will you state your position?
2. What will each speaker talk about?

Against:
1. What are you rejecting and how will it be stated?
2. What will each speaker address?
3. What will each speaker rebut?

For:
1. How will you re-affirm your position?
2. How will you rebut the main points?
3. How will you summarize your position and be convincing?

Against:
1. How will you re-affirm your position?
2. How will you rebut the remaining points?
3. How will you summarize your position and be convincing?

Both For and Against:
1. Good debaters back everything they say with evidence. What are the important facts for you to research and find evidence about?
2. When you contradict something, you must back it up with evidence or reasoning. When evidence is limited, what will your reasoning be?
3. What are some things the opponents will say and how will you respond?

Practice using:
“They say……………………………………………………………………………………………
but………………………………………………………………………………………………….
because…………………………………………………………………………………………..
therefore………………………………………………………………………………………….

http://worksheetplace.com ©
The Against/Opposing Group

Members of the group:_________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Opening Position: We dispute____________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Reasons Against:________________________________________________________________

(Find the flaws)

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

(Include counter-plan)

___________________________________________________________________________

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___________________________________________________________________________

http://worksheetplace.com ©
The For/Affirmative Group

Members of the group:

________________________________________________________________

________________________________________________________________

________________________________________________________________

Opening Position: We believe that

________________________________________________________________

________________________________________________________________

________________________________________________________________

Reasons Supporting:

(Defend the need)

________________________________________________________________

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(Include plan)

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<th>Position</th>
<th>Reasoning</th>
<th>Evidence</th>
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<tr>
<td>- Well-developed ideas with supporting evidence</td>
<td>- Well-developed ideas with supporting evidence</td>
<td>- Some simple ideas</td>
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<td>- Strong evidence of research and topic knowledge</td>
<td>- Strong evidence of research and topic knowledge</td>
<td>- Some proof or evidence</td>
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<tr>
<td>- Very strong claims, makes good arguments, good background information</td>
<td>- Very strong claims with background information</td>
<td>- Some evidence of research and topic knowledge</td>
</tr>
<tr>
<td>- Strong evidence to support the position</td>
<td>- Strong evidence to support the position</td>
<td>- Claim with some background information</td>
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<th>Very clearly presented</th>
<th>Clearly presented</th>
<th>Some clarity</th>
<th>Unclear, lacks purpose</th>
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<td>- Central issues identified and clarified</td>
<td>- Central issues identified and clarified</td>
<td>- Some issues identified and clarified</td>
<td>- Little feeling conveyed</td>
<td></td>
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<tr>
<td>- Passionate while expressing topic</td>
<td>- Passionate while expressing topic</td>
<td>- Some eye contact</td>
<td>- Minimal eye contact</td>
<td></td>
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<tr>
<td>- Eye contact, captive audience</td>
<td>- Eye contact, captive audience</td>
<td>- Somewhat convincing evidence of some research present</td>
<td>- Not convincing</td>
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<td>- Very convincing and persuasive</td>
<td>- Very convincing and persuasive</td>
<td>- Convincing</td>
<td>- Lack of research and knowledge</td>
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Name: __________________________
In the largest mass arrests in Canadian history, police arrested roughly 900 people in G20-related incidents during the weekend.

Officers made more than 900 arrests linked to the summit in the past 10 days, Jillian Van Acker, a representative of the G20 Integrated Security Unit, said Monday. However, early on Saturday morning, police said they had arrested a total of 32 people, meaning that close to 900 were arrested during the weekend alone.

The Canadian Civil Liberties Association denounced the mass arrests, saying they were illegal and unconstitutional because police did not have reasonable grounds to believe that everyone they detained had committed a crime or was about to do so.

"To us, it's abhorrent that we would be arresting more than 900 people to find maybe 50 or 100 ... vandals. This makes no sense. It's a fundamental breach of Canadian law to have done that," said Nathalie Des Rosiers, the organization's general counsel.

Sergeant Gary Phillips said about 100 people continue to be detained inside the temporary detention centre on Eastern Avenue in Toronto's east end. Almost 850 people had been processed through the facility by early Monday afternoon, he said. By contrast, 58 people had been processed by Saturday afternoon.

Constable Michelle Murphy, an ISU spokeswoman, said each person's situation is being considered on a case-by-case basis to decide whether charges will be laid and whether they can be released. "All this takes time," she said.

The arrest figure of more than 900 people includes only those who were taken to the detention centre, not those who were temporarily detained by police, Const. Murphy said. Most people were released without being charged.

Largest mass arrests in Canadian history:
A group of about ten people sat outside the temporary detention centre on Monday morning, waiting for people to be released. One woman said she’d been waiting since 1 a.m., and had seen about 20 people released since then, most in groups of two or three. By about 9:30 a.m., about five others had been released, each to a round of cheers.

Keith MacDonald, who said he’d been detained for about 18 hours, said he had just stopped by to check things out when he was arrested on Queen Street West and Noble Street in Parkdale on Sunday.

Wearing dark jeans, a dark t-shirt and no shoes, Mr. MacDonald said he was arrested for obstruction of police, but that he was released without charge. He said he suspects he was arrested for wearing a bandana, but said it was on his head, not his face.

He described the inside of the detention centre as "cages" resembling animal kennels, fitting as many as 20 people into the larger ones.

A 15-year-old boy, dressed in an oversized orange t-shirt and cargo pants, said he was arrested Saturday night on the Esplanade and held for 33 hours. The teen, who would only identify himself as Liam, said that he was only there to watch the protest.

“They surrounded us and told us to leave,” he said, "but how was I supposed to read the situation?” He said police never once told them how to leave or when the last warning would be before arresting him. He was initially arrested for obstructing the police, he said, but released without being charged.

Questions were raised Monday about the way police handled a group of several hundred protesters and innocent bystanders at the intersection of Queen Street West and Spadina Avenue on Sunday evening. The group was boxed in by riot police for at least three hours in the soaking rain. After several were arrested, the rest were finally allowed to leave at about 10 p.m.

Chief Bill Blair said Monday that the incident happened after police arrested “dozens and dozens” of anarchists with Molotov cocktails and other weapons who were heading to a demonstration on Sunday. However, he said some trouble-makers melted into the rolling protest.

"Unfortunately, their criminal activity was made a lot easier by the complicity of the crowd,” he told CP24. "And so we had to contain and control the crowd in an effort to control those criminals."

He said the protesters "had roamed and ranged back and forth across the city in an effort to spread out our resources" to create opportunities for trouble makers to "attack the vulnerabilities of the city.”
impossible" job of allowing peaceful protesters to assemble while sorting out trouble-makers who used rallies as a cover to commit crimes.

"In the very big picture, our police did a commendable job," he told reporters.

Mr. Miller said the city will ask the federal government to compensate businesses that suffered damages or had to close in addition to employees who lost wages because of the summit.

"It's only fair and reasonable," he said.

Following the summit's close on Sunday, Prime Minister Stephen Harper deplored the violence by "certain thuggish criminal element."

Meanwhile, after a weekend of G20-related disruptions, downtown Toronto began to look like its usual self again Monday morning.

Crews began to remove the security fence surrounding the Metro Toronto Convention Centre, the site of G20 meetings. However, police continued to maintain a visible presence at downtown street corners.

All TTC transit service was running as usual, a spokesperson said, and Union Station, which closed temporarily Sunday night due to flooding, has since re-opened. GO transit has also resumed normal service. An officer with Toronto Police traffic services said there were no major traffic delays or road closures Monday morning.

However, a few traffic disruptions remained early Monday around the security fence area, likely due to fence removal, Const. Murphy said. Police allowed motorists to drive through the area.

Police said the 77 CCTV cameras set up for the G20 will be taken down - it's just not clear when.

Police still have information about upcoming protests, said Integrated Security Unit spokesman Constable Rodney Petroski.

"When they're confident the security risk is over, the cameras will come down."

Along King Street in the heart of Toronto's financial district, there were few signs of the tumultuous weekend. Police remained on some corners and some windows were still boarded up.

By Sunday night, a few stores on Queen Street - which was hit by heavy rioting on Saturday - were still covered in plywood.

With reports from Rick Cash and Anna Mehler Paperny

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More Related to this Story

- A history of summit protest
- Release of G20 protesters
- Police chief offers no apologies for G20 tactics
The G20 Summit: Where are we now?

Just days after the two-year anniversary of the G20 weekend in Toronto in 2010, here’s what we know in the aftermath so far and what could happen next.
On June 26, 2010, the police finally move in on protesters who refused to move. Thousands came out to protest the G20 summit, marshalling at Queen’s Park and then marching through downtown Toronto streets. Originally peaceful, the protest eventually turned ugly. (RICHARD LAUTENS / TORONTO STAR FILE PHOTO)

By JENNIFER YANG AND JAYME POISSON Staff Reporters
Fri., June 29, 2012
Two years after the G20 summit — which gave Canada both its biggest security operation and largest mass arrest in peacetime history — what have we learned from that ignominious weekend?

Whatever lessons have emerged will not come from a public inquiry, despite continued calls for one. The Canadian Civil Liberties Association has consistently maintained that only a public inquiry can make sense of the G20 summit and its complex security operation, which involved officers from the RCMP, OPP and multiple local police services.

Latest review a "game changer" for civilian oversight of police

We are now left to sift through the reports’ hundreds of pages — from which startling findings have emerged and dozens of recommendations have been made — to look for answers. Here is an accounting of what we now know about the G20 summit, and what’s changed in the two years since:

**Reports by Ontario Ombudsman Andre Marin and former chief justice Roy McMurtry**

There has been widespread condemnation of the Public Works Protection Act, the war-times legislation amended during the G20 to give police officers broader powers of arrest. In December 2010, provincial ombudsman Andre Marin said the “illegal” regulation resulted in a “massive” breach of civil rights. In April 2011, an independent inquiry led by Ontario’s former chief justice Roy McMurtry also found the act to be “beyond troubling” and recommended that it be repealed.

**Update:** In February, new legislation was introduced to replace the archaic legislation. Bill 34 — which applies specifically to courts and hydro plants — has now been ordered for a third and final reading, which will take place this fall after the Legislature resumes.

**House of Commons’ Standing Committee G20 report**
On Oct. 6, 2010, the House of Commons’ Standing Committee on Public Safety and National Security decided to investigate issues around G8 and G20 security. Over five days of hearings between October and December, the committee heard evidence from several witnesses, ranging from individual G20 protesters to Toronto Police Chief Bill Blair and Public Safety Minister Vic Toews.

In its final report, dated March 2011, the committee reprimanded the government for holding the G8 and G20 summits in two different locations and “deplore(d)” the government’s lack of transparency and refusal to acknowledge that civil rights were violated. The committee called for a public inquiry and made 12 recommendations, including that the federal government and public safety minister formally apologize to Canadians. The committee also recommended the government develop a structure for integrated security operations, which has become the security model of choice for large-scale events, including the upcoming 2015 Pan Am Games in Toronto.

**Update:** There have been no apologies and none of the recommendations appear to have been implemented yet, according to Andrew Cash, the New Democrat MP for Davenport who has been pushing to keep the G20 on the federal agenda. “The federal Harper government created too short of a timeline for which they haven’t taken responsibility,” he said. According to Toews’ director of communications, the minister was unavailable for an interview.

**Toronto police internal review**
Days after the G20, Blair announced he would be conducting an internal investigation of Toronto police’s role in summit security. One year later, he released a 70-page “after-action” review that found officers were overwhelmed and ill-equipped to respond to the “dynamic conditions” presented by the G20. The report concluded with 10 recommendations for improving the service’s ability to police future large-scale events.

Toronto police also identified 123 officers who removed their badges, name tags or epaulettes during the G20 summit; a further 10 were identified by the Special Investigations Unit.

**Update:** Toronto police spokesman Kevin Masterman said work is still underway to implement the chief’s recommendations. As for the 133 officers found to have removed badges, epaulettes or name tags, 66 have been docked a day’s pay and 53 have lost two days’ pay.

**The RCMP’s “public interest” investigation**

The report from the RCMP’s watchdog, the Commission for Public Complaints, concluded the national police force acted in a “reasonable and appropriate” fashion during the G20 summit. The report, released this May, also distanced the RCMP from some of the summit’s most controversial events, such as the detentions at the Eastern Ave. temporary jail and arrests at Queen’s Park shortly after Black Bloc rioting broke out. The report found the RCMP’s involvement in kettling was reasonable under the circumstances, even though it violated the force’s own policy.

Seven recommendations were made, including that the RCMP improve structures for intelligence investigations, maintain better records for post-action reviews and improve officer’s note-keeping practices during public order events.

**Update:** According to Chief Supt. Pasquale Teolis, director general of major events and protective services for the RCMP, preliminary work is now underway to implement all seven recommendations. For example, existing technologies that help the RCMP plan large-scale events are now being updated to also maintain better records for post-action investigations, Teolis said. A project is also currently underway to study existing problems with note-taking and determine how they can be addressed through improved training or procedures.

**The OIPRD’s systemic G20 review**

For the Office of the Independent Police Review Director (OIPRD), which opened its doors in 2009, the G20 systemic review was its first true test of mettle — and it appears to have largely passed. In a scathing 300-page report released on May 16, director Gerry McNeilly provided a detailed narrative of the summit weekend and provided a first look at what really happened behind the scenes of G20 policing. The report made several troubling conclusions, including...
that police officers made unlawful arrests, used excessive force and violated protesters' Charter rights on several occasions.

McNeilly made 42 wide-ranging recommendations, touching on everything from police procedures to the Police Services Act. The OIPRD has also directed that misconduct charges be laid against 31 Toronto police officers and one York Region officer. No G20-related charges have been recommended for officers from Durham, Halton, Peel or the Ontario Provincial Police.

**Update:** The Ministry of Community Safety and Correctional Services, which oversees the Police Services Act, said it is still determining its response to the recommendations. As for the Toronto police services board, they have been awaiting the report by former Ontario Appeal Court judge John W. Morden before closely examining the various reports and deciding which recommendations to adopt.

As for the misconduct hearings, they are proceeding at a slow pace. Due to a procedural hiccup, all G20-related charges recommended by the OIPRD must first be approved by a police services board — and in York Region’s case, they refused to grant approval, thus blocking their only G20-related misconduct allegation from proceeding to a hearing.

In Toronto, the police services board has approved all hearings to proceed for the 31 officers alleged to have committed G20 misconduct. Blair has yet to hire a retired judge and former Crown attorney to oversee the hearings, however, though the process is “well underway,” according to police spokesman Masterman. So far, only 10 of the 31 officers have made a first appearance.

**The independent civilian review**

The final G20 review, ordered by the civilian Toronto Police Services Board and conducted by Morden, was released Friday. In the 425-page report, Morden found that the Toronto Police Services Board has misunderstood its mandate under the Police Services Act and as a result, failed to ask questions about G20 operations and ensure proper civilian oversight. The report came out with 38 recommendations for improving the board’s role and function.

**Also on the Star:**

*Why won’t Chief Bill Blair say sorry for police actions during G20?*

*G20 commanders committed misconduct, provincial police watchdog concludes*

*Read more about: Bill Blair*
Dorian Barton testifies shoulder broken at G20 arrest trial

Testimony and video evidence in the trial of a Toronto police officer do not prove he instigated an unprovoked attack against a protestor during the G20 summit, the defence argued as the trial began on Monday.

Dorian Barton, 32, testified that he was shoved by a police shield and hit with batons by a previously unidentified police officer, whom he now identifies as Const. Glenn Waddell, after violent clashes erupted between police and protestors near the provincial legislature on June 26, 2010.

"It was such a significant impact... I pretty much felt it all over," he testified. "I was knocked to the ground and I was stunned."

The officer’s defence lawyer, Peter Brauti, said the only contact Mr. Waddell had with Mr. Barton was to help him up after he tripped.
Mr. Barton suffered a broken shoulder that required six months of treatment in physiotherapy, a black eye as well as bruises, scrapes and cuts all over his body.

The court reviewed photographs and videos captured by eyewitnesses that the Crown says supports Mr. Barton’s allegations of assault.

The defence scrutinized the evidence, dissecting the shaky footage frame by frame to test whether it delivers a complete account of the incident. The hastily taken videos do not appear to clearly show an officer striking Mr. Barton.

The defence also pointed out a contradiction between Mr. Barton’s recollection of the facts immediately after the incident, and later, after an amateur photographer reached out to him with further evidence.

Related

Toronto police ‘nearing the end’ of lengthy investigation into 2010 G20 riots

A closer look at the G20 aftermath

Initially, Mr. Barton told SIU investigators he had been pushed over by a police officer with a shield but was not able to identify the people who beat him while he was down, theorizing that perhaps he had been trampled by other members of the panicked crowd. Mr. Barton delivered a similar testimony during the preliminary inquiry.

But after seeing still photos provided by Andrew Wallace, another eyewitness, Mr. Barton was able to identify Const. Weddell, who he alleges was at the centre of the attack.

Mr. Wallace, whose photos were submitted as evidence, told the court he only began taking snaps after he saw a police officer lunging at Mr. Barton, who was then swarmed by officers, obstructing his view.

The defence zeroed in on a single missing photograph from Mr. Wallace’s photo stream, suggesting he may have omitted crucial evidence.
Mr. Wallace could not account for the missing photo and said he might have deleted it due to poor quality.

Mr. Barton was charged with obstructing a police officer and unlawful demonstration, though the charges were dropped soon after.

He also launched a civil lawsuit, but that was settled last year under terms that can’t be disclosed.

Const. Babak Andalib-Goortani, the other officer facing charges stemming from the G20, is set to go to trial next week on two counts of assault with a weapon.

The trial continues on Tuesday.

*National Post, with files from The Canadian Press*
Study of Toronto G20 summit examines civil rights, role of social media

By Dana Yates

June 07, 2013

A crowd of spectators using their mobile phones to capture footage of a burning police car on Queen St. W. in Toronto during the 2010 G20. RTA professor Greg Elmer is analyzing the events of the G20 in a feature-length documentary composed of cell phone videos, camera footage, personal testimonials and interviews shot and uploaded by citizen journalists, activists and artists.

When Toronto hosted the G20 leaders' summit in June 2010, the event – and the protests surrounding it – left behind unforgettable images and memories. Police cars were set ablaze, officers in riot gear filled the streets, property was damaged and the largest mass arrest in Canadian history occurred. According to one Ryerson researcher, though, while the incidents of the G20 were shocking, they also weren't unexpected.

“Given the protocols that have been adopted by the police when it comes to events like the G20 and the Olympics, people really shouldn’t have been surprised by what happened in Toronto,” says Greg Elmer, a Bell Globemedia Research Chair and director of Ryerson’s Infoscape Centre for the Study of Social Media.

As proof, Elmer points to the increased use of heavy militarized police units during political protests and the efforts of law enforcement agencies to encircle or “kettle” protesters. The latter tactic leaves demonstrators with no exit, and according to critics, can incite once-peaceful protesters to retaliate.
Elmer, in fact, is exploring a number of issues related to political protests. Last fall, for example, saw the release of his latest book *Infrastructure Critical: Sacrifice at Toronto's G8/20 Summit*. Co-authored by former Infoscape postdoctoral researcher Alessandra Renzi, *Infrastructure Critical* argues that the Canadian government portrayed Toronto’s financial district as being at risk from domestic threats as a way to justify the policing of peaceful protesters and members of the so-called “black bloc” during the G20.

Elmer is also analyzing the events of the G20 in a new, feature-length documentary film. Co-produced by Andy Opel of Florida State University, *Preempting Dissent: Policing the Crisis* is an extension of the researchers’ 2008 scholarly book of the same name, and is funded by the Social Sciences and Humanities Research Council of Canada.

In their film, Elmer and Opel look at the impact of policing strategies on civil rights, as well as freedom of speech and assembly. The film argues that restricting protesters to certain zones, constructing security fences and Ontario’s controversial passing of a “World War II-era law” designed to protect public infrastructure were all used by law enforcement agencies to stifle dissent during the G20 summit.

The researchers are also studying the role of social media in protest movements. To that end, *Preempting Dissent* is composed of cell phone videos, camera footage, personal testimonials and interviews that were shot and uploaded by dozens of citizen journalists, activists and artists. Clips from the film are stored in an open-source database and will be made available for other people to incorporate into their own documentaries.

“There’s wide recognition that social media is good for interactivity and participation in debates, but we wanted to question the idea of ‘sharing,’” says Elmer. “What content is actually being shared? What is being held back? Also, when are people sharing the content and where are they posting it?”

Elmer and Opel aim to complete *Preempting Dissent* by the summer. Around the same time, Elmer will also begin a one-year fellowship at the Department of Media and Communication at Goldsmiths College, University of London. The appointment, he says, will enable additional screenings of *Preempting Dissent*.

To view the trailer for *Preempting Dissent*, visit www.infoscapelab.ca/projects/preempting-dissent.

- With files from Ryerson University magazine
Toronto journalist witnessed ‘police brutality’ at Toronto G20

NDP wants a “judicial . . . independent” public inquiry into treatment of protesters by police during the G20 summit in Toronto.

Broadcaster Steve Paikin appears before the House of Commons' public safety
committee on Monday to discuss what he saw as police clashed with protesters at the G20 summit in Toronto. (BRUCE CAMPION–SMITH / TORONTO STAR) | ORDER THIS PHOTO

By RICHARD J. BRENNAN Ottawa Bureau
Mon., Dec. 6, 2010

OTTAWA—One of Toronto’s more respected journalists says he saw first hand the ugly face of police brutality at the June G20 summit in Toronto.

TVO's Steve Paikin on Monday told a parliamentary committee how he watched a “chippy” journalist get punched and elbowed by police when the man objected to having his credential removed,

“If one defines police brutality as the thoroughly unnecessary, over-the-top implementation of violence to achieve something that otherwise could have been achieved without it then I saw that that night,” said Paikin, who is the anchor and senior editor of TVO’s The Agenda.

Earlier in the day the New Democrats said only a full public inquiry will get to the bottom of the overwhelming evidence of civil rights abuses at the G20 meeting in Toronto.

Paikin told the public safety committee probing the tactics surrounding the G8-G20 he was watching a “peaceful protest” on The Esplanade in downtown Toronto on the evening of June 26 when he witnessed the man reporting for England’s Guardian newspaper being pummeled by police.

“I did see the police assault a journalist,” he said, adding that police were rounding up anyone who looked like a journalist and in Paikin’s case he was given the choice of leaving or being thrown in jail.

Paikin said the man, later identified as freelance journalist Jesse Rosenfeld, did not have official G8-G20 credentials but did have Guardian credentials.

“They took his accreditation because they wanted to check out whether he was who he said he was. Two police officers held him, He was chippy, he didn’t swear but he was talking a lot. He was saying ‘Why are you holding me. There is no need to hold me. I am who I say I am’,” he said.
“One officer held one arm, The other officer held the other arm and a third officer came up to him and basically told him to shut up three times, punched him in the stomach. He doubled over. The same officer brought his elbow down on the small of his back and flattened him. It seemed to me that that was a massive overreaction to try and check to see whether somebody was who he said he was.”

Two University of British Columbia students Kirk Chavarie and Grayson Lepp told the committee of their treatment by police after attending a peaceful protest earlier in the day, including having to stand in urine and feces for hours on end in a temporary holding cell in Toronto’s east end only to have charges later withdrawn.

“Despite what some pundits would have you believe . . . I am neither a thug nor a hooligan,” said Lepp, who is to graduate from the UBC’s Okanagan campus.

NDP MP Don Davies (Vancouver Kingsway) told a news conference on Parliament Hill earlier that not to hold a public inquiry is to accept that Canada is becoming a police state where the toe of an officer’s boot or punch in the gut is the rule of law.

Davies said not only has it been proven that police falsified evidence to justify widespread arrests — the largest in Canadian history — they also manufactured evidence, including so-called weapons seized from completely separate incidents.

“What we need is a full public inquiry . . . if not, one of the most shameful and largest mass
violations of Canadians’ rights by police and the state in Canadian history will go totally unredressed,” he said.

Chavarie and Lepp, both active in the student union at UBC, told reporters they travelled to Toronto to participate in their first rally, calling for accessible post-secondary education.

After they participated in the peaceful rally they were billeted at the University of Toronto only to be awoken the next day by a police raid. They would spend more than 40 hours in jail with almost no food and water and no legal representation.

“We woke up the next morning at gunpoint,” Chavarie told reporters.

The two were among the many paraded in front of the media wearing handcuffs.

Lepp told reporters he found the entire experience “shocking,” especially hearing an officer berate a Francophone, also in custody, who had the “audacity” to ask for a glass of water.

“At which point the officer snapped. He said ‘shut the f--- up you f----- French piece of s---. You are lucky there are cameras here or otherwise I would send you home to Montreal in a f----- body bag.’ Then another officer grabbed him and removed him from the situation,” he said.
Toronto G20 Summit 2010 Questions

Name: 

1. Show two forms of proof that preparation for the G20 summit in Toronto during 2010 took place. What did this preparation look like?

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2. Should Queens Park have been designated as a “free speech” area? Give supporting evidence for your position.

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3. What was the role of the police during the G20 summit?

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4. Explain in your opinion what you think caused the protest to turn from peaceful to a riot situation so quickly how does the role of the police change during a situation like this?

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5. The Black Bloc is a protest group that was at the G20 demonstrations what role did they play during the riots?

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BLM 10.1

Idle No More Social Media Post Exit Tickets
James Keegstra was a high school teacher in Eckville, Alberta. In 1984, he was charged under the section 281.2(2) of the Criminal Code for “promoting hatred against an identifiable group by communicating anti-Semitic statements to his students.” During class time, he would describe Jews as people who were evil, “revolutionists,” “treacherous,” “impostors,” “communists,” “secret,” “sneaky,” “manipulative” and “deceptive.”

He taught that Jewish people were “barbaric,” “subversive,” “sadistic,” “materialistic,” “money-loving” and “power hungry, greedy people who made up the Holocaust to gain sympathy for their cause.” He would test students on these statements and if students did not write answers to test questions about his theories on Jewish people, they would be penalized.

Keegstra applied to have the charges quashed for violation of his freedom of expression as laid out in the Canadian Charter of Rights and Freedoms. His motion was denied and he was eventually convicted at trial. The Supreme Court of Canada in 1990 upheld the Criminal Code’s provision prohibiting the willful promotion of hatred against an identifiable group as constitutional under the freedom of expression provision in section 2(b) of the Charter.

The main issue before the Supreme Court was whether sections 319(2) and 319(3) of the Criminal Code violated section 2(b) of the Charter. The court found that the violation of freedom of expression was justified under section 1 as the law had reasonable objections against hate crimes. It was not overly limiting the freedom of expression and there was a need to protect people against hateful expression.

This case provided precedent for other freedom of expression and hate speech cases. The Crown must prove the intent of “hatred” when accusing someone of hate crimes and hate speech as it conflicts with section 2(b) in the Charter.

Retrieved from: http://www.bccitizenship.ca/sites/default/files/docs/Citizen-Gr.9final.pdf
Case Study #2: The Greater Vancouver Transportation Authority v. Canadian Federation of Students/BC Teachers’ Federation [2009] 2 S.C.R. 295

This case was originally launched by the Canadian Federation of Students (CFS) - a group that represents thousands of college and university students throughout Canada - and the BC Teachers’ Federation (BCTF), a trade union and bargaining agent for more than 40,000 BC public school teachers. Both these groups are involved in promoting public advocacy that promotes the interests of students and educators.

In the fall of 2004, both the CFS and BCTF were preparing for the upcoming provincial election scheduled to take place on May 17, 2005. Both organizations created an advertisement that would be placed on the side of buses in the Lower Mainland.

The CFS advertisement depicted a silhouette of a crowd at a rock concert that read: “Register now. Learn the Issues. Vote May 17, 2005. ROCKTHEVOTEBC.COM” and a banner that read: “Tuition Fees, ROCKTHEVOTEBC.COM, Minimum Wage, ROCKTHEVOTEBC.COM, Environment, ROCKTHEVOTEBC.COM.

The BCTF advertisement read: 2,500 Fewer Teachers, 113 Schools Closed. Our Students. Your Kids. Worth Speaking Out For. The CFS and BCTF then approached the Greater Vancouver Transportation Authority (TransLink) and BC Transit to pay to have the ads on buses. Their business was rejected by these two organizations. The two transportation companies claimed that their policies prevented them from accepting these kinds of advertisements. The policies read: “7. No advertisement will be accepted which is likely, in the light of prevailing community standards, to cause offence to any person or group of persons or create controversy. 9. No advertisement will be accepted which advocates or opposes any ideology or political philosophy, point of view, policy or action, or which conveys information about a political meeting, gathering or event, a political party or the candidacy of any person for a political position or public office.”

The CFS and the BCTF took TransLink to court, stating that the policies made by these companies went against the Charter Section 2(b) freedom of speech and expression. The judge in the case did not find that the transit bodies breached s. 2 of the Charter. The BCTF and CFS then took their case to the Court of Appeal for BC.

Under appeal, the majority found that the trial judge erred and that TransLink and BC Transit were in breach of s 2(b). The one dissenting judge felt that political advertisements on buses should not be protected by the Charter because bus transportation is in a neutral arena and is the sole transportation for many British Columbians. Thus, people who ride transportation should not be forced to see political view points.
Eventually, the Supreme Court of Canada heard the case. The Supreme Court ruled that the transit authority was unjustifiably limiting the freedom of expression of the BCTF and the CSF by prohibiting political advertisements from being displayed on the side of their buses. It was a major victory for civil rights proponents.

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**Case Study #3: B. (R.) v. Children’s Aid Society [1995] 1 S.C.R. 315**

Tensions between parental rights and public interest, which include the protections of children’s rights, have long been an issue in Canadian Charter of Rights and Freedoms cases. Most notably, in the case related to a parent’s refusal to give much needed medical treatment in the name of religious freedom.

This case concerned a court order for wardship under the Ontario Child Welfare Act. This enabled the Children’s Aid Society to consent to a blood transfusion for a 1-month-old baby who was critically ill. The parents, who were devout Jehovah’s Witnesses, refused to consent to the blood transfusion for their baby on religious grounds. The government and courts stepped in to protect the child’s life.

The parents challenged the order under the Charter. Their principal argument was that their rights to liberty under section 7 of the Charter were violated. The five judges did find that the order violated and breeched section 2(a) of the Charter and that it was justifiable under section 1 to protect the child’s life.

Retrieved from: [http://www.bccitizenship.ca/sites/default/files/docs/Citizen-Gr.9final.pdf](http://www.bccitizenship.ca/sites/default/files/docs/Citizen-Gr.9final.pdf)
BLM 12.1
Marcia Chickeness: Residential School Baby and Blue Rose

Sally Milne, Birchbark Artist

William Quinn - “Residential Schools” and “The Aftermath”

Linda Young- Visual Artist


*Sasipenita "never give up"*-Honoring Strength and Endurance of First Nation and Metis Women

Louis Ogemah

Regeneration-The Installation
G. Ray McCallum