

IS CANADA

# A PEACEKEEPING NATION?

**8 Lessons**

**CHC2D**

**Canadian History since World War I  
Grade 10, Academic**

Created by Ryan Stevenson

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## 8 Lessons Is Canada a Peacekeeping Nation?

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### INTRODUCTION

The ongoing conflict in Syria has raised many questions about the nature of Canada's international involvement. As this set of 8 lessons in Canadian history intends to demonstrate, this is not the first time that Canadians have questioned their role in foreign affairs.

Working through Canada's peacekeeping history, students will grapple with the question, "Is Canada a Peacekeeping Nation?"

- Students will learn how Canada's peacekeeping role has evolved over time in response to changing perceptions, advancing technology, and varying international situations.
- Students will recognize that whether or not you see Canada as a peacekeeping nation is very much bound to the perspective that you take.
- Students will become knowledgeable about significant moments in Canada's peacekeeping history, such as the Rwandan Genocide and the Suez Crisis.

Most importantly, students will understand that the question of Canadian peacekeeping, like the study of history itself, is "an interpretation of the past based on evidence."<sup>1</sup> As citizens of Canada, students bear the responsibility of interpreting the question, "Is Canada a Peacekeeping Nation?"

### CURRICULUM

These 8 lessons engage with the curriculum expectation quoted below.

"**D2.4** describe some key developments related to Canada's participation in the international community during this period, with a particular focus on the context of the Cold War(...)and assess whether these developments marked a change in Canada's approach to or role in international relations (*e.g., with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada's response to famine in the Biafra or the genocide in East Timor*), and assess whether these developments marked a change in Canada's approach to or role in international relations"<sup>2</sup>

Additionally, each lesson presents opportunities for students to work with other curriculum expectations. These are identified in each lesson under "Additional Curriculum Expectations."

<sup>1</sup> Theodore Christou, Lecture, Queen's University, 2013.

<sup>2</sup> Ontario Ministry of Education, "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies," Toronto: Ministry of Education, 2013, 119, 120.

# Lesson #1 Introduction to Peacekeeping

## Introduction

### OVERVIEW

The objective of this lesson is to introduce students to the concept of "peacekeeping," and to introduce students to the guiding question of the unit: "Is Canada a peacekeeping nation?" Students will consider Canada's present image in relation to its role in international affairs. Students will examine and reflect on the Historica-Dominion Institute's 2010 survey of "What the World Thinks of Canada and Canadians." The teacher will then lead an exploration the current definitions of peacekeeping provided by the United Nations. Students will then complete an activity in which they divide into different nations to respond to an "international crisis" at the local elementary school. Students will then be given the opportunity to reflect on this activity by deciding whether or not their nation's final response could be defined as "peacekeeping." The class will then consider the relevance of studying "peacekeeping" by examining Stephen Harper's official statements on National Peacekeepers' Day.

### LEARNING GOALS

- Students will consider "peacekeeping" as an important element of Canada's national identity.
- Students will know the UN's current definition of "peacekeeping."
- Students will consider the myriad of factors that affect a nation's decision to respond or not respond to an international crisis.
- Students will consider the importance of "peacekeeping" to Canada and Canadians today.

### ADDITIONAL CURRICULUM EXPECTATIONS<sup>3</sup>

**"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"<sup>4</sup>

**"E2.5** describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada's response to international conflict (*e.g., with reference to South African apartheid; the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror*) and Canadians' cooperation in humanitarian work (*e.g., the International Court of Justice; the Canadian International Development Agency; response to natural disasters such as the Indian Ocean tsunami in 2004, earthquakes in Haiti or Japan, famine in Ethiopia; the role of Canadian non-governmental organizations*), and explain some key factors that have affected this participation"<sup>5</sup>

<sup>3</sup> Ontario Ministry of Education. "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies." Toronto: Ministry of Education, 2013.

<sup>4</sup> Ibid., 122.

<sup>5</sup> Ibid., 122, 123.

**"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"<sup>6</sup>

**"E3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 (*e.g., Lincoln Alexander, Louise Arbour, Shawn Atleo, Maude Barlow, Lucien Bouchard, Clément Chartier, Jean Chrétien, Nellie Cournoyea, Romeo Dallaire, Phil Fontaine, Stephen Harper, Audrey McLaughlin, Preston Manning, Judy Rebick, Jeanne Sauv , David Suzuki, Sheila Watt-Cloutier; the Bloc Qu b cois, the Green Party, M tis Nations of Ontario, the Reform Party*), and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada"<sup>7</sup>

## HISTORICAL THINKING CONCEPTS

**Lesson Priority:** None

**Additional Considerations:** Evidence, Cause and Consequence

## MATERIALS

### Activity Resources

- BLM 1.1 Trouble at the Elementary School**
- BLM 1.2 Election Ballots for "Trouble at the Elementary School"**
- BLM 1.3 Evidence for "Trouble at the Elementary School"**
- BLM 1.4 "Statement by the Prime Minister of Canada on National Peacekeepers' Day"**

### Classroom Resources

- computer
- internet access
- audio
- projection technology

## PLAN OF INSTRUCTION

**Step 1: Warm Up "What the World Thinks of Canada and Canadians" (20 min)**

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<sup>6</sup> Ibid., 122.

<sup>7</sup> Ibid.

As a class, examine the results of the 2010 Historica-Dominion Institute's world survey on "What the World Thinks of Canada and Canadians."<sup>8</sup> The survey is comprised of statements to which participants either agreed or disagreed. For the purposes of this lesson, only the first four statements are pertinent: "Canada has an influence in world affairs;" "Canada does pretty much what the United States wants it to do when it comes to foreign affairs;" "Canada is a leader for working for peace and human rights around the world;" "Canada is a very generous country when it comes to giving aid to foreign countries." Introduce each statement in the survey and ask students to anticipate the results. The survey compares responses from both foreign participants and Canadians. Students will write down a prediction for both groups of participants. To access, click on the pdf link at the bottom of the article at the following link:  
<https://www.historicacanada.ca/node/999>

### **Step 2: Discussion "What the World Thinks of Canada and Canadians" (10 min)**

Discuss the results of the survey with the class using the following prompts. Did you find any aspects of this survey surprising? Why do you think, in general, that Canadians feel that Canada has a better reputation than it actually does? Do you wish Canada to be seen in a more positive light? What might Canada's international reputation be based on?

### **Step 3: Modelling "What is peacekeeping?", UN (20 min)**

Inform the class that one of the major ways that Canada has been involved in foreign affairs is through peacekeeping. Tell the class that their job for the next seven lessons is to evaluate Canada's performance as an international peacekeeper. Is Canada a peacekeeping nation?

As a class, examine the UN's current definition of peacekeeping as described on the UN webpage, "What is peacekeeping?"<sup>9</sup> Project the webpage at the front of the class and go over the definition with the students. The webpage is available at the following link:  
<http://www.un.org/en/peacekeeping/operations/peacekeeping.shtml>

### **Step 4: Guided Practice Trouble at the Neighbouring Elementary School (Full class period [70 min])**

#### **Activity Resources**

- BLM 1.1 Trouble at the Elementary School**
- BLM 1.2 Election Ballots for "Trouble at the Elementary School"**
- BLM 1.3 Evidence for "Trouble at the Elementary School"**

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<sup>8</sup> " New Survey Measures What the World Thinks of Canada and Canadians - Part I: Global Attitudes on International Affairs, Economy and Business." *Historica Canada*. Historica Canada. <https://www.historicacanada.ca/node/999>. (accessed November 8, 2013).

<sup>9</sup> "What is peacekeeping?" *United Nations*. United Nations. <http://www.un.org/en/peacekeeping/operations/peacekeeping.shtml> (accessed November 8, 2013).

In this activity, students will engage in a role-playing activity to simulate the response of different nations to a foreign crisis. See **BLM 1.1 Trouble at the Elementary School** for full instructions.

### **Differentiated Instruction**

1) Assign students' roles based on their strengths. For instance, if students are particularly adept at reading and interpreting text, give them the role of Journalist.

### **Step 5: Independent Activity Reflection on Trouble at the Elementary School (Independent Work: class time or homework)**

Ask students to individually revisit their groups' decision regarding the conflict at the neighbouring elementary school. Students will determine whether or not their groups intervention strategy satisfies the UN's definition of "peacekeeping" as discussed in class. Students will respond in a brief paragraph.

### **Differentiated Instruction**

1) Give students the option of responding by communicating their answers orally instead of composing a written response.

### **Step 6: Sharing/Discussing/Teaching "Statement by the Prime Minister of Canada on National Peacekeepers' Day" (10 min)**

As a class, examine **BLM 1.4 "Statement by the Prime Minister of Canada on National Peacekeepers' Day."** Tell students that studying peacekeeping is important for a number of reasons:

- 1) Many Canadians continue to identify with the notion of Canada as a peacekeeping nation.
- 2) Politicians continue to use the term peacekeeping to describe the actions of the Canadian Armed Forces.
- 3) Peacekeepers are honoured annually in Canada on August 9th, National Peacekeepers' Day.

Inform students that as soon-to-be voters, they will play a role in deciding what Canada does on the world stage. For this reason, they will need to answer the question, "Is Canada a peacekeeping nation?"

## **ASSESSMENT**

### ***for Learning***

- 1) Monitor students' participation in the discussion activities contained in the lesson.
- 2) Collect student responses from Reflection on Trouble at the Elementary School.

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"Lunchroom Fight." *Stanford History Education Group*. Stanford University. <http://sheg.stanford.edu/lunchroom-fight> (accessed November 9, 2013).

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## Lesson #2 Lester B. Pearson

### Historical Significance

#### OVERVIEW

In this lesson, students will explore the life of Lester B. Pearson using the historical thinking concept of "Historical Significance."<sup>10</sup> Lester B. Pearson's actions during the Suez Crisis of 1965 marked the beginning of Canada's identity as a peacekeeping country. As a result, Pearson's continuing 'significance' for Canadians is very much tied to the idea of peacekeeping. Students will consider "Great Canadians" since 1945, and discuss the reasons for their significance. They will watch footage from Pearson's state funeral and consider the flag ceremony specifically, as it shows how Pearson's legacy is very much defined by his government establishing a new Canadian flag in 1965. Students will then investigate the life of Lester B. Pearson by examining a list of statements from two conflicting interpretations, and comparing the relative 'significance' of the statements. Students will then write a short biography on Pearson based on the five statements that they found to be most important.

#### LEARNING GOALS

- Students will understand that the historical thinking concept of 'significance' is useful for evaluating the legacy of famous Canadian historical figures.
- As per "Guidepost 3," students will recognize "how historical significance is **constructed through narrative** in textbooks or other historical accounts."<sup>11</sup>
- As per "Guidepost 4," students will understand "how significance **varies** over time and from group to group."<sup>12</sup>

#### ADDITIONAL CURRICULUM EXPECTATIONS<sup>13</sup>

**"D3. Identity, Citizenship, and Heritage:** analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982"<sup>14</sup>

**"D3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period(...)and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada"<sup>15</sup>

#### HISTORICAL THINKING CONCEPTS

<sup>10</sup> Seixas, Dr. Peter, and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson, 2013.

<sup>11</sup> Ibid., 24.

<sup>12</sup> Ibid.

<sup>13</sup> Ontario Ministry of Education. "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies." Toronto: Ministry of Education, 2013.

<sup>14</sup> Ibid., 118.

<sup>15</sup> Ibid., 120.



**Lesson Priority:** Historical Significance

**Additional Consideration:** Perspective

## MATERIALS

### Activity Resources

- BLM 2.1 The Life of Lester B. Pearson**

### Classroom Resources

- computer
- internet access
- audio
- projection technology

## PLAN OF INSTRUCTION

### Step 1: Warm up "The Greatest Canadian" (10 min)<sup>16</sup>

Ask the class to consider the following question: Who has been Canada's greatest Canadian since 1945? When students give suggestions, ask them to explain their reasons for choosing that particular individual. Write down these different criteria on a chalkboard so that they are visible to all students.

### Step 2: Discussion Determining Criteria for "The Greatest Canadian" (10 min)

Ask students for more criteria for determining who might be the "Greatest Canadian" since 1945. As a class, number these criteria from most important to least important, with '1' meaning most important and '10' meaning least important.

Inform students that this lesson will explore the Canadian who was number '6' on CBC's "The Greatest Canadian," Lester B. Pearson.

### Step 3: Modeling "We are all Pearson's children"<sup>17</sup> (15 min)

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<sup>16</sup> This activity is based on CBC's "The Greatest Canadian," a an event held in 2004 to determine the Canadian whom Canadians most revere. "The Greatest Canadian of all time is..." *CBC Digital Archives*, CBC. <http://www.cbc.ca/archives/categories/arts-entertainment/media/media-general/and-the-greatest-canadian-of-all-time-is.html> (accessed November 14, 2013).

<sup>17</sup> "We are all Pearson's children," *CBC Digital Archives*, CBC. <http://www.cbc.ca/archives/categories/politics/prime-ministers/lester-b-pearson-from-peacemaker-to-prime-minister/we-are-all-pearsons-children.html> (accessed November 9, 2013).

As a class, view a clip from the footage of Lester B. Pearson's state funeral, specifically, the flag ceremony used during Pearson's 'lying in state.' Ask students why those who organized the funeral would have had a Canadian flag draped over the coffin of Lester B. Pearson. Discuss with students how Lester B. Pearson is considered a 'significant' person, and part of the reason for this recognition is that Pearson's government achieved the establishment of a new national flag for Canada in 1965. The video, entitled "'We are all Pearson's children,'" can be accessed at the following link: <http://www.cbc.ca/archives/categories/politics/prime-ministers/lester-b-pearson-from-peacemaker-to-prime-minister/we-are-all-pearsons-children.html>

#### Step 4: Guided Practice The Life of Lester B. Pearson<sup>18</sup> (45 min)

Yves Engler's recent book on Lester B. Pearson has opened a debate about a figure whose status as a great Canadian peacemaker has long gone unchallenged. Students will examine a series of statements on the life of Lester B. Pearson, from a review of Engler's book and from a Canadian history textbook. Distribute **BLM 2.1 The Life of Lester B. Pearson**. Students will determine which statements are more 'significant' in describing the importance of Lester B. Pearson.

#### Learning Goals

This activity will demonstrate to students "Guidepost 3" of historical significance, in which a "[s]tudent identifies how historical significance is **constructed through narrative**..."<sup>19</sup> By comparing two narratives concerning the life of Lester B. Pearson, students will also practice Guidepost 4, where students recognize "how historical significance **varies** over time and from group to group."<sup>20</sup>

#### Differentiated Instruction

- 1) Read all text aloud. This includes the Canadian history textbook that will serve as the information resource, and the instructions and statements on **BLM 2.1 The Life of Lester B. Pearson**.
- 2) Provide students with a copy of **BLM 2.1 The Life of Lester B. Pearson** in which the Canadian history textbook is already partially completed. This will keep students apace with their classmates so they can focus their energies on ranking the statements and composing their Pearson biography.

#### Step 5: Independent Activity A Brief Biography of Lester B. Pearson (Independent Work: class time or homework)

Students will select the five most important statements they chose from **BLM 2.1 The Life of Lester B. Pearson**. Students will combine those sentences to compose a brief, one-paragraph biography on Lester B. Pearson. The biography will address the question, "Was Pearson a Great Canadian?"

#### Differentiated Instruction

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<sup>18</sup> This activity is modeled after two activities developed by Dr. Peter Seixas and Tom Morton: "Activity: Ranking Topics in a Unit" (p. 28) and "Activity: Ranking Topics as the Textbook Author" (p.30).

<sup>19</sup> Seixas and Morton, 24.

<sup>20</sup> Ibid.

- 1) Reduce the length of biography that students are to compose from a requirement of 5 statements to 3 statements.
- 2) Encourage students to compose their paragraph through the use of a text to speech program.
- 3) Allow students to dictate their paragraph to you as you take notes.

### **Step 6: Sharing/Discussing/Teaching The Significance of Lester B. Pearson (10 min)**

Ask students to share their biographies of Lester B. Pearson, or at least what they have provided so far. Students will appreciate that each biography has a different tone based on the statements that they found to be the most 'significant.' Discuss the following questions with students. What made you choose certain statements over others? Why do different authors emphasize different ideas when writing history? Lastly, ask students to respond to the central question of the biography activity. Was Pearson a Great Canadian?

## **ASSESSMENT**

### ***for Learning***

- 1) Monitor students' participation in the discussion activities contained in the lesson.
- 2) Collect and assess students' biographies on Lester B. Pearson. If students are successful with the activity, their biographies of Lester B. Pearson should weave together the different facts about Pearson's life to produce a judgement on the question, "Was Pearson a Great Canadian?" Student's judgement on Pearson should draw directly from the facts that they deemed to be most significant.

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<http://reviewcanada.ca/magazine/2012/06/lester-pearson-on-trial/> (accessed November 9, 2013).

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<http://www.cbc.ca/archives/categories/arts-entertainment/media/media-general/and-the-greatest-canadian-of-all-time-is.html> (accessed November 14, 2013).

## Lesson #3 The Suez Crisis

### Perspective

#### OVERVIEW

In this lesson, students will examine "The Suez Crisis" using the historical thinking concept of "historical perspectives."<sup>21</sup> Students will come to appreciate the ambiguity of the Suez Crisis as an important moment in Canada's peacekeeping history. While a Canadian, Lester B. Pearson, was accredited with creating the solution that preserved peace during the crisis, Canada's physical involvement was blocked by the Egyptian government due to concerns over Canada's colonial past resulting from kinship with Britain. As a warm up, students will try to wrap their heads around the reality of Canadians being denied entry to country. The class will then examine origins of the Suez Crisis in relation to its critically important geographic location. Students will then examine two documents that illuminate the individual perspective of Lester B. Pearson with regards to his position as Canada's Secretary for the Department of Foreign Affairs. Students will then examine the multiple perspectives of the Egyptian government, Canadian soldiers, and the Canadian public as they converged on the controversy of Canada's infantry soldiers being rejected from Egyptian territory. To shore up the sense of perspective gained in the lesson, students will compose "Tweets" from one of the perspectives explored in the class.

#### LEARNING GOALS

- As per "Guidepost 3," students will be able to articulate how "historical context" influences perspective.<sup>22</sup> Specifically, students will understand how historical context affected Lester B. Pearson's disappointment with opposing Britain and France during the Suez Crisis and President Abdel Gamal Nasser's decision to evict the Canadian military from Egyptian soil.
- As per "Guidepost 5," students will identify "a variety of perspectives."<sup>23</sup> Specifically, these perspectives will be identified among the players involved in the Suez Crisis: Lester B. Pearson, the Egyptian government, Canadian soldiers, and the Canadian public.
- As per "Guidepost 4," students will use evidence to make "inferences" about the perspective of historical groups and figures.<sup>24</sup>

#### ADDITIONAL CURRICULUM EXPECTATIONS<sup>25</sup>

**"A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914"<sup>26</sup>

<sup>21</sup> Seixas, Dr. Peter, and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson, 2013.

<sup>22</sup> *Ibid.*, 148.

<sup>23</sup> *Ibid.*

<sup>24</sup> *Ibid.*

<sup>25</sup> Ontario Ministry of Education. "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies." Toronto: Ministry of Education, 2013.

<sup>26</sup> *Ibid.*, 110.

"**A1.5** use the concepts of historical thinking(...)when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914"<sup>27</sup>

## HISTORICAL THINKING CONCEPTS

**Lesson Priority:** Perspective

**Additional Consideration:** Evidence

## MATERIALS

### Activity Resources

- BLM 3.1 Perspectives on The Suez Crisis**
- BLM 3.2 "The Rhodes Colossus"**
- BLM 3.3 The Suez Crisis, 1956 (Map)**

### Classroom Resources

- computer
- internet access
- audio
- projection technology

## PLAN OF INSTRUCTION

### Step 1: Warm up *Canadians Not Welcome* (10 min)

Ask students if they can imagine a country where Canadians would not be welcome. Tell students, that at one point in our history, our infantry soldiers, even though they were there to help out, were told to leave a country. Ask students if they can recall any historical reasons why Canadians may not be welcome in another country.

### Step 2: Discussion *The Suez Crisis, 1956 (Map)* (5 min)

As a class, explore the map of the Suez Crisis provided on **BLM 3.3 The Suez Crisis, 1956 (Map)**. Discuss with students the role of the canal as a vital passageway between the Indian Ocean and Mediterranean Ocean.

### Step 3: Modeling *The Perspective of Lester B. Pearson* (30 min)

In this activity, project both sources at the front of the room for the class to examine together.

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<sup>27</sup> Ibid., 111.

Discuss the two documents published by the Department of External Affairs around the time of the Suez Crisis. "Report of the Department of External Affairs...1955"<sup>28</sup> contains a foreword written by Lester B. Pearson, Canada's Secretary of State for the Department of External Affairs in 1956. In the foreword, Pearson shares his view of international security. Discuss his view with the class. According to Pearson, what is the greatest threat to international peace and security? What measures has Canada taken to deter this threat? This source is available at the following link: [http://dfait-aeci.canadiana.ca/view/ooe.b4266304E\\_002](http://dfait-aeci.canadiana.ca/view/ooe.b4266304E_002)

The second document, "Statements and Speeches: 1956/11/02",<sup>29</sup> comprises a speech made by Pearson to the UN regarding the UN's intervention in the Suez Crisis. In the speech, Pearson shares his insecurity about opposing Britain and France. Why might Pearson have been upset about acting against these two countries? Explore Pearson's personal reaction to the crisis. This document will also establish many of the facts related to the Suez Crisis. This source is available at the following link: [http://dfait-aeci.canadiana.ca/view/ooe.sas\\_19561102ES](http://dfait-aeci.canadiana.ca/view/ooe.sas_19561102ES)

#### **Step 4: Guided Practice Perspectives on the Suez Crisis (40 min)**

Distribute **BLM 3.1 Perspectives on The Suez Crisis**. As a class, view the two CBC news clips regarding the Suez Crisis: "Blue Berets: Help not wanted" and "UNEF peacekeepers sent home." After the first video, discuss the chart with students. Record a version of the chart on the board, and complete the section of the chart for the first video.

Following the second video, distribute enough copies of **BLM 3.2 "The Rhodes Colossus"** so that all students have the opportunity to examine the cartoon. It will assist with students contextualizing the "Reaction" of the Egyptian government.

#### **Differentiated Instruction**

- 1) Give students the option of focusing on just one of the perspectives in the two videos instead of all three.
- 2) Once students have completed the activity, offer a completed teacher copy to students if they were unable to completely fill out their chart.
- 3) Provide students the opportunity to view the videos before class, or for a second time during or after class.

#### **Step 5: Independent Activity Tweeting Perspectives<sup>30</sup> (Independent work: Class time or homework)**

<sup>28</sup> Foreign Affairs, Trade and Development. "Report of the Department of External Affairs...1955." *Canadiana Discovery Portal*. Canadiana.org. [http://dfait-aeci.canadiana.ca/view/ooe.b4266304E\\_002](http://dfait-aeci.canadiana.ca/view/ooe.b4266304E_002).

<sup>29</sup> Foreign Affairs, Trade and Development. "Statements and Speeches: 1956/11/02." *Canadiana Discovery Portal*. Canadiana.org. [http://dfait-aeci.canadiana.ca/view/ooe.sas\\_19561102ES](http://dfait-aeci.canadiana.ca/view/ooe.sas_19561102ES).

<sup>30</sup> This activity is modeled after the "Writing Historical Fiction" activity developed by Dr. Peter Seixas and Tom Morton. Seixas and Morton, 158.

Ask students to compose a series of three tweets responding to Canadian soldiers being sent home from the Suez. Students will compose their tweets from one of several different perspectives: Lester B. Pearson, President Gamal Abdel Nasser of Egypt, the wife of a Canadian soldier, a Canadian soldier, a member of the Canadian public.

### **Differentiated Instruction**

- 1) Ensure that students who were unable to complete the chart have a completed copy when beginning the Tweeting Perspectives activity.
- 2) Reduce the expectation of three tweets to two or even one.

### **Step 6: Sharing/Discussing/Teaching Tweeting Perspectives (10 min)**

Ask students to share their tweets. Discuss how these tweets represent the various perspectives that were brought to the Suez Crisis.

## **ASSESSMENT**

### ***for learning***

- 1) Observe students working during the Perspectives of the Suez Crisis activity. If students are busy completing their charts throughout the videos playing, this is an indication of competence with inferring perspectives from evidence. If students wait until breaks to complete their chart with teacher assistance, then students still need to develop their confidence and competence regarding the use of evidence to gather a historical perspective.
- 2) Collect students' tweets from the Tweeting Perspectives activity. Tweets that simply repeat some content knowledge from the lesson indicate that students have gathered some of the ideas from the lesson. Tweets that attempt to assume the voice of the figure whose perspective students are writing from indicate that students have achieved or are beginning to achieve an understanding of historical perspective.

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<http://www.cbc.ca/archives/categories/war-conflict/peacekeeping/peacekeeper-to-the-world/unef-peacekeepers-sent-home.html>.



## Lesson #4 The Cyprus Mission

### Evidence

#### OVERVIEW

In this lesson, students will investigate Canada's peacekeeping operations in Cyprus using the historical thinking concept of "evidence."<sup>31</sup> The Cyprus Mission furnishes some interesting ideas regarding the question of whether or not Canada is a peacekeeping nation. When Canada ended its almost 30-year mission in Cyprus in 1993, it left behind a largely positive impression with the territory's residents. At the same time, Canada's withdrawal from Cyprus occurred in an environment of frustration with the island's seemingly irresolvable territorial conflict. Students will be introduced to Cyprus as the location of an ongoing UN peacekeeping mission. Students will respond to Canada's withdrawal from Cyprus, and attempt to suggest reasons for why the discontinuation of a peacekeeping mission would occur. Students will then consider the use of evidence in trying to determine criteria for successful peacekeeping mission. Students will work with evidence in two activities. In the first, the entire class will compare two news stories on Canada's withdrawal from Cyprus that depict the circumstances of that withdrawal in contrasting ways. Then, students will divide into groups to examine more news material regarding Canada's withdrawal from Cyprus. Students will then render their impression of this event in a skit for the rest of the class. Independently, students will be asked to complete a report card to judge Canada's performance as a peacekeeper in Cyprus.

#### LEARNING GOALS

- As per "Guidepost 1," students will "make insightful inferences from primary sources."<sup>32</sup> Specifically, students will generate an impression of Canada's peacekeeping operations in Cyprus based on news coverage of Canada's withdrawal in 1993.

#### ADDITIONAL CURRICULUM EXPECTATIONS<sup>33</sup>

"**A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914"<sup>34</sup>

"**A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry"<sup>35</sup>

#### HISTORICAL THINKING CONCEPTS

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<sup>31</sup> Seixas, Dr. Peter, and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson, 2013.

<sup>32</sup> *Ibid.*, 49.

<sup>33</sup> Ontario Ministry of Education. "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies." Toronto: Ministry of Education, 2013.

<sup>34</sup> *Ibid.*, 110.

<sup>35</sup> *Ibid.*

**Lesson Priority:** Evidence

**Additional Consideration:** Perspective

## MATERIALS

### Activity Resources

- BLM 4.1 Two News Stories on the Canadian Withdrawal from Cyprus**
- BLM 4.2 Analysing a News Report on Canada's Withdrawal from Cyprus**
- BLM 4.3 Report Card for Canada's Peacekeeping Operation in Cyprus**

### Classroom Resources

- computer
- internet access
- audio
- projection technology
- computer access for all students

## PLAN OF INSTRUCTION

### Step 1: Warm up Cyprus (10 min)

Display the map of current UN peacekeeping operations at <http://www.un.org/en/peacekeeping/operations/current.shtml>.<sup>36</sup> Tell students that the lesson will focus on a mission, still ongoing, that Canada decided to withdraw from in 1994. Discuss. Why would Canada have given up on a UN mission? Tell the class that today's lesson will explore those reasons.

### Step 2: Discussion Evidence of a Successful Peacekeeping Mission (15 min)

Ask students what they believe a successful peacekeeping mission would look like. If you were a journalist studying a Canadian peacekeeping mission in a foreign country, what type of evidence would you be looking for?

### Step 3: Modeling Two News Stories on the Canadian Withdrawal from Cyprus (30 min)

Distribute **BLM 4.1 Two News Stories on the Canadian Withdrawal from Cyprus**. Complete the chart as a class. Discuss the reasons for why the two news stories give a different impression of Canada leaving behind peacekeeping operations on Cyprus.

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<sup>36</sup> "Current peacekeeping operations." *United Nations*. United Nations. <http://www.un.org/en/peacekeeping/operations/peacekeeping.shtml> (accessed November 10, 2013).

**Differentiated Instruction**

- 1) Provide students with a partially completed chart.
- 2) Ask students to focus on one or two rows instead of the whole chart. Provide students with a teacher-completed copy of the chart so that they can complete their chart.
- 3) Offer to students the opportunity to watch the videos before class, or again during or after class.
- 4) Provide students with a digital copy of the chart so that they may use a laptop.

**Step 4: Guided Practice Analysing a News Report on Canada's Withdrawal from Cyprus (40 min)**

Distribute **BLM 4.2 Analysing a News Report on Canada's Withdrawal from Cyprus**. In groups of five, students will examine one of two conflicting sources from 1993 discussing Canada's withdrawal from Cyprus. Half of the groups will examine the article from *The Globe and Mail* entitled "Canadian troops prepare to leave Cyprus..." and the other half will examine an editorial from *The Winnipeg Free Press*, "Leaving a green line." After completing analysis of their article, each group will present a brief, 1 minute skit about the Canadian peacekeeping operation in Cyprus.

Each article can be accessed through a news article database for which your school has a licence. If your class has access to a computer lab, this activity could be completed in that space. Alternatively, if students can access some sort of web accessing device, such as a tablet or iPad, that technology would be useful for this lesson as well. Here are the citations so that the articles may be found.

"Canadian troops prepare to leave Cyprus Routine patrols mix with tedium and anxiety in final 'dog-and-pony show.'" *The Globe and Mail*, June 14, 1993. <http://global.factiva.com>.

Moore, Terry. "Leaving a green line." *Winnipeg Free Press*, June 18, 1993. <http://global.factiva.com>.

**Differentiated Instruction**

- 1) Assign groups to ensure that one member of the group can comfortably read the articles aloud to peers.
- 2) Provide students with a digital copy of the articles so that they can use a text-to-speech assistive technology program to have the article read to them.

**Step 5: Independent Activity Report Card for Canada's Peacekeeping Operations in Cyprus (20 min)**

Have students complete **BLM 4.3 Report Card for Canada's Peacekeeping Operations in Cyprus**.

**Differentiated Instruction**

- 1) Ask students to focus only on one or two criteria.

2) Provide students with a digital copy so that they may work from a laptop.

### **Step 6: Sharing/Discussing/Teaching Report Card for Canada's Peacekeeping Operations in Cyprus (10 min)**

Discuss students' skits and students completed report cards for Canadian peacekeeping in Cyprus. Discuss with the class how different evidence gives rise to different impressions of an event.

## **ASSESSMENT**

### ***for learning***

- 1) Observe students working during the Two News Stories on Canada's Withdrawal from Cyprus. If students are completing **BLM 4.1 Two News Stories on the Canadian Withdrawal from Cyprus**, this is an indication that they are competent and comfortable answering questions based on primary source evidence.
- 2) Observe students' skits during Analysing a News Report on Canada's Withdrawal from Cyprus. Skits in which students rely heavily on stated facts from the news report indicates that students are still developing their skills in making inferences from evidence. All skits should reflect some aspect of the news report on which they were based, but the most successful skits will contain extended inferences about the nature of Canada's peacekeeping in Cyprus.
- 3) Collect students' Report Card for Canada's Peacekeeping Operations in Cyprus. If students are successful with the activity, they should be able to provide evidence for each of their judgements concerning Canada's mission in Cyprus.

## **Bibliography**

- "1993: Canadian peacekeepers bid farewell to Cyprus." *CBC Digital Archives*. CBC.  
<http://www.cbc.ca/archives/categories/war-conflict/peacekeeping/peacekeeper-to-the-world/canadian-peacekeepers-bid-farewell-to-cyprus.html> (accessed November 9, 2013).
- "Blue Berets: Cyprus Pullout." *CBC Digital Archives*. CBC.  
<http://www.cbc.ca/archives/categories/war-conflict/peacekeeping/peacekeeper-to-the-world/cyprus-pullout.html> (accessed November 9, 2013).
- "Canadian troops prepare to leave Cyprus Routine patrols mix with tedium and anxiety in final 'dog-and-pony show.'" *The Globe and Mail*, June 14, 1993. <http://global.factiva.com>.
- "Current peacekeeping operations." *United Nations*. United Nations.  
<http://www.un.org/en/peacekeeping/operations/peacekeeping.shtml> (accessed November 10, 2013).
- Moore, Terry. "Leaving a green line." *Winnipeg Free Press*, June 18, 1993.  
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Seixas, Dr. Peter, and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson, 2013.

## Lesson #5 The Rwandan Genocide

### Cause and Consequence

#### OVERVIEW

Students will examine The Rwandan Genocide using the historical thinking concept of "cause and consequence."<sup>37</sup> The events that took place in Rwanda in the mid-1990s are an important topic for Canadians, largely due to the role of General Roméo Dallaire in leading the two UN missions to the troubled nation. The class will examine The Arusha Peace Agreement and an information resource on the Rwandan conflict to determine possible causes of the Rwandan Genocide. In groups, students will sort through these causes to try to determine those that are more important than others. Students will then write an opinion paragraph identifying what they believe is the most important cause of the Rwandan Genocide. For many, Rwanda signifies the obsolescence of the peacekeeping model, and will provide students with a useful example for considering the guiding question of the unit: Is Canada a peacekeeping nation?

#### LEARNING GOALS

- Students will compare the relative importance of different causes of The Rwandan Genocide. As such, students will demonstrate an understanding of the concept that causes "vary in their influence," as per "Guidepost 2."<sup>38</sup>
- Students will understand the position that The Rwandan Genocide could have been prevented or reduced. As such, students will be able to demonstrate that historical events are "not inevitable," as per "Guidepost 5."<sup>39</sup>
- Students will consider Canada's role in the UN missions to Rwanda through the figure of General Roméo Dallaire.

#### Assessment as Learning Checklist

- I will compare the importance of different causes of the Rwandan Genocide.
- I will choose one cause of the Rwandan Genocide and write an opinion paragraph about it.
- I will explore the role of General Roméo Dallaire in the UN mission in Rwanda.

#### ADDITIONAL CURRICULUM EXPECTATIONS<sup>40</sup>

**"E2. Communities, Conflict, and Cooperation:** analyse some significant interactions within and between various communities in Canada, and between Canada and the international

<sup>37</sup> Seixas, Dr. Peter and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education, 2013.

<sup>38</sup> *Ibid.*, 115.

<sup>39</sup> *Ibid.*

<sup>40</sup> Ontario Ministry of Education. "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies." Toronto: Ministry of Education, 2013.

community, from 1982 to the present, and how key issues and developments have affected these interactions"<sup>41</sup>

"**E2.5** describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada's response to international conflict(...)and Canadians' cooperation in humanitarian work(...)and explain some key factors that have affected this participation"<sup>42</sup>

"**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"<sup>43</sup>

"**E3.1** describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982(...)and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada"<sup>44</sup>

## HISTORICAL THINKING CONCEPTS

**Lesson Priority:** Cause and Consequence

**Additional Consideration:** Significance

## MATERIALS

### Activity Resources

- BLM 5.1 "The Arusha Peace Agreement"**
- BLM 5.2 "Weighing the Causes" of the Rwandan Genocide**
- BLM 5.3 "Location of Rwanda"**

### Classroom Resources

- computer
- internet access
- audio
- projection technology

## PLAN OF INSTRUCTION

### Step 1: Warm Up Do Canadians care? (10 min)

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<sup>41</sup> Ibid., 123, 124.

<sup>42</sup> Ibid., 123.

<sup>43</sup> Ibid., 122.

<sup>44</sup> Ibid., 124.

Discuss the following questions as a class: Do you think Canadians care about the wellbeing of people living in other countries? How have Canadians demonstrated their concern for people living in other countries? How would you feel if somebody implicated you in a crime that happened on the other side of the world? Is indifference a crime?

### Step 2: Discussion Location of Rwanda (10 min)

As a class, view **BLM 4.3 "Location of Rwanda."** Discuss the following questions as a class: Has everyone ever heard of Rwanda? Does anyone know that a genocide occurred there in 1994, and that a Canadian led the mission that failed to stop it?

### Step 3: Modeling "The Arusha Peace Agreement"<sup>45</sup> (30 min)

Distribute **BLM 4.2 "The Arusha Peace Agreement"** and **BLM 4.2 "Weighing the Causes" of the Rwandan Genocide.** As a class, examine "The Arusha Peace Agreement." The "principles" that the parties were required to agree to outline some of the conditions that eventually lead to the Rwandan Genocide in 1994. Explain to the students that these "causes" had a horrific "consequence." As a class, use information from "The Arusha Peace Agreement" to begin filling out **BLM 4.2 "Weighing the Causes" of the Rwandan Genocide.**

As a class, examine "Canada Remembers: Canadian Forces in Rwanda."<sup>46</sup> Continue completing **BLM 4.2 "Weighing the Causes" of the Rwandan Genocide.**

"Canada Remembers: Canadian Forces in Rwanda" is available on the Veterans Affairs Canada website at the following link: <http://www.veterans.gc.ca/eng/remembrance/history/canadian-forces/rwanda>. The webpage can be displayed at the front of the room. Alternatively, the website offers a pdf that can be printed and distributed to students in the class.

### Differentiated Instruction

- 1) Read aloud all text, including instructions and information.
- 2) Provide students with digital copies so that they may work with laptops.
- 3) Provide students with a fully or partially completed copy of **BLM 4.2 "Weighing the Causes" of the Rwandan Genocide.**

### Step 4: Guided Practice "Weighing the Causes" of the Rwandan Genocide<sup>47</sup> (20 min)

<sup>45</sup> "The Arusha Peace Agreement," an article from The Republic of Rwanda website. "The Arusha Peace Agreement." *The Republic of Rwanda*. The Republic of Rwanda. <http://www.gov.rw/THE-ARUSHA-PEACE-AGREEMENT>.

<sup>46</sup> "Canada Remembers: Canadian Forces in Rwanda." *Veterans Affairs Canada*, Government of Canada. <http://www.veterans.gc.ca/eng/remembrance/history/canadian-forces/rwanda> (accessed November 14, 2013).

<sup>47</sup> This activity is modelled after and takes its name from "ACTIVITY: Weighing Causes of the Oka Crisis," described in Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts* (p. 121). Seixas, Dr. Peter and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education, 2013.



Divide students into groups of five. Students will cut out the individual causes that they identified and isolated on **BLM 4.2 "Weighing the Causes" of the Rwandan Genocide**. Give each group a piece of chart paper. Students will draw a box in the centre of their chart paper containing the event "Rwandan Genocide." Students will take turns placing their causes onto the chart paper according to importance. The closer students place their cause to the box, the more important that cause. When students have completed the activity, each group will have a different constellation of causes. Each group will then be responsible for explaining to the class why they thought certain causes were more important others.

### **Differentiated Instruction**

- 1) Reduce the amount of causes that students have to contribute to chart paper.
- 2) Allow students to explain their reasoning to you in an individual conference instead of the large group setting.
- 3) Allow students to write down their reasoning rather than discussing it in a large group setting.
- 4) Ensure that all causes are read aloud by someone in the group.

### **Step 5: Independent Activity Opinion Paragraph (Independent work: class time or homework)**

Students will compose a brief opinion paragraph describing what they believe was the single most important cause of the Rwandan Genocide.

### **Differentiated Instruction**

- 1) Allow students to share their rationale in an individual conference instead of an opinion paragraph.
- 2) Encourage students to use assistive technology in the completion of their Opinion Paragraph, such as a speech-to-text program.

### **Step 6: Sharing/Discussing/Teaching Continuing Violence in Rwanda (10 min)**

Revisit "Canada Remembers: Canadian Forces in Rwanda." Inform students that Rwanda is still a site of conflict, and that this conflict is still rooted in the violence of 1994. Discuss. How can the present turmoil in Rwanda be linked to something that happened in the 1990s?

## **ASSESSMENT**

### ***for learning***

- 1) Observe students' remarks during the "Weighing the Causes" of the Rwandan Genocide activity. Students will have had the opportunity to judge the relative important of different causes of genocide and the group discussion will provide them with the opportunity to share their reasoning with the class.
- 2) Collect and assess students' Opinion Paragraphs. If students are successful with the activity, their paragraphs will articulate their rationale for why they felt one cause was more important than others. This activity may also be used as an Assessment *of Learning* tool if a rubric is developed and provided to students.

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"The Arusha Peace Agreement," an article from The Republic of Rwanda website. "The Arusha Peace Agreement." *The Republic of Rwanda*. The Republic of Rwanda. <http://www.gov.rw/THE-ARUSHA-PEACE-AGREEMENT>.

## Lesson #6 The Congo Operation and The Gulf War Continuity and Change

### OVERVIEW

Students will explore Canada's role in The Congo Operation and The Gulf War using the historical thinking concept of "continuity and change."<sup>48</sup> The Congo Operation was an important event in defining Canadians' sense of their country as a peacekeeping nation. Canadians were so enthusiastic about Canada's role in resolving the Suez Crisis that they forced an initially reluctant Prime Minister Diefenbaker to support the UN mission in the Congo. By contrast, The Gulf War seemed to signify an end to Canada's identity as an inscrutable peacekeeper. Many Canadians were upset by Canada's teaming up with the United States to expel the Iraq army from Kuwait. These two events provide conflicting responses to the guiding question of the unit, "Is Canada a peacekeeping nation?"

### LEARNING GOALS

- As per "Guidepost 2," students will explore the meaning of a "turning point."<sup>49</sup> Specifically, students will recognize the Gulf War as a "turning point" in relation to Canada's foreign involvement by identifying the differences between that operation and the Canadian role in the Congo.
- The Gulf War also indicated a "turning point" in the use of military technology, and students will examine how changes in military technology affected Canada's involvement in foreign affairs.
- Students will create picket signs to explore how a perceived change in Canadian policy towards foreign conflict affected public opinion.

### Assessment as Learning Checklist

- I will perform research on The Congo Operation or The Gulf War using primary sources.
- I will give an oral report to my partner about my research.
- I will create a picket sign to demonstrate my knowledge of The Gulf War and Canada's previous peacekeeping operations.

### ADDITIONAL CURRICULUM EXPECTATIONS<sup>50</sup>

**"A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914"<sup>51</sup>

<sup>48</sup> Seixas, Dr. Peter and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education, 2013.

<sup>49</sup> *Ibid.*, 86.

<sup>50</sup> Ontario Ministry of Education. "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies." Toronto: Ministry of Education, 2013.

<sup>51</sup> *Ibid.*, 110.

"**A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914"<sup>52</sup>

"**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"<sup>53</sup>

"**E2.5** describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada's response to international conflict (*e.g., with reference to South African apartheid; the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror*) and Canadians' cooperation in humanitarian work (*e.g., the International Court of Justice; the Canadian International Development Agency; response to natural disasters such as the Indian Ocean tsunami in 2004, earthquakes in Haiti or Japan, famine in Ethiopia; the role of Canadian non-governmental organizations*), and explain some key factors that have affected this participation"<sup>54</sup>

"**E1. Social, Economic, and Political Context:** describe some key social, economic, and political trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada"<sup>55</sup>

"**E1.2** identify some major developments in science and technology since 1982 (*e.g., computers, the Internet, cellphones and "smartphone" technology, digital music, electric and hybrid cars, fossil fuel extraction technologies, cloning, stem cell research, genetically modified foods, developments in alternative energy*), and assess their significance for people in Canada"<sup>56</sup>

## HISTORICAL THINKING CONCEPTS

**Lesson Priority:** Continuity and Change

**Additional Consideration:** Perspective

## MATERIALS

### Activity Resources

- BLM 6.1 Comparing The Congo Operation and The Gulf War**
- BLM 6.2 The Gulf War in Photos**

### Classroom Resources

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<sup>52</sup> Ibid.

<sup>53</sup> Ibid., 122.

<sup>54</sup> Ibid., 123, 124.

<sup>55</sup> Ibid., 110.

<sup>56</sup> Ibid.

- computer
- internet access
- audio
- projection technology
- computer access for all students

## PLAN OF INSTRUCTION

### Step 1: Warm Up "Canadian women march for peace"<sup>57</sup> (10 min)

Ask students the following questions to prepare for the video clip: Has Canada ever been involved in any international conflicts that have been unpopular among Canadians? As a class, view the "Canadian women march for peace video," available through the CBC Digital Archives.

### Step 2: Discussion "Canadian women march for peace" (10 min)

Discuss the video clip of the protest with the class. What were the women in the video protesting? What were the aspects of the event that the women in the video were upset with? Tell the class that Canada has been involved internationally in ways other than peacekeeping.

### Step 3: Modeling Comparing The Congo Operation and The Gulf War (15 min)

Distribute **BLM 6.1 Comparing The Congo Operation and The Gulf War**. As a class, examine one of the photographs from **BLM 6.2 The Gulf War in Photos**, ideally projected at the front of the room. With the class, develop a research question to assist with analysing the image. Generate more research questions with the class. These research questions will be written on **BLM 6.1 Comparing The Congo Operation and The Gulf War**, and will form the basis of the research activity to follow.

### Step 4: Guided Practice Comparing The Congo Operation and The Gulf War (40 min)

#### Activity Resources

- "Canadian Forces and the Persian Gulf War" webpage and pdf<sup>58</sup>
- BLM 6.2 The Gulf War in Photos**
- "Canadian Forces in the Congo" webpage and pdf<sup>59</sup>

<sup>57</sup> "Canadian women march for peace video." *CBC Digital Archives*. CBC.

<http://www.cbc.ca/archives/categories/war-conflict/1991-gulf-war/the-1991-gulf-war/canadian-women-march-for-peace.html>. (accessed November 3, 2013).

<sup>58</sup> "Canadian Forces and the Persian Gulf War." *Veterans Affairs Canada*. Veterans Affairs Canada. July 29, 2013. <http://www.veterans.gc.ca/eng/remembrance/history/canadian-forces/factsheets/persiangulf> (accessed November 10, 2013).

<sup>59</sup> "Canadian Forces in the Congo." *Veterans Affairs Canada*. Veterans Affairs Canada. November 7, 2013. <http://www.veterans.gc.ca/eng/remembrance/history/canadian-forces/congo>

□ **United Nations ONUC Congo photo gallery**<sup>60</sup>

Students will work in pairs to complete **BLM 6.1 Comparing The Congo Operation and The Gulf War**. Half of the groups will be assigned to complete the column on The Congo Operation and half will complete the column on The Gulf War. Groups working on The Congo Operation will need to access the United Nations ONUC Congo photo gallery and the "Canadian Forces in the Congo" webpage. Groups working on the Gulf War will use **BLM 6.2 The Gulf War in Photos** and the "Canadian Forces and the Persian Gulf" webpage.

This activity requires students to have access to information posted online. As such, it should be completed in a computer lab. Alternatively, if students have access to web-accessing devices, such as tablets or iPads, that technology would be useful for this activity as well. Resources for this activity can be accessed using the links provided in the "Bibliography."

Once pairs have completed their column, they will find a partner who worked on the other conflict. Students will give an oral report of their findings to their new partner so that he or she can complete their half of the chart.

**Differentiated Instruction**

- 1) Read all text aloud, including instructions and information resources. Ensure that all partnerships consist in one student who can comfortably read material aloud to their partner.
- 2) Ask students to focus on a few questions on the chart rather than trying to complete the entire chart.
- 3) Provide students with a digital copy of **BLM 6.1 Comparing The Congo Operation and The Gulf War** so that students can work with laptops.
- 4) Encourage students to use assistive technology such as a speech-to-text program to complete the chart.

**Step 5: Independent Activity Pickets on Parliament Hill (40 min)**

The decision of the Canadian government to participate in The Gulf War upset Canadians who felt that the aggressive tactics of the American-led coalition signified that Canada was no longer a peacekeeping nation. Discuss this with the class.

Students will create picket signs to protest or to support the Canadian government's decision to join The Gulf War that would be carried by demonstrators on Parliament Hill. Students are reminded that this is a role-playing activity, and they do not have to personally support the position that they chose for their picket sign. Students will stage demonstrations based on whether or not they decided to support or condemn Canadian involvement in The Gulf War. Ideally, this demonstration could take place outside of the classroom. If possible, arrange with the principal or office staff to hold a demonstration outside the school's main offices. During the

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(accessed November 15, 2013).

<sup>60</sup> "organization:ONUC AND category:"Field coverage." Photo Gallery. *UN Multimedia*, United Nations. <http://www.unmultimedia.org/photo/gallery.jsp?mode=auto&query=organization%3AONUC%20AND%20category%3A%22Field%20coverage%22> (accessed November 15, 2013).

demonstration, students will be required to explain the intended message of their individual picket signs.

### **Step 6: Sharing/Discussing/Teaching Pickets on Parliament Hill (20 min)**

Students will share their picket signs with the class. Discuss students' choices for the Pickets on Parliament Hill activity.

## **ASSESSMENT**

### ***for learning***

- 1) Monitor students' participation in the discussion activities contained in the lesson.
- 2) Consider students' picket signs and listen to their explanations for their picket signs.

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Seixas, Dr. Peter and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education, 2013.

## Lesson #7 Peacekeeping in the Balkans

### The Ethical Dimension

#### OVERVIEW

In this activity, students will examine peacekeeping in the Balkans by considering "the ethical dimension" of the topic, a historical thinking concept.<sup>61</sup> Specifically, students will explore the experiences of refugees who have resettled in Canada as a result of conflict in the Balkans. Students will recognize the immediacy of peacekeeping operations in the Warm up, wherein students will identify areas of the world implicated in ongoing warfare. Students will then discuss the large number of Canadian citizens who have resettled as refugees in Canada. Students will acknowledge their fellow Canadians' involvement in foreign conflicts in two ways. In the modelling activity, students will listen to an oral testimony given by a veteran with peacekeeping experience in the Balkans. In the modelling activity, students will also consider the importance of creating monuments to acknowledge the service and sacrifice of those involved in foreign conflict. Then, students will investigate the experience of Canadian citizens who came to Canada as refugees. Students will examine two news reports on the arrival of the Kosovar refugees and formulate a plan for their arrival that includes both a resettlement strategy and a plan for a memorial. Students will then draft a more personal response when they are asked to create a greeting card for a refugee. Lastly, students will consider the ongoing nature of Canada's commitment to resettling refugees as well as the reality of new Canadian citizens coming to Canada as refugees.

#### LEARNING GOALS

- Students will explore the experiences of Canadian citizens who have resettled in Canada as refugees. This experience will serve in developing students' sense of our "responsibilities to remember and respond to the contributions, sacrifices, and injustices of the past," as per "Guidepost 4."<sup>62</sup>

#### ADDITIONAL CURRICULUM EXPECTATIONS<sup>63</sup>

**"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"<sup>64</sup>

**"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"<sup>65</sup>

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<sup>61</sup> Seixas, Dr. Peter, and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson, 2013.

<sup>62</sup> *Ibid.*, 184.

<sup>63</sup> Ontario Ministry of Education. "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies." Toronto: Ministry of Education, 2013.

<sup>64</sup> *Ibid.*, 124.

<sup>65</sup> *Ibid.*



**"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"<sup>66</sup>

**"E2.5** describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada's response to international conflict (*e.g., with reference to South African apartheid; the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror*) and Canadians' cooperation in humanitarian work (*e.g., the International Court of Justice; the Canadian International Development Agency; response to natural disasters such as the Indian Ocean tsunami in 2004, earthquakes in Haiti or Japan, famine in Ethiopia; the role of Canadian non-governmental organizations*), and explain some key factors that have affected this participation"<sup>67</sup>

## HISTORICAL THINKING CONCEPTS

**Lesson Priority:** The Ethical Dimension

**Additional Consideration:** Perspective

## MATERIALS

### Activity Resources

- BLM 7.1 The Department of Citizenship and Immigration**

### Classroom Resources

- computer
- internet access
- audio
- projection technology
- computer access for all students

## PLAN OF INSTRUCTION

### Step 1: Warm up Areas of Ongoing Warfare (10 min)

Ask students to identify countries in the world where there is still ongoing warfare or the threat of warfare. List these areas on the board. Once students have finished generating ideas, guide the class again to the UN's map of ongoing peacekeeping operations at

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<sup>66</sup> Ibid.

<sup>67</sup> Ibid., 123, 124.

<http://www.un.org/en/peacekeeping/operations/current.shtml>.<sup>68</sup> Identify any countries that were not submitted by students.

## Step 2: Discussion Refugees in Canada (10 min)

Ask students if they are familiar with the term "refugee." Clarify the definition of the term. Inform students that part of Canada's operations in assisting foreign peoples is admitting refugees for resettlement in Canada. According to the Citizenship and Immigration Canada website, the Canadian government increased the amount of refugees Canada will resettle to 14,500 per year in 2013.<sup>69</sup>

Inform students that as a result of Canada's commitment to welcoming refugees, many citizens of Canada are in fact refugees or descended from them. While it is impossible to generalize for all Canadians who entered the country on a refugee claim, students ought to be made aware of some commonalities among the experiences of refugees in Canada. As the Citizenship and Immigration website describes, many refugees were witnesses to brutal violence in their former lands.<sup>70</sup> In this lesson, students will strive to appreciate the hardships endured by some of their fellow citizens.

## Step 3: Modeling George Myatte, Reconciliation: The Peacekeeping Monument (30 min)

Inform students that in addition to refugees, the horrors of foreign conflicts are also very real for Canada's military veterans. Listen as a class to the testimony given by veteran George Myatte concerning his service in peacekeeping operations in the Balkans. As a class, consider the following questions. What aspects of the conflict stand out for Myatte? What was the purpose of Myatte's unit securing the airport at Sarajevo? What responsibilities does our government have to veterans such as Myatte?

As a class, examine the Canadian government's commemorative work for peacekeeping, "Reconciliation: The Peacekeeping Monument."<sup>71</sup> Discuss the following questions. What is the purpose of the monument? What are the different elements of the monument? What specific function do they serve?

Both resources can be accessed using the urls provided in the Bibliography.

### Differentiating Instruction

1) If students would like, provide copies of the transcript of George Myatte's testimony, available alongside the audio recording at <http://www.thememoryproject.com/stories/2992:george-myatte/>.

<sup>68</sup> "Current peacekeeping operations." *United Nations*. United Nations. <http://www.un.org/en/peacekeeping/operations/peacekeeping.shtml> (accessed November 10, 2013).

<sup>69</sup> "The refugee system in Canada." *Citizenship and Immigration Canada*. The Government of Canada. <http://www.cic.gc.ca/english/refugees/canada.asp>.

<sup>70</sup> Ibid.

<sup>71</sup> This activity is modelled after "ACTIVITY: Memorials and Monuments," originally developed by Dr. Peter Seixas and Tom Morton. Seixas and Morton, *The Big Six*, 200.

#### **Step 4: Guided Practice** *The Department of Citizenship and Immigration (40 min)*

Divide students into groups of 5. Distribute **BLM 7.1 The Department of Citizenship and Immigration**. Students will examine two news articles concerning the arrival of Kosovar Refugees in Canada in 1999: (1) the CBC report "CFB Trenton prepares for Kosovar refugees" and (2) the *Canadian Medical Association Journals* report on the health of newly arrived Kosovar refugees. Students will imagine themselves as employees in The Department of Citizenship and Immigration. Each group will devise a plan for resettling the refugees in Canada. This plan will be completed on **BLM 7.1 The Department of Citizenship and Immigration**, which lists possible areas of need that should be addressed in the plan.

Both articles can be accessed for free online using the links provided in the "Bibliography" below. A school licence for a database is not necessary. If your class has access to a computer lab, this activity could be completed in that space. Alternatively, if students can access some sort of web accessing device, such as a tablet or iPad, that technology would be useful for this lesson as well.

#### **Differentiated Instruction**

- 1) Read all text aloud, including instructions and primary source text. Ensure that in each group, one student is able to read text aloud for peers.
- 2) As articles will be accessed in their digital form, encourage students to use a text-to-speech program so that they may listen to the text.
- 3) Ask students to focus on one or two categories instead of the entire chart.
- 4) Make **BLM 7.1 The Department of Citizenship and Immigration** available in a digital format so that students can work with laptops.

#### **Step 5: Independent Activity** *Greeting Cards (Independent work: class time or homework)*

When a new group of refugees arrives in Canada, schools will sometimes arrange for their students to write letters or make greeting cards welcoming the refugees to Canada. In this activity, students will create a greeting card for the refugees they learned about in the above activity. If you had the chance to greet someone from a war-torn place, how you would make them feel safe and secure in a strange new country?

#### **Differentiated Instruction**

- 1) Encourage students to develop the Greeting Cards in ways that best reflect their strengths and intelligences. Students can choose to focus on a written component, or the visual design of the Greeting Card.
- 2) Students can use a laptop or computer to produce the Greeting Card digitally.

#### **Step 6: Sharing/Discussing/Teaching** *The Department of Citizenship and Immigration (10 min)*

Inform students that Canada continues the process resettling refugees in Canada. Canada has received 4,500 Bhutanese refugees as of June 2012, and plans to welcome another 500 refugees from Bhutan who have family living in Canada.<sup>72</sup> Ask the class what kind of information or evidence they would need to determine a strategy for resettling these refugees.

## **ASSESSMENT**

### ***for learning***

- 1) Observe students during The Department of Citizenship and Immigration activity. Students who are confident and competent working with the "ethical dimension" should not have difficulty translating evidence from the articles into an action plan.
- 2) Collect students' Greeting Cards.

### **Bibliography**

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<http://www.cbc.ca/news/canada/cfb-trenton-prepares-for-kosovar-refugees-1.185205>.
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<sup>72</sup> "The refugee system in Canada." *Citizenship and Immigration Canada*. The Government of Canada. <http://www.cic.gc.ca/english/refugees/canada.asp>.

## Lesson #8 Peacekeeping Today, Peacekeeping Tomorrow

### Conclusion

#### OVERVIEW

In this lesson, students will utilize all six of "The Big Six Historical Thinking Concepts" to generate questions regarding Canada's recent and ongoing international involvement with regards to Afghanistan and Syria.<sup>73</sup> Students will examine Glen Pearson's *Huffington Post* editorial "When did Canada stop being a peacekeeping nation?" in which Pearson argues that the Canadian government has abandoned peacekeeping principles to the dismay of Canadians. Following a discussion of the article, students will finally have their say regarding the guiding question of the unit, and will vote on the question, "is Canada a peacekeeping nation?" Students will then examine Canada's current role in international affairs using The Big Six Historical Thinking Concepts to ask questions about the nature of Canada's international involvement. The first activity asks students to use the concepts to reflect on Canada's role in Afghanistan. The second directs students to ask questions of the current conflict in Syria. Students will consider three questions that are important to them regarding events in Syria. Lastly, the class will discuss whether peacekeeping is a viable model for future interventions.

#### LEARNING GOALS

- Students will use the "Big Six Historical Thinking Concepts" to generate questions about Canada's involvement in Afghanistan and Syria.

#### ADDITIONAL CURRICULUM EXPECTATIONS<sup>74</sup>

"**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful"<sup>75</sup>

"**A2.3** apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues (...) in order to enhance their understanding of these events and their role as informed citizens"<sup>76</sup>

"**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"<sup>77</sup>

<sup>73</sup> Seixas, Dr. Peter, and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson, 2013.

<sup>74</sup> Ontario Ministry of Education. "The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies." Toronto: Ministry of Education, 2013.

<sup>75</sup> *Ibid.*, 110.

<sup>76</sup> *Ibid.*, 111.

<sup>77</sup> *Ibid.*, 124.

"E2.5 describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada's response to international conflict (e.g., with reference to South African apartheid; the Gulf War; events in Bosnia, Somalia, Rwanda; the War on Terror) and Canadians' cooperation in humanitarian work (e.g., the International Court of Justice; the Canadian International Development Agency; response to natural disasters such as the Indian Ocean tsunami in 2004, earthquakes in Haiti or Japan, famine in Ethiopia; the role of Canadian non-governmental organizations), and explain some key factors that have affected this participation"<sup>78</sup>

## MATERIALS

### Activity Resources

- BLM 8.1 Thinking Historically and Asking Questions
- BLM 8.2 "Canada's Engagement in Afghanistan"
- BLM 8.3 "Baird Pledges Continued Support for Syrian People"

### Classroom Resources

- computer
- internet access
- audio
- projection technology

## PLAN OF INSTRUCTION

### Step 1: Warm up "When did Canada stop being a peacekeeping nation?" (10 min)

As a class, examine Glen Pearson's editorial in *Huffington Post* from January 2013 entitled "When did Canada stop being a peacekeeping nation?" In the article, Pearson contends that the Canadian government has steered Canada away from its peacekeeping convictions. Pearson explains how peacekeeping defines the will of the Canadian populace, but that the current administration's foreign policy goals are not reflecting the general feeling among Canadians. The article establishes the pertinence of the topic of peacekeeping in current affairs in Canada. Ask students whether or not they agree with Pearson. The article is available at the url provided in the citation below.

Pearson, Glen. "When Did Canada Stop Being a Peacekeeping Nation?" *The Huffington Post*, December 21, 2012. [http://www.huffingtonpost.ca/glen-pearson/canada-afghanistan\\_b\\_2341777.html](http://www.huffingtonpost.ca/glen-pearson/canada-afghanistan_b_2341777.html).

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<sup>78</sup> Ibid., 123, 124.

## Step 2: Discussion Is Canada a peacekeeping nation? (20 min)

The discussion will provide the class with the opportunity to engage with the guiding question of the peacekeeping unit: is Canada a peacekeeping nation? Ask students to respond to this activity in the form of a secret ballot. Distribute small strips of paper to students. Students will write a response to the question in the form of either "yes" or "no" on the front of their ballots and on the back they will record one or more reasons for why they responded the way they did. Create a chart on the board to track students' responses according to the following model, which is useful for tracking the number of students who provide the same reason if a reason is repeated. Discuss the results of the survey.

	Reason #1	Reason #2	Reason #3	Reason #4	Reason #5	Reason #6
Yes						

	Reason #1	Reason #2	Reason #3	Reason #4	Reason #5	Reason #6
No						

## Step 3: Modeling Thinking Historically and Asking Questions: "Canada's Engagement in Afghanistan" (30 min)

Distribute **BLM 8.2 "Canada's Engagement in Afghanistan."** Alternatively, **BLM 8.2 "Canada's Engagement in Afghanistan"** could be displayed at the front of the room for the class to see. As a class, complete **BLM 8.1 Thinking Historically and Asking Questions**, which asks students to generate questions about a current event relating to Canada's international involvement. Ask students to revisit previous discussions in the unit, and consider the types of questions they had to consider regarding each historical thinking concept. Suggest possible questions for filling in the chart, and welcome students' suggestions to complete the chart as a class.

### Differentiated Instruction

- 1) Provide students with a fully or partially completed chart.
- 2) At the end of the activity, provide students with a completed chart so that they can complete their chart.
- 3) Read aloud all text, including instructions and information resources.

## Step 4: Guided Practice Thinking Historically and Asking Questions: The Syrian Civil War (40 min)

### Activity Resources

- BLM 8.1 Thinking Historically and Asking Questions**
- BLM 8.3 "Baird Pledges Continued Support for Syrian People"**



For this activity, students will again be working with **BLM 8.2 Thinking Historically and Asking Questions**, but this time to investigate the events of the Syrian Civil War. Divide students into six groups. Distribute two copies of **BLM 8.3 "Baird Pledges Continued Support for Syrian People"** to each group. Each group will be assigned a different historical thinking concept. Students will examine the information resource regarding The Syrian Civil War and generate three questions about the conflict in relation to the historical thinking concept to which they were assigned. Instruct students to record their questions on the chart. After each group has completed their section of the chart, reorganize groups so that each group contains one student who worked on each of the six historical thinking concepts. Students will share the questions that they generated with their peers until everyone has a full chart.

### **Differentiated Instruction**

- 1) Read aloud all text, including instructions and information resources. Ensure that each group has a student that would be comfortable reading aloud for their peers.
- 2) Provide students with a digital copy of **BLM 8.2 Thinking Historically and Asking Questions** so that they may work with a laptop.

### **Step 5: Independent Activity Three Questions About Syria (Independent work: class time or homework)**

Ask students to reflect on their knowledge of the ongoing conflict in Syria. Students will write down three questions that they have about the conflict in Syria. Students will then identify which of the six historical thinking concepts each question is based on. Students can generate these questions independently, or they can revisit their charts from the previous two activities. Students will then provide an explanation as to why the question is important to them.

### **Differentiated Instruction**

- 1) Offer students the opportunity to respond by communicating their response to you orally.
- 2) Encourage students to use assistive technology, such as a speech-to-text program, to complete the activity.
- 3) Reduce the expectation from three questions and explanations to two questions or even one question.

### **Step 6: Sharing/Discussing/Teaching The Future of Peacekeeping (20 min)**

Discuss the future of peacekeeping with students using the following prompts. Is peacekeeping a viable form of international response? Will peacekeeping missions continue? Will they be replaced with another form of international intervention? Ask students to mobilize their knowledge gained in the activity to participate in the discussion.

## **ASSESSMENT**

### ***of learning***

- 1) Observe student participation in the discussion activities provided by the lesson.



2) Collect students Three Questions About Syria activity. Look to see if questions are correctly classified according to historical thinking concept.

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Seixas, Dr. Peter, and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson, 2013.

## About the Author

I am a teacher candidate at the Queen's University Faculty of Education. As a history teacher, I am inspired by Michel Foucault's notion of a "history of the present:" the process of tracing the development of an idea over time so that we can see how it is made, why it is made, and how it can be "*unmade*."<sup>79</sup> I believe that this process of critical thinking, of questioning the nature of our present reality, is what makes history such an important subject for students.

Ryan Stevenson  
stevenson-ryan@hotmail.com

## Bibliography

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<sup>79</sup> I was taught this interpretation of Michel Foucault's "history of the present" by Stephen Maynard, my HIST 124 instructor at Queen's University. Stephen Maynard, "The Loonie-Toonie Approach to Canadian History," HIST 124 Lecture, Queen's University, Kingston, Ontario, September 10, 2012.

# IS CANADA A PEACEKEEPING NATION?

## **Appendix**

## BLM 1.1 Trouble at the Elementary School<sup>80</sup>

### INTRODUCTION

Prepare yourselves. There have been some shenanigans going down at the neighbouring elementary school. No one is entirely sure what is going on, but one thing is for certain: intervention is absolutely necessary and required immediately. Your nation will consider the problem and propose a plan for resolving the crisis.

### CHARACTERS

Your nation is composed of five individuals: the Prime Minister, the Chief of Defence Staff, the Journalist, Janey Canuck, and Johnny Canuck. Each of you has an important role in determining how your nation responds.

**The Prime Minister.** You are the leader of your nation. You will make the final decision at all three intermissions about what course of action your nation decides to take. You will have to listen to the views of the Chief of Defence Staff, and those of the Journalist, Janey Canuck, and Johnny Canuck. You will have the responsibility of presenting your nation's solution to the rest of the nations. But be forewarned! Each group will hold an election at the first two intermissions. If your voters, the Journalist, Johnny Canuck, and Janey Canuck, are unsatisfied with your decision, you will be voted out of office!

**The Chief of Defence Staff.** You are your nation's leading military strategist, and you have the ear of the Prime Minister. Your job is to isolate yourself from the group and develop your own intervention strategy. As the military expert in the group, you will then try to convince the PM that your strategy is the most sound. Unlike the PM, you cannot be voted out of office, but if you convince the PM to make an unpopular choice, you might find yourself with a new partner.

**Journalist.** You provide your nation with information on the crisis. Information will be released at three different stages. At the beginning of the activity, the entire class will be able to see a photograph of the incident. Then, there will be two intermissions. At each intermission, you will contact your source, the teacher, who will provide you with some piece of information regarding events at the elementary school. You will have a choice between many different pieces of evidence. However, the only thing you will know about each piece of evidence is its source: a teacher, a student, or the principal. You will have to bring it back to your group, and provide an interpretation of it so that your group members can determine a course of action.

**Johnny Canuck and Janey Canuck.** You are the people of your nation. You will interpret the crisis to the best of your abilities, determine a solution, and do your best to convince the PM that

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<sup>80</sup> This activity is modeled after a lesson plan entitled "Lunchroom Fight," originally created by The Stanford History Education Group. "Lunchroom Fight." *Stanford History Education Group*. Stanford University. <http://sheg.stanford.edu/lunchroom-fight>.

you have the right idea. Your information will come from the Journalist. You will also have to listen to the PM, who will try to persuade you towards a different solution if he or she does not agree with you. Ultimately, the PM will make the final decision for your nation. But if you disagree, you can vote him or her out of office during the intermissions!

## SCHEDULE

Here is how the activity will proceed.

- 1) **Introduction.** The teacher will report to the class that a crisis is unfolding at the neighbouring elementary school. You will be shown a photo. Using only this evidence, you will be given 10 minutes to determine how your nation will respond. At the end of the 10 minutes, the PM will give an address to the rest of the class about how her or his nation has decided to act.
- 2) **Intermission #1.** After each PM has had their say, the teacher will invite the Journalists to the front of the room to pick a piece of evidence and take it back to their group. Each group will then be given 15 minutes to determine their nations' response. During this time, the Journalist will take their evidence back to their group, and provide an interpretation of the events. After each nations discusses a new course of action, the PM will then have to make another statement about how it will intervene in the crisis.
- 3) **Election #1.** Each group will hold an election to determine who the next PM will be. All group members will be given a vote. The Journalist will count the votes and announce the winner. Election ballots are available on **BLM 1.5 Election Ballots**.
- 4) **Intermission #2.** Same as above events. Again, the Journalists will be invited to the front of the room, this time to pick another piece of evidence. Groups will receive 15 minutes to prepare a solution to the crisis.
- 5) **Election #2.** Groups will hold a second election to determine the next PM.
- 6) **Intermission #3.** This is the final intermission. After receiving the latest update from the Journalist, and discussing a course of action, the PM will make the final announcement on how to respond to the crisis at the elementary school.

## BLM 1.2 Election Ballots for Trouble at the Elementary School

<input type="checkbox"/> Prime Minister <input type="checkbox"/> Chief of Defence Staff <input type="checkbox"/> Journalist <input type="checkbox"/> Johnny Canuck <input type="checkbox"/> Janey Canuck	<input type="checkbox"/> Prime Minister <input type="checkbox"/> Chief of Defence Staff <input type="checkbox"/> Journalist <input type="checkbox"/> Johnny Canuck <input type="checkbox"/> Janey Canuck	<input type="checkbox"/> Prime Minister <input type="checkbox"/> Chief of Defence Staff <input type="checkbox"/> Journalist <input type="checkbox"/> Johnny Canuck <input type="checkbox"/> Janey Canuck
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## BLM 1.3 Evidence for Trouble at the Elementary School

The following snippets of evidence are based on the following plot line. You can reveal this to the class at the end of the activity.

The school had won a school board fundraising competition, and was being rewarded with a pizza lunch to which all students and staff were invited. At the time of the incident, the entire school was in the gymnasium. Approximately ten minutes into the lunch hour, a food fight broke out. The food fight was actually perpetrated by the full-day kindergarten class. They believed that they had done the most fundraising of any of the classes in the school, and were upset that they had to share their reward with the other classes. Of all the classes in the school though, the kindergarteners directed the most flying pizza at the grade eights, whom they believed had not done much at all towards winning the pizza-lunch for the school.

1) **Introduction.** Display the image attached to the news story at the following url.

"30 Students from Westwood H.S. suspended following food fight." *Northjersey.com*. North Jersey Media Group. <http://www.northjersey.com/aboutus/tagline.html> (accessed November 9, 2013).

The image is attached to a news story regarding a food fight. To avoid confusing students and maintaining the illusion that the image was taken in response to the incident at the fictional elementary school, ensure that only the image is displayed. This can be achieved by minimizing the window around the image.

2) **Intermissions #1 and #2.** Offer these pieces of evidence to journalists during Intermissions #1 and #2. Remember, Journalists may only select one piece of evidence during each visit. Cut out the pieces of evidence below and put them face down on the desk. On the back of each piece, write what type of evidence it is. The type of evidence is the heading in each selection.

<p>Statement from School Principal</p> <p>"An incident occurred at our school today involving all of our staff and students. We were holding a pizza-lunch in our gymnasium today-the reward for our school finishing first in the school board's fundraising competition. Unfortunately, a food fight broke out involving many of our staff and students. Many of our grade eight students spent the day cleaning pizza off of themselves. We are working hard to determine who is responsible."</p>	<p>Student Testimony</p> <p>"I'm in grade eight at the school here. I thought by now they would have more respect for us. I mean, we're the older kids, right? Maybe they didn't like that a lot of the kids didn't really help out too much with the fundraising and stuff. But it's a school effort right? Why should it matter what grade you're in. Everybody likes pizza right-except when you have greasy cheese stuck in your hair all day..."</p>	<p>Teacher Testimony</p> <p>"I've never seen those kids do this kind of thing. I mean, who would expect it from them. A lot of them probably have never had pizza in their lives before. And why would they keep it to themselves? How much pizza can you eat at that age? Usually they stay in their own room for lunch. Anyways, it looked like they planned it. I didn't know they could throw pizza that far too! I mean, at that age, they don't even do gym class! Maybe they thought it was theirs, and theirs alone. After all, they did do the most fundraising."</p>
<p>Statement from School Principal</p> <p>"An incident occurred at our school today involving all of our staff and students. We were holding a pizza-lunch in our gymnasium today-the reward for our school finishing first in the school board's fundraising competition. Unfortunately, a food fight broke out involving many of our staff and students. Many of our grade eight students spent the day cleaning pizza off of themselves. We are working hard to determine who is responsible."</p>	<p>Student Testimony #1</p> <p>"I'm in grade eight at the school here. I thought by now they would have more respect for us. I mean, we're the older kids, right? Maybe they didn't like that a lot of the kids didn't really help out too much with the fundraising and stuff. But it's a school effort right? Why should it matter what grade you're in. Everybody likes pizza right-except when you have greasy cheese stuck in your hair all day..."</p>	<p>Teacher Testimony #2</p> <p>"I've never seen those kids do this kind of thing. I mean, who would expect it from them. A lot of them probably have never had pizza in their lives before. And why would they keep it to themselves? How much pizza can you eat at that age? Usually they stay in their own room for lunch. Anyways, it looked like they planned it. I didn't know they could throw pizza that far too! I mean, at that age, they don't even do gym class! Maybe they thought it was theirs, and theirs alone. After all, they did do the most fundraising."</p>



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## BLM 1.4 "Statement by the Prime Minister of Canada on National Peacekeepers' Day"

*The following text is a excerpt from the source.*<sup>81</sup>

Prime Minister Stephen Harper today issued the following statement to mark National Peacekeepers' Day:

"For several decades, Canada has made important contributions to peacekeeping operations around the world.

"Tens of thousands of Canadian Armed Forces members, police officers and civilians have worked tirelessly to promote Canada's interests and international stability. This has included placing themselves between hostile forces, supervising cease-fires and the withdrawal of opposing troops, providing valuable support to international security operations and stabilization efforts through capacity building, training and policy development, and participating in strategic deployments of equipment and uniformed personnel and civilian experts."

"On this day, let us pay tribute to the remarkable work accomplished by all Canadian and international peacekeepers and remember with deep respect the more than 275 citizens of our country who paid the ultimate price while on peacekeeping missions.

"Let us also remember those Canadians currently keeping up the proud tradition of peacekeeping in places such as Haiti, Israel, Cyprus and South Sudan, and wish them a safe return home.

"Today, I call on all Canadians to join me in saluting and thanking these heroic and selfless individuals who sacrifice so much to help make the world a better place."

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<sup>81</sup> "Statement by the Prime Minister of Canada on National Peacekeepers' Day." *Prime Minister of Canada Stephen Harper*. Government of Canada. <http://www.pm.gc.ca/eng/news/2013/08/09/statement-prime-minister-canada-national-peacekeepers-day> (accessed November 9, 2013).

## BLM 2.1 The Life of Lester B. Pearson

1) In your classroom's Canadian history textbook, read sections of the text that describe Lester B. Pearson. You can achieve this by finding 'Pearson' in the index of the text and reading the pages listed beside his name. Record different statements about Pearson's life in the column entitled 'Canadian History Textbook.'

2) Your task is to compare the information in your textbook to a recently published book about Pearson. Number the facts of Lester B. Pearson's life in order of significance, with '1' being the most significant, and '10' being the least significant. Do this by placing a number next to each statement.

Canadian History Textbook	Christopher Dummitt's review of Yves Engler, <i>The Truth May Hurt: Lester Pearson's Peacekeeping</i> <sup>82</sup>
___ E.g. Pearson was a member of the Liberal party.	___ Pearson encouraged "the establishment of the North Atlantic Treaty Organization. For Engler, NATO can be summarized as an insitution that "contributed to Cold War hysteria."
	___ "...Pearson was pivotal in positioning Canada firmly on the side of the Americans in the early Cold War."
	___ "Engler tells of Pearson's support for the creation of Israel at the expense of Palestinians..."
	___ "...the way Pearson pushed for Canadian involvement in the brutally violent and often forgotten war in Korea..."
	___ "...Pearson's dislike of the post-1949 communist regime in China..."
	___ Pearson was "aware of" British imperial violence in Kenya "but he said little."
	___ Pearson "actually pushed Canada to support the American-supported coup in Iran in 1953, and American military involvement in Guatemala."
	___ "Canada, under Pearson's guidance, failed to take a stand against the racist apartheid regime in South Africa."

<sup>82</sup> Dummitt, Christopher. "Lester Pearson on Trial: A Polemical Attack on the 'ardent Cold warrior.'" Review of *The Truth May Hurt: Lester Pearson's Peacekeeping* by Yves Engler. *Literary Review of Canada*, June 2012, <http://reviewcanada.ca/magazine/2012/06/lester-pearson-on-trial/> (accessed November 9, 2013).



## BLM 3.1 Perspectives During the Suez Crisis

Watch the CBC news footage covering the Canadian military's intervention during the Suez Crisis: "Blue Berets: Help not wanted" and "UNEF peacekeepers sent home." Fill in the chart below.

	Egyptian government	Canadian soldiers	Canadian public
"Blue Berets: Help not wanted" (Canadian infantry forces prepare to leave for their UN mission to the Suez.)			
Reaction	N/A		
Context (Explanation for Reaction)	N/A		
"UNEF peacekeepers sent home" (The Canadian military is asked to leave Egypt by the Egyptian government.)			
Reaction			
Context (Explanation for Reaction)			

### BLM 3.2 "The Rhodes Colossus"<sup>83</sup>



<sup>83</sup> Sambourne, Edward Linley. "The Rhodes Colossus." Cartoon. *Punch*, December 10, 1892. From Wikimedia Commons, *Wikipedia*. [http://en.wikipedia.org/wiki/File:Punch\\_Rhodes\\_Colossus.png#file](http://en.wikipedia.org/wiki/File:Punch_Rhodes_Colossus.png#file) (accessed November 9, 2013).

### BLM 3.3 The Suez Crisis, 1956 (Map)<sup>84</sup>



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<sup>84</sup> Chériaux, Yolán. "Canal de Suez.jpg." Picture. April 19, 2006. *Wikimedia Commons*, Wikipedia. [http://en.wikipedia.org/wiki/File:Canal\\_de\\_Suez.jpg](http://en.wikipedia.org/wiki/File:Canal_de_Suez.jpg) (November 15, 2013).

## BLM 4.1 Two News Stories on the Canadian Withdrawal from Cyprus

Watch the CBC News footage on Canada's withdrawal of peacekeeping operations from Cyprus in 1993: "1993: Canadian peacekeepers bid farewell to Cyprus"<sup>85</sup> and "Blue Berets: Cyprus Pullout."<sup>86</sup> Complete the chart below.

	"1993: Canadian peacekeepers bid farewell to Cyprus"	"Blue Berets: Cyprus Pullout"
Was the mission in Cyprus a success?		
Evidence		
Why did the Canadian military withdraw its forces from Cyprus?		
Evidence		
How were Canadian soldiers received in Cyprus?		
Evidence		
What was the role of Canadian military personnel in Cyprus?		
Evidence		

<sup>85</sup> "Blue Berets: Cyprus Pullout." *CBC Digital Archives*. CBC. <http://www.cbc.ca/archives/categories/war-conflict/peacekeeping/peacekeeper-to-the-world/cyprus-pullout.html> (accessed November 9, 2013).

<sup>86</sup> "1993: Canadian peacekeepers bid farewell to Cyprus." *CBC Digital Archives*. CBC. <http://www.cbc.ca/archives/categories/war-conflict/peacekeeping/peacekeeper-to-the-world/canadian-peacekeepers-bid-farewell-to-cyprus.html> (accessed November 9, 2013).



## BLM 4.2 Analysing a News Report on Canada's Withdrawal from Cyprus

Name of Source	
Describe the Type of Source	
Date of Source	
Was the mission in Cyprus a success?	
Evidence	
Why did the Canadian military withdraw its forces from Cyprus?	
Evidence	
How were Canadian soldiers received in Cyprus?	
Evidence	
What was the role of Canadian military personnel in Cyprus?	
Evidence	

## BLM 4.3 Report Card for Canada's Peacekeeping Operation in Cyprus

Complete the following report card for Canada's performance as a peacekeeper in Cyprus.

Subject	Grade	Comments (Evidence)
Maintaining Peace		
Bringing Criminals to Justice		
Impartiality		
Use of force only in "self-defence and defence of the mandate"		
Charity Work		
Protecting Civilians		
Relationship with Locals		

## BLM 5.1 "The Arusha Peace Agreement"<sup>87</sup>

"The Arusha Peace Agreement was preceded by the signing of the agreement on a new ceasefire, as well as parties agreeing on the following principles:

That there was neither democracy nor the practice of the rule of law in Rwanda;  
 That a broad-based government of national unity, including parties of different political persuasions was necessary to oversee the transition to democracy;  
 That the Rwandese army was not national in character and that it was necessary to set up a truly national army from among members of the two existing armies; and  
 That Rwandese refugees have a legitimate inalienable right to return home.

The agreement was structured around five pillars:

The establishment of the rule of law;  
 Power-sharing;  
 Repatriation and resettlement of refugees and internally displaced people;  
 The integration of armed forces; and  
 Other miscellaneous provisions."

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<sup>87</sup> Excerpt from "The Arusha Peace Agreement," an article from The Republic of Rwanda website. "The Arusha Peace Agreement." *The Republic of Rwanda*. The Republic of Rwanda. <http://www.gov.rw/THE-ARUSHA-PEACE-AGREEMENT>.

## BLM 5.2 "Weighing the Causes" of the Rwandan Genocide<sup>88</sup>

Read "Canada Remembers: The Canadian Forces in Rwanda."<sup>89</sup> Identify some factors Rwanda's history that might be possible causes of Genocide, and write each cause in a separate box.


<sup>88</sup> This activity is modelled after and takes its name from "ACTIVITY: Weighing Causes of the Oka Crisis," described in Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts* (p. 121). Seixas, Dr. Peter and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education, 2013.

<sup>89</sup> "Canada Remembers: Canadian Forces in Rwanda." *Veterans Affairs Canada*, Government of Canada. <http://www.veterans.gc.ca/eng/remembrance/history/canadian-forces/rwanda> (accessed November 14, 2013).

### BLM 5.3 "Location of Rwanda"<sup>90</sup>



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<sup>90</sup> User:Vardion. "A large blank world map with oceans marked in blue.svg." Map. December 10, 2006. *Wikimedia Commons*, Wikipedia. <http://en.wikipedia.org/wiki/File:LocationRwanda.svg> (accessed November 14, 2013).

# BLM 6.1 Comparing The Congo Operation and The Gulf War

Research Questions	The Congo Operation, 1960-64	The Gulf War, 1991

## BLM 6.2 The Gulf War in Photos<sup>91</sup>



<sup>91</sup> User:Ac dx. "Gulf War Photobox.jpg." Photo collage. March 25 2009. *Wikimedia Commons*, Wikipedia. [http://en.wikipedia.org/wiki/File:Gulf\\_War\\_Photo box.jpg](http://en.wikipedia.org/wiki/File:Gulf_War_Photo box.jpg) (accessed November 15, 2013).

## BLM 7.1 The Department of Citizenship and Immigration<sup>92</sup>

Devise a plan that the Department of Citizenship and Immigration might use to facilitate the resettlement of Kosovar refugees. Use the following organizer, and be sure to provide a rationale for each decision that you make.

Area of Need	Plan	Rationale
Housing? (Where is a suitable location for them to live?)		
Employment? (How can we provide a way for them to support themselves?)		
Healthcare? (What type of health needs should be addressed?)		
Education? (How can we ensure that they can function in daily Canadian life? How can we ensure their children will be educated?)		
Commemoration? (Should we address the history of the places they are immigrating from? How can we do this? E.g. a monument, memorial service)		

<sup>92</sup> This activity is modelled after "ACTIVITY: Memorials and Monuments," originally developed by Dr. Peter Seixas and Tom Morton. Seixas and Morton, *The Big Six*, 200.



## BLM 8.1 Thinking Historically and Asking Questions

For each historical thinking concept, generate three questions that would be useful for understanding a current event relating to Canada's international involvement.

Historical Thinking Concept	Questions
Significance (Lester B. Pearson)	1) 2) 3)
Perspective (The Suez Crisis)	1) 2) 3)
Evidence (Cyprus)	1) 2) 3)
Cause and Consequence (The Rwandan Genocide)	1) 2) 3)
Continuity and Change (The Gulf War)	1) 2) 3)
Ethical Dimension (Peacekeeping in the Balkans)	1) 2) 3)

## BLM 8.2 "Canada's Engagement in Afghanistan"

Image<sup>93</sup>



Primary Source<sup>94</sup>

*The following text is the "Summary" section of the last and most recent report to parliament regarding Canada's involvement in Afghanistan, published in March 2012.*

### Summary

- In Afghanistan, progress in strengthening security, governance and development is always hard won; the environment for implementing Canada's new approach in Afghanistan was daunting, and dangerous. The dual nature of our whole-of-government effort—in Kandahar and nationally—made for an especially challenging engagement, one that became the largest Canadian mission abroad since the Korean War more than 50 years ago. At its peak, approximately 2,950 Canadian soldiers and over 120 civilian personnel were deployed to Afghanistan.
- Of the 44 targets announced by the Government of Canada in 2008, and to be completed by December 31, 2011, a total of 33 targets have been fully achieved or surpassed. Another 5 targets have been partially achieved as of the tabling of this report, although 2 of them are expected to be fully

<sup>93</sup> Department of National Defence. "Soldiers from the Royal Canadian Regiment Battle Group on patrol in the Panjwa'i District of Kandahar Province. October 2010." Photograph. From "The Canadian Forces in Afghanistan." *Veterans Affairs Canada*, Government of Canada. <http://www.veterans.gc.ca/eng/remembrance/history/canadian-forces/afghanistan> (accessed November 13, 2013).

<sup>94</sup> National Area-Based Development Programme. "Canada's engagement in Afghanistan - fourteenth and final report to Parliament." From "Documents and Reports." *Canada's Engagement in Afghanistan*, Government of Canada. <http://www.afghanistan.gc.ca/canada-afghanistan/documents/index.aspx?lang=eng>.

achieved this spring. While 6 targets will not be achieved at all, progress has been made and significant work has been undertaken to advance them.

- Four of the six targets that were established by Canada to increase the capacity of the Afghan National Army (ANA) to conduct operations and sustain a more secure environment in key districts of Kandahar, with support from the International Security Assistance Force (ISAF), have been met. In particular, ANA kandaks (battalions) are capable of planning, executing and sustaining near-autonomous operations, the force strength of the ANA has improved significantly, and the majority of Kandaharis feel secure or perceive security to be improving.
- Canada placed considerable emphasis on strengthening the rule of law in Kandahar, and has met or surpassed all benchmarks and targets that were established for Kandahar's policing, corrections and justice sectors.
- Education was a central aspect of Canada's development work in Kandahar. Canada exceeded its target for the education signature project in Kandahar with the construction, expansion or restoration of 52 schools in key districts. Canada also exceeded its targets to improve the quality of education through the training of over 3,000 teachers in Kandahar, and the provision of literacy training to more than 27,000 individuals and vocational training to over 6,500 Kandaharis.
- Recognizing the vital importance of agriculture to Kandahar's economic growth going forward, Canada has completed the major components of its signature project to rehabilitate the Dahla Dam and Arghandab irrigation system, which created over 5,000 construction jobs. As a result of Canada's work, when the spring irrigation waters flow, an additional 30,000 hectares of land should benefit from increased irrigation, creating another projected 5,000 seasonal jobs in the agro-economy.
- Availability and access to essential, quality health services was improved considerably, especially for vulnerable groups. Since 2008, Canada has provided support to help train over 2,000 health care workers, including doctors, nurses, midwives and community health workers. Canada's target for 2011 was to train 500 health workers.
- Recognizing the critical need for the Afghan people to safely access arable land, Canada supported mine action between 2008 and 2011, helping to clear over 772 square kilometres of land from mines, which is well over the established target of 500 square kilometres. Canadian-supported mine risk education was also provided to over 650,000 people, surpassing the target of 200,000.
- Canada has played an important role in providing much needed support for the delivery of food assistance to Afghans in need, through a partnership with the UN World Food Programme (WFP), surpassing established targets.
- Canada played a key role in improving working relations between Afghanistan and Pakistan through the Canada-facilitated Dubai Process, which is now called the Afghanistan Pakistan Cooperation Process (APCP). Canada helped to establish a stronger foundation for border security between the two countries by providing support for the new Afghan Border Police Faculty, which provides additional training capacity for the Afghan Border Police. In addition, experts from the Canada Border Services Agency (CBSA)

developed customized training modules for the Afghan National Customs Academy in Kabul that were used to train over 200 Afghan customs officials, surpassing Canada's targets for this work.

- Canada's contribution in the area of electoral reform in Afghanistan focused on improving the political participation of women as voters, candidates and election workers; civic education; the monitoring of election preparations; and pressing the Government of Afghanistan to undertake electoral reforms, building on the lessons learned from the flawed elections of 2009 and 2010.
- Through the 2008–2011 period, human rights has been a key area of focus for Canada in Afghanistan. Canada served as a lead donor to important human rights initiatives in Afghanistan, supporting the Afghanistan Independent Human Rights Commission (AIHRC) and strengthening the protection of Afghan's rights, notably those of women and other minority groups. Canada assumed the chairmanship of the AIHRC Donor Committee in January 2011.
- Canada also recognized the vital importance of empowering leadership and decision making at the community level in Afghanistan. Through the National Solidarity Program, Canada supported the development of democratically elected Community Development Councils (CDCs) across much of Afghanistan. Over 27,900 CDCs have been formed, giving communities a key role in developing their own future.
- In supporting Afghan-led efforts toward political reconciliation, Canada contributed to the completion of the Afghanistan Government Media and Information Centres in Kabul and Kandahar, thus meeting another 2011 target. The Centres enable the Afghan government to communicate with its citizens by sharing information about national and provincial programs, policies and objectives for reconciliation. Canada will also continue to advocate, for broad, inclusive, Afghan-led efforts at reconciliation.

## BLM 8.3 "Baird Pledges Continued Support for Syrian People"<sup>95</sup>

### Baird Pledges Continued Support for Syrian People

**March 15, 2013** - Foreign Affairs Minister John Baird today issued the following statement:

"In the 24 violent months since the Syrian people began rising up against the Assad regime, tens of thousands of Syrians have been killed, more than a million have fled to neighbouring countries, and many more have been displaced within Syria's borders.

"Canada continues to stand resolutely with the people of Syria in this very dark period.

"We have acted with like-minded countries, and Canada stands ready to do more. We look forward to a day when the bloodshed has ended, and the work of building a peaceful, democratic, pluralistic Syria can begin."

Canada has committed \$48.5 million to meet the urgent humanitarian needs of Syrians inside and outside the country.

Canadian sanctions against the Syrian regime are among the toughest in the world. They are designed to increase the pressure on Assad to end the bloodshed and relinquish power while cutting off access to the financing that sustains its repressive apparatus.

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<sup>95</sup> The text is an excerpt from the following source. Foreign Affairs, Trade, and Development Canada. "Baird Pledges Continued Support for Syrian People." *Foreign Affairs, Trade and Development Canada*, Government of Canada. March 15, 2013. <http://www.international.gc.ca/media/aff/news-communiques/2013/03/15a.aspx?lang=eng> (accessed November 15, 2013).



Ryan Stevenson

Wednesday, January 15, 2014