

These sample pages are intended for promotional purposes only.
The following pages are not in consecutive order.

The head of government in Canada is the **Prime Minister**: the political leader of the government of Canada. The Prime Minister is the head of a political party and has the responsibility of governing the country. Because the Prime Minister controls the Cabinet and thereby the House of Commons, he/she has much power in the Canadian political system.

RECENT CANADIAN PRIME MINISTERS



Justin Trudeau
In office 2015 -



Stephen Harper
In office 2006 - 2015



Paul Martin
In office 2003 - 2006



Jean Chrétien
In office 1993 - 2003



Kim Campbell
In office Jun - Nov 1993

4. PARLIAMENT

Parliament is the name given to the group of representatives who govern the country. Parliament is the branch of government that makes laws. A **Member of Parliament (MP)** is elected for each **riding** (an area containing approximately 100,000 people). Other terms used in place of riding are constituency, electoral district, or seat. The Prime Minister is the top executive of Parliament. Below the Prime Minister is the Cabinet. Below the Prime Minister and Cabinet is the collection of regular MPs who are often referred to as backbenchers. The Governor General and the Senate are also part of Parliament, although they do not have the real powers that the MPs have.

5. HOUSE OF COMMONS

The group of all Members of Parliament, including the Prime Minister and the Cabinet, is called the **House of Commons**. MPs are elected by the citizens of Canada for a five-year term. Each member represents a riding. This means that, since 2015, there are 338 MPs in Canada, because there are 338 ridings. MPs spend most of their time debating and passing legislation. Individual MPs also look after the needs of their constituents (the people who elected them).

The House of Commons is the focal point of the Canadian parliamentary system. This is because, in any democracy, citizens are at the heart of the democratic system. When they elect their representatives, they are in fact empowering those representatives to act on their behalf. To illustrate the importance of the House of Commons students should realize that no law can become a law in Canada without the approval of the House of Commons. Furthermore, the government of Canada collects taxes, so the assumption is that someone in government will spend that money. No money can be spent by the government without the approval of the House of Commons. Canadians can express their satisfaction, or lack of it, most effectively when they vote on election day.

Every democracy has a legislative (law making) assembly. While the Senate (see below) also has a role in the law making process, it is the House of Commons that initiates and

We have integrated literary works throughout the course, to allow for a well-rounded learning experience, and to foster interpersonal intelligence on the emotional level. In this end, we aim to demonstrate how personal expression plays a role in shaping our understanding of history.

the experimental stage, but they are worth studying because of the huge impact they would have in the next war.

E. LAND BATTLES

1. THE WESTERN FRONT

After the Battle of the Marne on the Western Front, Germany realized that the Schlieffen Plan had failed. Germany simply began a holding action in the trenches of the West, in order to concentrate on fighting the Russians in the East. The Western Front essentially became a **stalemate**. We have borrowed the term *stalemate* from the game of chess. In chess a stalemate is declared when it becomes obvious that neither player has enough offensive power remaining on the board to achieve victory. Likewise, the battlefront was stalemated.

a) The Battle of Ypres, April 1915

The **Battle of Ypres** in Belgium was the first taste of trench warfare for Canadian troops. The French and Canadian troops were defending Ypres and retreated when the Germans used chlorine gas against them. This was the first poison gas attack in history. This attack, perhaps more than anything else, acted as a precursor to the ugly manner in which twentieth century wars would be fought. Over 6,000 Canadians lost their lives before reinforcements arrived. Lieutenant-Colonel John McCrae, of Guelph, Ontario, wrote the world-famous poem "In Flanders Fields" after the Battle of Ypres, in memory of a friend who had been killed. McCrae died of pneumonia in 1918, at the military hospital in France where he was in charge.

b) The Battle of Verdun, February 1916

Germany attacked the French at the **Battle of Verdun**. The battle lasted for six months, and the French alone lost 500,000 men. This battle and the Battle of the Somme were the defining battles of the First World War. Each was deliberately planned to be a battle of attrition in which the attackers' strategy was to wear down the enemy. Many people claim that the French never recovered psychologically from the Battle of Verdun.

c) The Battle of the Somme, July 1916

While the Germans were busy with the French at Verdun, Allied commanders tried to end trench warfare with a large attack on the German trenches at the

Battle of the Somme. The attack was not successful. The Germans were not driven back and over 20,000 Canadian soldiers were killed. The Newfoundland Regiment suffered 90% casualties; every officer was either killed or wounded. When the battle

In Flanders Fields

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

John McCrae. May 1915

1. LANDING AT SICILY, JULY 1943

- a) The Allied attack on Sicily was designed to take pressure off of the Soviet Allies and divert Germans from northwestern Europe, where the attack on Normandy (the re-invasion of Europe) was being planned.
- b) Allied forces, including Canadian soldiers, landed at Sicily using an amphibious attack. Although Hitler sent many German soldiers to hold Italy, the Allies captured Sicily in one month. The way was now clear for a similar landing on the Italian mainland.

2. TAKING ITALY

- a) Allied troops began to move into the peninsula of Italy. Canadian forces pushed forward through Italy until the German army stopped them at Ortona. Vicious fighting occurred throughout December 1943.
- b) The Germans were finally driven back by a French-Canadian unit (the Vandoos). Canadian troops succeeded in breaking through the last line of German defences before Rome, and then continued through to free northern Italy in the fall of 1944.
- c) The fighting in Italy was some of the toughest of the war. In late April 1945, Mussolini was captured by Italians who were not soldiers in his regular army. Mussolini and his mistress were hung and “displayed” for several days in the streets of Milan.
- d) The capture of Italy was an important step towards the liberation of Europe. Many German troops were required in order to defend Italy, thereby making the German troops unavailable for the defence of France.

H. NORMANDY LANDING TO THE END OF THE WAR IN WESTERN EUROPE

By mid-1944, the Allies were ready to liberate France and Germany itself. Hitler had anticipated such an attempt, and every precaution had been taken by the Germans to make an Allied landing as difficult as possible.

1. THE NORMANDY LANDING, JUNE 6, 1944

a) **Operation Overlord** was the great Allied invasion of German-held Europe. The Allies planned to use naval and aerial bombardment to knock out German defences. The invasion of Normandy, off the Northwest coast of France, took over one year in preparation, and it was perhaps the most complex military operation ever attempted.

b) This was the largest Canadian military operation of the Second World War. There were 14,000 Canadian soldiers, 100 ships, and 36 bomber squadrons from the Royal Canadian Air Force.






Allied troops prepare to unload onto the beaches of Normandy during the amphibious invasion of German-occupied France, June 6, 1944, (D-Day).

In 1947 the United States declared the **Truman Doctrine**, which was the policy to support free peoples around the world who were resisting subjugation, in particular, people living in countries threatened by communism. This was the first step in developing the American policy of containment. The policy of containment was the policy of containing or halting the spread of communism by providing economic aid and military support to people threatened by communism. Later in 1947, the United States further developed the policy of containment when they passed the **Marshall Plan**. The Marshall Plan offered billions of dollars in aid to war-torn European economies to help them resist the advance of communism. All of these policies were developed in response to the **Red Scare**. The Red Scare was a term that referred to the general fear of Communists (known as "Reds") prevalent amongst western countries at this time.

EUROPE DURING THE COLD WAR



-  Countries briefly occupied by the U.S.S.R.
-  Sattellite States of the U.S.S.R.
-  Territory belonging to the U.S.S.R.

- Heavy black line represents the Iron Curtain.
- The U.S.S.R. occupied Yugoslavia until 1948 and Albania until 1960. Most other satellite states remained under occupation until the Soviet collapse in the early 1990s.

“Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.” This is one of the four key Big Ideas of the 2018 Social Studies curriculum. This book offers students many opportunities to define for themselves what Canadian nationality means to them, and just as importantly, to others as well. Chapter 7 takes students on a journey through the racial injustices of the twentieth century, and the meaning of multiculturalism.

b) World War II and Japanese Internment Camps

The treatment of Japanese Canadians during World War II exemplifies one of the most directly discriminatory and racist elements of Canadian governmental policy in the twentieth century. Additionally, until recently, the Japanese **internment camps** in Canada (and in the USA) have not been fully acknowledged or publicized. It is likely that many Canadians today still are not aware of how our nation treated Japanese Canadians during World War II.



Dormitories at the Exhibition Buildings, located at Hastings Park, Vancouver, BC. Thousands of Japanese Canadians spent nights here before being transported to internment camps.

NOTICE TO ALL JAPANESE PERSONS AND PERSONS OF JAPANESE RACIAL ORIGIN

TAKE NOTICE that under Orders Nos. 21, 22, 23 and 24 of the British Columbia Security Commission, the following areas were made prohibited areas to all persons of the Japanese race:

LULU ISLAND [INCLUDING STEVESTON]
SAPPERTON BURQUITLAM
SEA ISLAND PORT MOODY
EBURNE IOCO MARPOLE
PORT COQUITLAM
DISTRICT OF QUEENSBOROUGH
MALLARDVILLE
CITY OF NEW WESTMINSTER
FRASER MILLS

Poster indicating banishment of Japanese people from certain areas around Vancouver, B.C.

(i) 1942: Relocation to “Protective Areas”

Prime Minister Mackenzie King ordered all Japanese Canadians on the west coast to relocate to “protective areas.” Nearly 21,000 Japanese persons in Canada were relocated to “protective areas,” i.e. internment camps, mostly located in the interior of British Columbia near towns such as Greenwood and New Denver. An internment camp is an area where a group of people are confined and their rights and lifestyles severely restricted. While officially internment camps are not prisons—the residents are not exactly considered criminals—the residents are not given a choice about whether or not to move into a camp nor about most aspects of their daily lives. The Japanese living in these camps were living as if they were imprisoned, even if the government did not acknowledge this. Shortly after internment, all Japanese property was confiscated and put into the custody of the Canadian government. The conditions in Canadian internment camps were not nearly as restrictive or dangerous as concentration camps in Germany or even the Japanese internment camps in the USA. Nevertheless, the freedom of people in the camps in BC was severely

territory can be used. The agreement acknowledges the right of the Haida Nation to be involved in decisions regarding the islands' land, resources, and ecosystems.

(ix) The Tsilhqot'in Decision

The Tsilhqot'in Decision was the result of a landmark court case: the Tsilhqot'in First Nation versus the Provincial Government of British Columbia. The Supreme Court of Canada ruled that the BC government did not have the right to conduct clear-cut logging on lands which the Tsilhqot'in Nation held claims. This was an important decision because it stipulated that all provincial governments must obtain approval from title-holders before conducting clear-cut logging on First Nations territory.

(x) The Creation of Nunavut

In 1999, the new Canadian territory of **Nunavut** was created, where Indigenous Peoples were given the right to self-government over natural resources, education, and justice systems. In the political system of Nunavut there are no political parties—people run for election as individuals, and then the elected members vote for the member who they want to lead the government.

3. 2008-2015: TRUTH AND RECONCILIATION COMMISSION

A **Truth and Reconciliation Commission (TRC)** is a committee whose task it is to discover, acknowledge, and publicize past wrongdoings. Both parties—the wrongdoers and those people who were treated wrongly—are meant to work together towards reconciliation. A TRC is often organized similarly to a court case, but the purpose is quite different. The goal of a TRC is to have both parties work together towards a plan for going forward and redressing wrongs, rather than have a legal system determine all elements of truth, evidence, and punishment. TRCs have been used in other countries in an attempt to resolve wrongs committed by the state against a group of people. In South Africa, a TRC was conducted to reveal and redress wrongs committed during the apartheid era. In Chile, a TRC was conducted to reveal and redress wrongs committed against political activists in the 1970s.

The primary focus of the Canadian TRC was the issue of residential schools and the harm these schools have done to the Indigenous community that continues to this day, even though the schools have now been dismantled.

In particular, the TRC heard the testimonies of many former students of residential schools regarding severe physical, psychological, and sexual abuse. The commission also looked carefully at the schools' attempts to forcefully assimilate Indigenous children into mainstream society.

a) What the Commission Did

The point of all TRCs is not to “forgive and forget,” but rather to remember the wrongs committed, and to focus on positive change. To do this, the commission spent six years travelling across Canada in order to hear the testimonies of former students of the residential schools. The goals of the commission were: to officially acknowledge the wrongs that had been committed against Indigenous citizens, especially those who had attended the residential schools; to assess the compensation needed in order to alleviate the damage caused by the residential school system; to allow the victims of

• The Issue

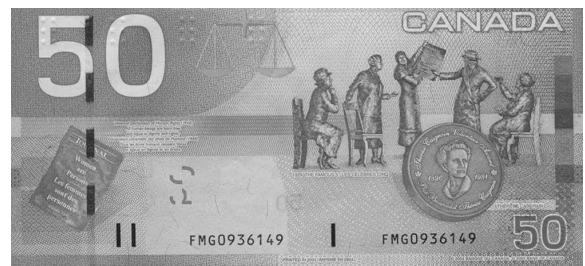
The Famous Five asked the Supreme Court of Canada to consider and rule on the following: Does the word “person” in Section 24 of the British North America Act include female persons?

• Key Events

- » In 1916, Emily Murphy became the first woman judge in the British Empire. However, in her own court, lawyers challenged her right to preside. They claimed that women were not considered “persons” under the British North America Act.
- » In 1927, the Famous Five asked the Supreme Court of Canada to rule on whether or not women were considered to be “persons” as defined by the BNA Act of 1867.
- » After three months of consideration, the Supreme Court ruled that the Fathers of Confederation had not intended for the word “qualified persons” to apply to women.
- » In 1928, the Famous Five, with the assistance of Prime Minister King, appealed to the British Privy Council, at the time Canada’s highest court, and asked it to consider the “**Persons**” case.
- » In 1929, the British Privy Council responded by explaining that the word “persons” includes members of both the male and female sex, and that women are eligible to become members of the Senate of Canada. The British Privy Council issued this statement: “the exclusion of women from all public offices is a relic of days more barbarous than ours. And to those who would ask why the word ‘person’ should include females, the obvious answer is, why should it not?”

• The Legacy of the Famous Five

The victory of the Famous Five paved the way for greater participation of women in public life. However, none of the Famous Five earned the honour of serving in the Senate. The distinction of being the first woman appointed to the Senate belongs to Cairine Wilson, who was appointed in 1930.



In 2004, the Famous Five were featured on the Canadian fifty dollar bill.

(vii) Suffrage

Mostly through the pressure put on government and society by the suffragists, women gained the right to vote between 1916 (in Manitoba, Saskatchewan, and Alberta) and 1940 (Quebec was the last province to grant suffrage). In 1917 women won the right to vote in federal election.

b) Second Wave Feminism: 1960s - 1980s

After the first wave feminists, women became very involved in the effort to support the Second World War, and social advocacy for women’s rights did not significantly pick up again until the 1960s, when **second wave feminism**, also known as the “Women’s Liberation Movement,” arose.

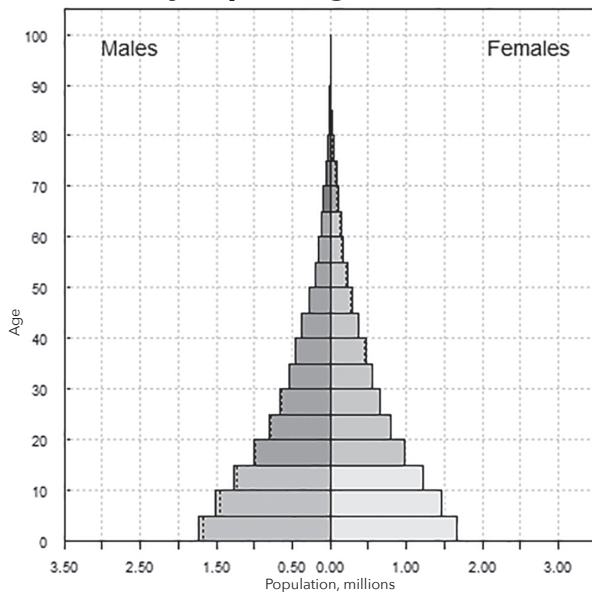
Human geography is covered in Chapter 8, and the topics are organized in an easy to follow, step by step layout. Graphs and charts throughout the chapter assist students in visualizing complex topics such as demography. Additionally, this new Student Workbook draws lines between demographic data and modern social issues, such as feminism, urbanization, and income inequality, so that students can see first hand how the demographic data translates to the real world.

10. Other Demographic Considerations

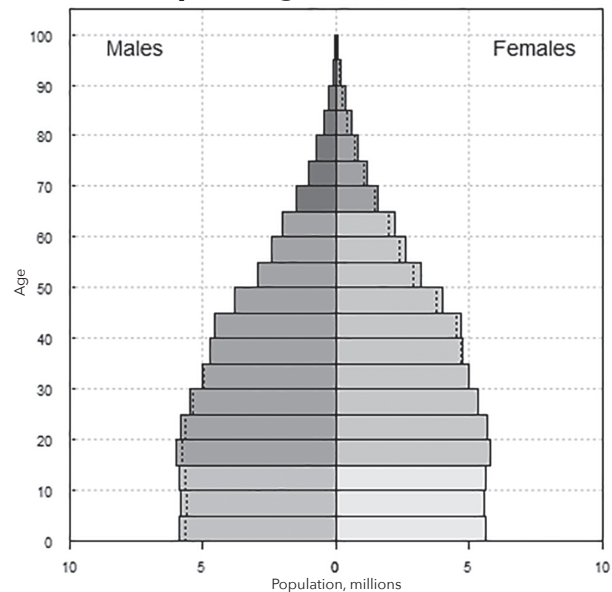
a) Birth Control and Population

Perhaps the most significant factor in successful population control has been the improved status of women in many developed countries. Empowered, liberated, healthy women who have easy access to contraception (birth control) are best suited to make their own decisions regarding reproduction. Women in poorer, undeveloped nations are often denied educations, proper healthcare, and access to contraception. As a result, women in these countries tend to have more children than in developed countries such as Canada.

Early Expanding: Mali (2017)



Expanding: Mexico (2017)



World Population Prospects: 2017 Revision, DESA © 2017 United Nations. Reprinted with permission of the UN.

A population pyramid is classified as "early expanding" when the base of the pyramid is much wider than the top. This indicates a high birth rate. Additionally, countries in the early expanding stage have much fewer elderly people, as indicated by the sharp point at the top. This generally indicates a shorter life expectancy. This stage is correlated with a lack of urbanization, birth control, and female participation in the work force.

A population pyramid is classified as "expanding" when the base is wide (reflecting relatively high birth rates), but the cohort groups begin to increase (in numbers) towards the middle of the pyramid. This increase is often caused by improved medical care, modern hygiene techniques, and improved diets. This stage is correlated with a lower death rate, although the birth rate remains high.

The environmental concerns facing British Columbia are laid out in an extensive section on human-environment interaction. Students are encouraged to think about environmentalism and climate change from social, scientific, ethical, and economic perspectives.

2. GEOGRAPHICAL IMPACT OF CLIMATE CHANGE

While the Earth's rising temperature is responsible for many of the significant threats to the world's liveability, such as rising sea levels, warming oceans, and shrinking ice sheets and glaciers, there are also other geographical changes caused by human industrial activity. These other impacts include increased rainfall in certain areas, decreased rainfall in others, the increasing acidification of the oceans, and increases in the frequency of natural disasters such as hurricanes, flash floods, droughts, and forest fires, such as the fires that have devastated the interior of British Columbia in recent years.

3. HOW CLIMATE CHANGE IMPACTS HUMAN POPULATIONS

While many people agree that climate change is a pressing concern in the world, one common question is, "How does it affect me?" In this section we will go over a few of the ways in which climate change affects human populations around the world, including here in Canada.

a) Forest Fires

Forest fires are an environmental threat to the residents of British Columbia. In 2017, the provincial government spent approximately \$550 million of taxpayer money fighting forest fires. As summer temperatures in BC continue to rise, the landscape has been getting drier, substantially increasing the wildfire threat. In recent years, thousands of BC residents have lost their homes and communities to fires.

b) Rising Sea Levels

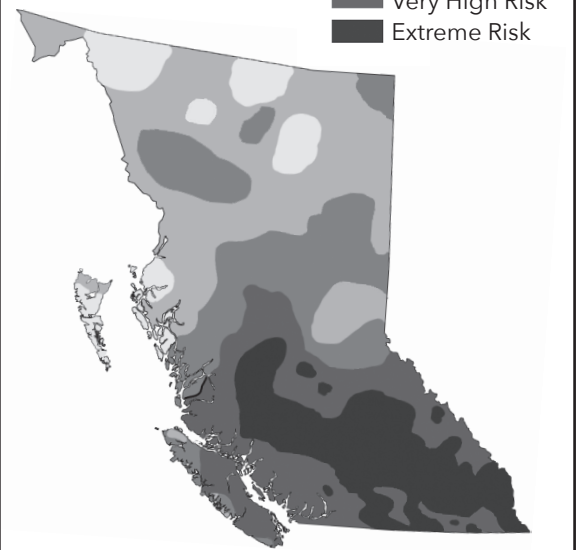
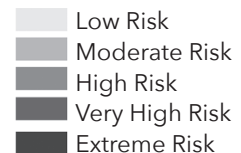
A large amount of Earth's water is currently frozen, mostly in Antarctica, the North Pole, and mountain glaciers. As this ice slowly melts, it adds more water to the oceans, which causes the sea level to rise. Many of the world's cities are built in coastal areas threatened by sea-level rise, such as Vancouver, New York City, Venice, New Orleans, Amsterdam, Mumbai, and Shanghai. In fact, many coastal and riverfront cities and towns have seen an increase in floods in recent years. Floods can cause billions of dollars of damage to cities and can put millions of lives in jeopardy.

c) Agricultural Production

Farming communities are the most affected by unpredictable weather and precipitation patterns. When a drought occurs, many farmers, including those in Canada's prairie provinces, are forced to use vast amounts of water to make up for less rainfall, or they

FOREST FIRE RISK LEVELS IN BC

Data provided by British Columbia Wildfire Services, July 2017



Each chapter begins with a layout of the Big Ideas, or core issues, dealt with in the coming pages. Accompanying these issues are the “Questions to Guide your Reading,” meant to encourage active learning habits.

BIG IDEAS

INTERNATIONALISM

Internationalism can be thought of as going beyond nationalism. According to internationalism, rather than doing all that it takes to serve and protect one's country, citizens and politicians of the world should instead act in the interest of the global community, and look out for the security and prosperity of the entire world. This idea began to flourish during the insecure times of the Cold War, with many countries forming economic partnerships and signing international treaties. Institutions that serve the internationalist ideal include the UN, NATO, the World Health Organization (WHO), the International Criminal Court (ICC), and the International Monetary Fund (IMF). Countries like Canada that provide foreign aid to less fortunate countries are advocates of internationalism.

CANADIAN HEALTHCARE

Although Canadian healthcare is the envy of many countries, it has many problems. One is that it is very expensive and underfunded. This sometimes results in long wait lists for some surgeries and other medical procedures. Some Canadians do not like our healthcare system, and would rather pay money to receive faster medical service. However, others fear that this would result in even slower and lower quality care for those who cannot afford to pay for healthcare. Some see healthcare as just another service industry that should be run according to the capitalist model, while others think that healthcare is so important to every citizen that it should not be carried out for profit.

PEACEKEEPING

Peacekeeping is a non-aggressive military tactic that has as its main goal the maintenance of peace. Peacekeeping operations have been frequently used by the United Nations in order to stop the escalation of conflict and to save civilian lives. The idea of peacekeeping operations was put forward by the soon-to-be Prime Minister of Canada, Lester B. Pearson, for which he won the Nobel Peace Prize in 1957. Today Canada continues to take great pride in its global peacekeeping efforts.

QUESTIONS TO GUIDE YOUR READING

- Do you think that healthcare should be equally accessible to all Canadians? Or should those who are able to pay be able to purchase faster healthcare?
- Is the Canadian healthcare system an important part of the Canadian identity?
- Does the United Nations have the right to enter a country at the time of civil war or internal conflict, and force peace upon it? Or should the United Nations respect the sovereignty of all nations regardless of the circumstances?
- Do prosperous countries like Canada have a responsibility to assist poor, less fortunate countries?



Note: This symbol indicates the key concepts that are fundamental to understanding the Big Ideas in this chapter.

Chapter Three Exercises

The exercises in this workbook are designed to build specific disciplinary thinking skills. These skills include understanding significance, evaluating evidence, analyzing continuity and change, finding the relationships between causes and consequences, understanding multiple perspectives, and using ethical judgment. Each exercise will require you to use a different thinking skill in order to complete it.

Exercise 1: *Significance*

The Significance of the League of Nations

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Exercise 2: *Evidence*

Accounts from the Great Depression

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Exercise 3: *Continuity and Change*

Cynicism: "The Second Coming"

Page 110 - 111

Exercise 4: *Causes and Consequence*

The Workers' Revolution

Page 112 - 113

Exercise 5: *Perspective*

Responses To The Depression

Page 114 - 115

Exercise 6: *Ethical Judgment*

Ethical Dilemmas During the Interwar Years

Page 116

An example of the kind of exercises found in the 2018 Student Workbook. Teachers also get access to 684 pages of additional exercises, tests, answer keys, and course review worksheets with our Blackline Masters, available for purchase with every class set of 30 or more Student Workbooks.

CHAPTER 7 - EXERCISE 4 - *Cause and Consequence* CANADA'S TRUTH AND RECONCILIATION COMMISSION

Use the Truth and Reconciliation Commission's website to assist you in answering the following questions: www.trc.ca

1. What was the purpose of the Truth and Reconciliation Commission in Canada?

2. Explain how the harm that was done to previous generations of Indigenous Peoples continues to impact Indigenous individuals and communities today.

3. Explain the level of success that the TRC has had in Canada, and comment on its shortcomings.

4. Look through the TRC's Calls to Action and choose two that you feel are especially important. Explain your choices.

5. List some of the disadvantages and inequalities faced by Indigenous Peoples in Canada today.
