

Canada's Identity
"Canada is like a loft apartment over a really great party!" - Robin Williams

Submitted by: Phil Hophan (San Jose, CA)

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Purpose and Rationale

This curriculum is used as the introductory unit in an AP United States History course. It offers an engaging and analytical introduction to what is a very challenging year for these eleventh grade students. The students will be acclimated to the academic pace and historical content of the course and draw upon skill methods and digital high school resources acquired in previous years.

Any prior knowledge the students might have of Canadian historical truths or acquired stereotypes (as well as nightly reading assignments) will be drawn upon to create a better understanding of the character of Canada and its identity. These elements will later be used throughout the American History course to assess the American identity. We will move quickly through an overview of Canadian Studies using weekends on either end of a week as well as nightly assignments to supplement class discussions and lectures. The curriculum will have the students use a variety of college preparation skills to illustrate their knowledge of the historical content.

More specific one-day lessons on Canada will be taught throughout the year as links to US history present themselves. Such initial exposure to Canadian-American relations and comparative studies is appropriate for AP students.

Description

This weeklong curriculum outline offers a brief overview of Canadian culture, geography, history, politics, and foreign policy in an attempt to identify the Canadian identity.

Grade Level and Subject

This unit plan is designed specifically to introduce a Grade 11 AP US History. However, with alteration, it could serve other curricular needs at the middle and high school level and in any social science discipline.

Duration

Five days of class instruction (based on class periods of 55 minutes) preceded by one weekend of preparatory assignments and accompanied by nightly reading assignments. The unit ends with completion of a five-paragraph essay assessment due after the second weekend.

Goal

Students will gain a general knowledge and appreciation for Canada. As well, students will consider what elements make up national character as we attempt to understand American identity over the course of the entire school year.

Objectives

1. Students will be able to identify and evaluate the cultural characteristics and national policies that contribute to the creation of a national identity.
2. Students will be able to identify and evaluate the impact of Canadian geography on the expansion, development, and current issues and problems facing Canada.
3. Students will be able to identify and evaluate the most significant developments in Canadian history.
4. Students will be able to identify and evaluate the parliamentary political system of Canadian government.
5. Students will be able to identify and evaluate the cooperative nature of Canadian foreign policy and the economic dependence Canada has of the United States.
6. Students will be able to assess the validity of the following statement: "Canada's national identity encompasses the ideals of peace, order and good government."

California Standards

Content Standards (limited):

- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

Social Studies Skill Standards:

- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- Students relate current events to the physical and human characteristics of places and regions.
- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Background Information

- Cornell Note-taking System
- Franklin Annotations System
- Factual, Global and Interpretive Questioning Method
- Assertion, Evidence and Commentary Essay Writing Model

Materials

- Teacher Prepared Resources (Needs Development)
- Wall Map of Canada / Blank Outline Map of Canada and Whiteboard Projection
- “Canada at a Glance” Pre-Reading Packet
- Ipsos-Reid Poll
- *The Rant* and *The Sweater* Videos
- Canadian Newspapers (Headlines)
- Various Homework Reading Packets and Instructions
- Nanaimo Bars Recipe and Snack

Alternative Suggestions:

- Take two days for every one-day; stretch the one week unit into a two week unit.
- Create worksheet questions to accompany readings.
- Create vocabulary lists to accompany readings.
- The five-paragraph essay could be turned into a one or two-page response paper.

Procedures

1. *Weekend Pre-Reading (“Ask Canada”):*

Students will read, annotate and note the following web-based and hardcopy resources using the Cornell note-taking system, while creating a list of factual, global and/or interpretive questions that could be posed to either average Joe Canadian or the newly “elected” Prime Minister of Canada – roles played by Mr. Hophan on Monday. (The cover page for this reading will be the “Canada at a Glance” laminated resource.)

- CultureCanada Web Resource: <http://www.civilisations.ca/hist/canp1/canp1eng.html> (Phase One and Phase Two (Read All Links) and Explore)
- “We’re Almost the Same Country” (Maclean’s, 05/06/02)
- “Ill-Informed Americans...” (Ottawa Citizen, 05/20/00)
- “The Facts Don’t Lie” (Economist, 1998)

2. **Monday Lesson (“The Canadian Identity”):**

Students will be able to identify and evaluate the cultural characteristics and national policies that contribute to the creation of a national identity.

A. Class Bell-Ringers and Discussion:

AP Style MC 5 Question Reading Quiz* / “Ipsos-Reid Poll” (May 7, 2002)

B. Define Elements of National Identity:

People; Origins; History; Geography; Culture; Politics; Economics

C. Compare and Contrast Culture Brainstorm (Use Brainstorm Rules):

For every Canadian culture brainstorm that students offer from weekend reading, the teacher encourages an American counterpart while linking discussion to elements of national identity.

Culture Brainstorm Topics: Language; Immigration; Geography; National Health Care; National Symbols; Canadian Sensitivities and Stereotypes; Canadian/American Relations (Reciprocal Understanding); Hockey; Environment; Quality of Life; Food and Drink; Culture; History; 2004 Canadian Election; Foreign Policy ; Parliamentary Government; Environmental Issues; Free Trade Issues; French Canada; First Nations

D. Question and Answer Session

Students may ask the teacher questions they have formulated, mentioning specifically if the questions should be answered by Joe Canadian or the Crown Government.

E. Homework Assignment:

Research and design a 13-slide “slide-show” that pictorially depicts any significant geographical quality of each of the 10 provinces and 3 territories. Use the handout “Canadian Provinces: A Land of Regions” as a resource. Use the following web-site to guide your research:
http://canada.gc.ca/othergov/prov_e.html

3. **Tuesday Lesson (“Where in the World Is Canada?”):**

Students will be able to identify and evaluate the impact of Canadian geography on the expansion, development, and current issues and problems facing Canada.

A. Class Bell-Ringer:

“Drawing Canada” - Students will be given a blank sheet of paper and will attempt to draw and label an outline map of Canada.

B. East to West Map Lecture/Discussion with Outline Map and Digital Projection

Using the projected map, the teacher will guide a lecture-discussion of major geographical features and development from east to west while referencing similarities and differences in the United States.

C. Cause and Effect Activity: “Finish the Sentence...” (Geography → History)

Using a series of incomplete sentences, the teacher will ask the students to complete each geographical cause with the appropriate cultural effect. (i.e. expansive geography → railroad/national unity)

D. Homework Assignment:

Read, annotate and note handout: “Canada Past”

4. **Wednesday Lesson (“History of Canada”):**

Students will be able to identify and evaluate the most significant developments in Canadian history.

A. Class Bell-Ringer:

5 AP MC Questions Reading Quiz
Show video “The Sweater”

B. Play-Acting Time Line Lesson (Based Upon “Canada Past” Reading and Quiz)

Students are asked in a Socratic manner to describe historical events, from a certain perspective, for all major historical events.

C. Homework Assignment:

Read, annotate and note handout: “Canada Government”

5. Thursday Lesson (“Parli-Pro in Canada”):

Students will be able to identify and evaluate the parliamentary political system of Canadian government.

A. Class Bell-Ringer:

“BBC Coverage of House of Commons Question Period”

B. Parliamentary System Simulation and Discussion:

“Forming a New Government” (An election has occurred and the students must form a government in the parliamentary style, including all aspects of government. A law must then be passed by that government, such as a Civil Rights Act in Support of Gay Marriage using all aspects of the Canadian government)

C. Current Event Headlines Activity: “2004 Canadian Election”*

D. Homework Assignment:

Using the web-page www.canada411.ca, locate the phone number of a fabricated Canadian person’s name. With consideration for privacy, courtesy and etiquette as discussed in class, call this person and introduce yourself using the format offered here:

“Hello, my name is *(insert student’s full name)* and I am a high school student who attends *(insert name of school)* in *(insert city, state)* and I would like to ask you a question or two for a school project. I have three questions about how you feel, as a Canadian, towards the United States. Can you assist me? First, I need to ask you—how long have you lived in the Canada? Continue with two other student-created questions.... (Modern Canadian primary source would act as a replacement.)

6. Friday Lesson (“Can-Am Relations”):

Students will be able to identify and evaluate the cooperative nature of Canadian foreign policy and the economic inter-dependence Canada has with the United States.

A. Class Bell-Ringer:

Video “The Rant”

B. Power-point Presentation of Canada-American Relations

This lecture will feature a battery of slides that will include Canadian Foreign Policy and Canadian/American Economic Inter-dependence themes and content.

C. Pre-Writing Silent Brainstorm and Wrap-Up Discussion

D. Extra-Credit Assignment Due Monday:

“Canada Vocabulary Crossword Puzzle”

7. Weekend Cumulative Assignment (“What is a Canadian?”)

Students will have as their only weekend assignment the responsibility of completing the following assessment using the resources, discussions and themes provided in class. An optional extra-credit assignment may also be completed. (Discussion to follow on Monday.)

Assessment:

Students will write a five-paragraph essay using assertion, evidence and commentary method of writing.

Assess the validity of the following statement: **“Canada’s national identity encompasses the ideals of peace, order and good government.”**

Evaluation: (not in rubric format)

The final essay needs to reflect these structural and content specific requirements:

Introduction:

- Strong assertion that accepts the statement as a considerably valid assessment of the Canadian national identity and recognizes its’ origin in throughout Canadian history.

- Include the fact that the Canadian founders intended to create a highly centralized government and how this is reflected in national identity.
- Definition and significance of evaluating the national identity, outside the typically American scope.
- Well, written and persuasive introduction that outlines major arguments.

First Topic

- Topic sentence and evidence supports the ideal of a relatively peaceful society by reflecting on Canadian history and foreign policy.

Second Topic

- Topic sentence and evidence supports the ideal of order in Canadian society by reflecting on socialist governmental policies and geographical expansion and development.

Third Topic:

- Topic sentence and evidence supports the idea of good government through reflections on parliamentary government and economic policy.

Conclusion:

- Proper recap of major themes and ideas encompassed in essay.
- Emphasis on the importance of evaluating national identity, as difficult as that might be for a country such as Canada, the issue is even more complicated when assessing the American identity.