

Think History: Canadian History Since 1914

Big Ideas	Student Print Resource	Eguide Teacher Resource	Student eText
Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.	Chapter 2: Canada Enters World War One , pp 20-51; Chapter 5: World on Fire: Canada and World War II , pp 120-167; Chapter 6: The Korean Conflict, p 199; The Suez Crisis and Pearson's Nobel Peace Prize, p 200; Chapter 8: The Persian Gulf War, pp 282-283; Genocide in Rwanda, p 283; Chapter 9: Canada's Return to Combat, p 295; Terror at Home, 296	Throughout, particularly the Historical Thinking: Historical Thinking Concepts Support features and the Historical Inquiry Teaching Notes in chapters 2, 5, 6, 8, and 9.	Throughout, particularly the ArcGIS Online Application, Web 2.0, and History Detective activities for chapters 2 and 5 ; Historical Thinking Challenges for Units 1, 2, and 3 ; Chapter 6: Try This! activities; Chapter 7: More to the Story: Canada's Mission in Yugoslavia, 1991-1995, p 232; Chapter 8: Go Online: Breaking News: The Persian Gulf War Begins, p 282; Chapter 9: Web 2.0, Checkpoint 2, p 296
The development of political institutions is influenced by economic, social, ideological, and geographic factors.	Chapter 1: An Economy Transformed, pp 16-17; Chapter 4: Decade of Despair: Canada in the Great Depression , pp 90-119; Chapter 6: Newfoundland Joins the Confederation, pp 182-183; Chapter 7: The Environmental Movement, p 209; Economic Challenges, pp 224-226; Chapter 8: New Economic Ideas, 273-275	Throughout, particularly the Historical Thinking: Historical Thinking Concepts Support features and the Historical Inquiry Teaching Notes in chapters 1, 4, 7, and 8	Throughout, particularly the ArcGIS Online Application, Web 2.0, and History Detective, and Try This! activities for chapter 4
Worldviews lead to different perspectives and ideas about developments in Canadian society.	Chapter 1: Canada's Changing Population, pp 9-10; Chapter 5: What the War Meant to Canada, pp 160-161; Chapter 6: Protecting Canadian Culture: The Massey Commission, p 178; Chapter 8: Popular Culture and the Spirit of the Age, pp 248-249	Throughout, particularly the Historical Thinking: Historical Thinking Concepts Support features and the Historical Inquiry Teacher Notes for chapters 1, 5, 8	Unit 1: Historical Thinking Challenge: Cause and Consequence: Canada and the First World War.
Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.	Chapter 1: Not Everyone Is Welcomed, p. 9; Cultural Extinction?, p 10; Chapter 3: African Canadians: Undisguised Racism, p 72; Immigrants, p 72; Chapter 5: Canada's Response to Jewish Refugees, pp 129-131; Chapter 6: Case Study: The High Arctic Relocation, p 180; Chapter 7: Africville: 213; Chapter 8: The Legacy of Residential Schools, p 266; Chapter 9: Terror at Home, p 296; Case Study: The Trappers' Case of Grassy Narrows, p 309	Throughout, particularly the Historical Thinking: Historical Thinking Concepts Support features and the Historical Inquiry Teacher Notes for chapters 1, 3, 5	Chapter 1: More to the Story: Vancouver Race Riots, p 9; Chapter 5: Go Online: Anti-Semitism in Canada, p 130; Go Online: Japanese Canadians, p 159; Chapter 5: More to the Story: Riots at Christie Pitts; Chinese Canadian Soldiers, p 161; Chapter 7: Go Online: Aboriginal people and the right to vote, p 213

Curricular Competencies	Student Print Resource	Egude Teacher Resource	Student eText
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Throughout, especially Using the Historical Inquiry Approach, pp viii-ix; Historical Inquiries: Chapter 1: pp 5, 7, 8, 14, 16, 19; Chapter 2: pp 21, 23, 25, 26, 28, 32, 46, 48, 51; Chapter 3: pp 53, 55, 59, 71, 74, 81, 83; Chapter 4: pp 91, 98, 102, 103, 104, 112, 115, 119; Chapter 5: pp 121, 123, 127, 130, 139, 148, 161, 163; Chapter 6: pp 171, 173, 174, 188, 189, 193, 194, 197, 203; Chapter 7: pp 205, 207, 208, 219, 212, 226, 239; Chapter 8: pp 247, 249, 252, 259, 267, 285, 287; Chapter 9: pp 289, 298, 305, 306, 308, 314, 321, 325	Historical Inquiry Teaching Notes: Chapter 1: pp 5, 7, 8, 14, 16, 19; Chapter 2: pp 21, 23, 25, 26, 28, 32, 46, 48, 51; Chapter 3: pp 53, 55, 59, 71, 74, 81, 83; Chapter 4: pp 91, 98, 102, 103, 104, 112, 115, 119; Chapter 5: pp 121, 123, 127, 130, 139, 148, 161, 163; Chapter 6: pp 171, 173, 174, 188, 189, 193, 194, 197, 203; Chapter 7: pp 205, 207, 208, 219, 212, 226, 239; Chapter 8: pp 247, 249, 252, 259, 267, 285, 287; Chapter 9: pp 289, 298, 305, 306, 308, 314, 321, 325	Historical Inquiry Student Notes: Chapter 1: pp 5, 7, 8, 14, 16, 19; Chapter 2: pp 21, 23, 25, 26, 28, 32, 46, 48, 51; Chapter 3: pp 53, 55, 59, 71, 74, 81, 83; Chapter 4: pp 91, 98, 102, 103, 104, 112, 115, 119; Chapter 5: pp 121, 123, 127, 130, 139, 148, 161, 163; Chapter 6: pp 171, 173, 174, 188, 189, 193, 194, 197, 203; Chapter 7: pp 205, 207, 208, 219, 212, 226, 239; Chapter 8: pp 247, 249, 252, 259, 267, 285, 287; Chapter 9: pp 289, 298, 305, 306, 308, 314, 321, 325
Key Skills			
Draw conclusions about a problem, an issue, or a topic.	Throughout, particularly Historical Inquiry: Evaluate and Draw Conclusions activities: Chapter 1: pp 1, 19; pp Chapter 2: pp 23, 25, 26, 51; Chapter 3: pp 81, 83; Chapter 4: pp 98, 119; Chapter 5: pp 130, 163; Chapter 6: pp, 197, 203; Chapter 7: pp 219, 239; Chapter 8: pp 267, 287; Chapter 9: pp 306, 325	Historical Inquiry: Evaluate and Draw Conclusions activities Teaching Notes: Chapter 1: pp 1, 19; Chapter 2: pp 23, 25, 26, 51; Chapter 3: pp 81, 83; Chapter 4: pp 98, 119; Chapter 5: pp 130, 163; Chapter 6: pp, 197, 203; Chapter 7: pp 219, 239; Chapter 8: pp 267, 287; Chapter 9: pp 306, 325	Lesson Support, Skills features: Chapter 2: p 20; Chapter 4: p116; Chapter 9: pp 296, 305; Historical Inquiry: Evaluate and Draw Conclusions activities Student Notes: Chapter 1: pp 1, 19; Chapter 2: pp 23, 25, 26, 51; Chapter 3: pp 81, 83; Chapter 4: pp 98, 119; Chapter 5: pp 130, 163; Chapter 6: pp, 197, 203; Chapter 7: pp 219, 239; Chapter 8: pp 267, 287; Chapter 9: pp 306, 325
Assess and defend a variety of positions on a problem, an issue, or a topic.	Chapter 7: Building Your Inquiry Skills: Assessing Viewpoints, p 223; Chapter 8: Building Your Inquiry Skills: Defending a Position on an Issue, p 262; Chapter 2: Checkpoint #5, p 47	Teaching Notes for Chapter 7: Building Your Inquiry Skills: Assessing Viewpoints, p 223; Chapter 8: Building Your Inquiry Skills: Defending a Position on an Issue, p 262; Chapter 2: Checkpoint #5, p 47	Lesson Support, Skills features: Chapter 1: p 18; Chapter 3: p 83; Chapter 4: p 106; Chapter 6: p 203; Chapter 7: p 217, p 233; Chapter 8: 255, 261, 262, 286; Chapter 9: 289, 291, 292, 296, 301, 307, 309, 320, 322, 325, 329
Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.	Chapter 4: Chapter Review, question 10, page 119; Chapter 6: Chapter Review, question 3, p 202	Teaching notes for Chapter 4: Chapter Review, question 10, page 119; Chapter 6: Chapter Review, question 3, p 202	Chapter 4: Try This!, p 96, first question

Curricular Competencies	Student Print Resource	Eguide Teacher Resource	Student eText
Identify and clarify a problem or issue.	Throughout, particularly the Historical Inquiry: Gather and Organize activities: Chapter 1: pp 5, 16; Chapter 2: pp 28, 46; Chapter 3: p 55; Chapter 4: p 102; Chapter 5: p 127; Chapter 6: pp 188, 189, 193; Chapter 7: pp 207, 219; Chapter 8: pp 252, 259, 285; Chapter 9: pp 305, 314	Historical Inquiry: Gather and Organize activities teaching notes: Chapter 1: pp 5, 16; Chapter 2: pp 28, 46; Chapter 3: p 55; Chapter 4: p 102; Chapter 5: p 127; Chapter 6: pp 188, 189, 193; Chapter 7: pp 207, 219; Chapter 8: pp 252, 259, 285; Chapter 9: pp 305, 314	Lesson Support: Skills features: Chapter 2: p 22; Chapter 7: p 241; Chapter 9: p 296; Historical Inquiry: Gather and Organize activities student notes: Chapter 1: pp 5, 16; Chapter 2: pp 28, 46; Chapter 3: p 55; Chapter 4: p 102; Chapter 5: p 127; Chapter 6: pp 188, 189, 193; Chapter 7: pp 207, 219; Chapter 8: pp 252, 259, 285; Chapter 9: pp 305, 314
Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).	Unit 1: Thinking It Through, p 84; Chapter 8: Checkpoint #5, p 255; Chapter 9: Building Your Inquiry Skills: Evaluating the Accuracy of Websites and Online Sources, p 312	Teaching Notes for Unit 1: Thinking It Through, p 84; Chapter 8: Checkpoint #5, p 255; Chapter 9: Building Your Inquiry Skills: Evaluating the Accuracy of Websites and Online Sources, p 312	Lesson Support: Skills features: Chapter 2: p 50; Chapter 3: p 83; Chapter 5: pp 141, 160; Chapter 6: p 178; Chapter 7: p 212; Chapter 8: pp 264, 267, 269, 280; Chapter 9: 294
Interpret information and data from a variety of maps, graphs, and tables.	Chapter 1: Building Your Inquiry Skills: Analyzing Evidence: Primary and Secondary Sources, pp 12-13; Chapter 5: Building Your Inquiry Skills: Reading Historical Information from a Map, p 147; Chapter 6: Building Your Inquiry Skills: Analyze Period Advertising and Propaganda, p 177	Teaching Notes for Chapter 1: Building Your Inquiry Skills: Analyzing Evidence: Primary and Secondary Sources, pp 12-13; Chapter 5: Building Your Inquiry Skills: Reading Historical Information from a Map, p 147; Chapter 6: Building Your Inquiry Skills: Analyze Period Advertising and Propaganda, p 177	Lesson Support: Skills features. Chapter 1: p 7; Chapter 2: pp 23, 24, 31, 33, 47; Chapter 5: pp 126, 128, 135, 137, 138; Chapter 6: pp 190, 195, 201, 203; Chapter 7: 229, 237; Chapter 8: 277, 282, 285; Chapter 9: p 311
Interpret and present data in a variety of forms (e.g., oral, written, and graphic).	Chapter 1: Building Your Inquiry Skills: Interpreting Political Cartoons, p 27; Chapter 4: Building Your Inquiry Skills: Decoding Photographs, pp 110-111	Teaching Notes for Chapter 1: Build Your Skills: Interpreting Political Cartoons, p 27; Chapter 4: Building Your Inquiry Skills: Decoding Photographs, pp 110-111; Chapter 5: History Detectives Teaching Notes: Photo Analysis, p 155; History Detectives: WWII Film Review Presentation, p 161	Lesson Support: Skills features: Chapter 5: p 160; Chapter 4: ArcGIS Online Application: Decade of Despair: Canada in the Great Depression: Story Maps and Journals with ArcGIS Online, p 90; Try This! Interactive Activity: Mackenzie King's "Five-Cent" Speech, p 103; Chapter 5: History Detectives: Photo Analysis, p 155; History Detectives: WWII Film Review Presentation, p 161
Accurately cite sources.			GLM-36 (Documenting Sources); Chapter 1: Web 2.0: Checkpoint, Question 1, p 8

Curricular Competencies	Student Print Resource	Eguide Teacher Resource	Student eText
Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.	Chapter 6: Historical Inquiry, p 173	Chapter 6: Historical Inquiry Teaching Notes, p 173	GLM-20; Chapter 2: ArcGIS Online Application: Canada and World War I, p 50; Chapter 3: ArcGIS Online Application: Thinking Critically: Immigration Patterns After the First World War, p 72; Chapter 5: ArcGIS Online Investigation: World on Fire: Canada and World War Two, p 121; Lesson Support: Skills features, p 160; Chapter 6: Historical Inquiry Student Notes, p 173; Chapter 8: ArcGIS Online Investigation: Fast Forward: Aging Boomers, p 249
Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)	page x: Historical Thinking concepts; Unit 1 , p 84: Thinking It Through, Step 2: Organizing Your Understanding, p 84; Chapter 1: Fig 1-7, p 11; Chapter 2: caption, p. 20; Historical Inquiry, p 23; Checkpoint, question 1, p 26; Fig 2-15, p 34; Fig 2-25, p 43; Case Study: Aboriginal Peoples and the First World War, p 44; Chapter 3: Checkpoint, p 79; Chapter Review, Question 6, p 82; Chapter 5: Checkpoint, question 5, p 161; Chapter Review, question 8, p 162; Chapter 6: Fig 6-3, p 173; up close and personal: CD Howe, p 186; Fig 6-24, p 190; Checkpoint, question 196; Chapter Review, question 9; Chapter 7: Building Your Inquiry Skills, Assessing Viewpoints, p 223; Case Study: The Cuban Missile Crisis: Canada-U.S. Relations Deteriorate, p 229; Checkpoint, question 1, p 231; Fig 7-33, 235; Chapter Review, question 11, p 239; Chapter 8: Caption, p 246; Fig 8-19, p 261; Chapter Review, question 8, p 287; Chapter 9: Fig 9-4, p 291; Counterpoints, Fig 9-5, p 292; Chapter Review, question 9, p 325	Teaching Notes for: Unit 1: p 84: Thinking It Through, Step 2: Organizing Your Understanding, p 84; Chapter 1: Fig 1-7, p 11; Chapter 2: caption, p. 20; Historical Inquiry Teaching Notes, p 23; Checkpoint, question 1, p 26; Fig 2-15, p 34; Fig 2-25, p 43; Case Study: Aboriginal Peoples and the First World War, p 44; Chapter 3: Checkpoint, p 79; Chapter Review, Question 6, p 82; Chapter 5: Checkpoint, question 5, p 161; Chapter Review, question 8, p 162; Chapter 6: Fig 6-3, p 173; up close and personal: CD Howe, p 186; Fig 6-24, p 190; Checkpoint, question 196; Chapter Review, question 9; Chapter 7: Building Your Inquiry Skills, Assessing Viewpoints, p 223; Case Study: The Cuban Missile Crisis: Canada-U.S. Relations Deteriorate, p 229; Checkpoint, question 1, p 231; Fig 7-33, 235; Chapter Review, question 11, p 239; Chapter 8: Caption, p 246; Fig 8-19, p 261; Chapter Review, question 8, p 287; Chapter 9: Fig 9-4, p 291; Counterpoints, Fig 9-5, p 292; Chapter Review, question 9, p 325	Chapter 2: Historical Inquiry Student Notes, p 23

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<i>Key Questions</i>			
How relevant is Canadian content in a global digital world?	Chapter 6: Protecting Canadian Culture: The Massey Commission, p 178; Chapter 9: The Internet Age, p 313	Chapter 6: Caption Answers and Notes, What If..., p 178	Chapter 6: More to the Story: Tuning In to the CBC, p 178
What is the role of place in Canadians' sense of belonging and identity?	Chapter 1: Arts and Leisure, p 7; Chapter 3: Up Close and Personal: The Group of Seven, p 67; Chapter 8: Up Close and Personal: From 1980 to 2000: Musical Expressions of Canadian Identity, pp 256-257; Up Close and Personal: Aboriginal Artists: Expressions of Aboriginal Voices, pp 270-271; Chapter 9: Canada's Cultural Ambassadors in the 21st Century, pp 316-317	Teaching Notes for Chapter 1: Historical Inquiry: Communicate: Share observations with a partner, a group, or the entire class, p. 7; Chapter 3: Up Close and Personal: The Group of Seven, p 67; Chapter 8: Up Close and Personal: From 1980 to 2000: Musical Expressions of Canadian Identity, pp 256-257; Up Close and Personal: Aboriginal Artists: Expressions of Aboriginal Voices, pp 270-271	Chapter 1: Historical Inquiry Student Notes: Communicate: Share observations with a partner, a group, or the entire class, p. 7
<i>Sample Activities</i>			
Select significant people to include in a museum display on women's suffrage.	Chapter 3: The Persons Case, p 69	Chapter 3: Caption Answers and Notes: Figure 3-16, p 69;	Chapter 2: More to the Story: Manitoba—the first province to give women the vote, p 43; Chapter 3: Go Online: The Persons Case, p 69; More to the Story: Emily Murphy, 1868-1933/Agnes Macphail, 1890-1954, p 69
Determine how the significance of Vimy Ridge has changed since the dedication of the Vimy Memorial.	Chapter 2: The Battle of Vimy Ridge, p 34	Chapter 2: Historical Thinking Concepts: Counterpoints: Did the war have positive or negative consequences for Canada?: Cause and Consequences, p 49	

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<p>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</p>	<p>Unit 1: Thinking It Through, Step 4: Applying Your Skills, p 85 and Step 5: Thinking Critically, p 87; Chapter 1: Building Your Inquiry Skills, Analyzing Evidence: Primary and Secondary Sources, p 13; Chapter 2: p 28; Unit 2: Thinking It Through, Step 4, p 165 and Step 5, p 167; Chapter 4: Caption, p. 90; Building Your Inquiry Skills: Decoding Photographs, p 110; Chapter Review, questions 8 and 9; Chapter 5: Fig 5-1, p 122; Unit 3: Thinking It Through, Step 4, p 241 and Step 5, p 243; Chapter 6: Fig 6-1, p 172; Fig 6-6, p 175; Chapter Review, questions 10 and 11, p 203; Unit 4: Thinking It Through, Step 4, p 327 and Step 5, p 329; Chapter 8: Building Your Inquiry Skills: Defending a Position on an Issue, p 262, Evaluate and Draw Conclusions, question 1; Checkpoint, p 272, question 3; p 275, question 2; Chapter 9: Up Close and Personal: The Omar Khadr Case, p 293; Checkpoint, question 3, p 301; Counterpoints: What does a resource boom in Alberta mean for different regions in Canada?, p 302; Chapter Review, question 11, p 325</p>	<p>Teaching Notes for Unit 1: Thinking It Through, Step 4: Applying Your Skills, p 85 and Step 5: Thinking Critically, p 87; Chapter 1: Building Your Inquiry Skills, Analyzing Evidence: Primary and Secondary Sources, p 13; Chapter 2: p 28; Unit 2: Thinking It Through, Step 4, p 165 and Step 5, p 167; Chapter 4: Caption, p. 90; Building Your Inquiry Skills: Decoding Photographs, p 110; Chapter Review, questions 8 and 9; Chapter 5: Fig 5-1, p 122; Unit 3: Thinking It Through, Step 4, p 241 and Step 5, p 243; Chapter 6: Fig 6-1, p 172; Fig 6-6, p 175; Chapter Review, questions 10 and 11, p 203; Unit 4: Thinking It Through, Step 4, p 327 and Step 5, p 329; Chapter 8: Building Your Inquiry Skills: Defending a Position on an Issue, p 262, Evaluate and Draw Conclusions, question 1; Checkpoint, p 272, question 3; p 275, question 2; Chapter 9: Up Close and Personal: The Omar Khadr Case, p 293; Checkpoint, question 3, p 301; Counterpoints: What does a resource boom in Alberta mean for different regions in Canada?, p 302; Chapter Review, question 11, p 325</p>	<p>Lesson Support: Skills features: Chapter 1: pp 5,19; Chapter 2: pp 21, 30, 39, 49; Chapter 3: pp 52, 53, 61, 69, 71, 81; Chapter 4: pp 99, 100, 102; Chapter 5: 120, 124, 129, 131, 157, 165; Chapter 6: 171; Chapter 7: 205, 212, 214, 220, 223, 225, 234; Chapter 8: 262, 268, 279; Chapter 9: 295, 307, 311; Chapter 7: History Detectives: Photo Analysis, p 155</p>
<i>Key Question</i>			
<p>Whose stories are told and whose stories are missing in the narratives of Canadian history?</p>	<p>Chapter 1: Building Your Inquiry Skills: Analyzing Evidence: Primary and Secondary Sources, pp 12-13; Chapter 2: p 20 (photo)</p>	<p>Teaching Notes for Chapter 1: Historical Thinking Concepts: Building Your Inquiry Skills: Analyzing Evidence: Primary and Secondary Sources: Evidence, p 12; Chapter 2: Caption Answers and Notes: Chapter Opener, p 20</p>	

Curricular Competencies	Student Print Resource	Eguide Teacher Resource	Student eText
<i>Sample Activities</i>			
Assess the coverage of significant political decisions from different media outlets.			
Recognize implicit and explicit ethical judgments in a variety of sources.	<p>Chapter 1: Building Your Inquiry Skills: Analyzing Evidence: Primary and Secondary Sources, pp 12-13; Chapter 2: Up Close and Personal: Billy Bishop: War Hero or Cold-Blooded Killer?, p 39; Chapter 9: Counterpoints: Is today's government responsible for injustices of the past? pp 306-307. Also see the Ethical Dimension icon that accompanies some activities and questions throughout, such as Checkpoint #2, p 35.</p>	<p>Teaching Notes for Chapter 1: Building Your Inquiry Skills: Analyzing Evidence: Primary and Secondary Sources, pp 12-13; Chapter 2: Historical Thinking Concepts: Up Close and Personal: Billy Bishop: War Hero or Cold-Blooded Killer?: Ethical Dimension, p 39; Chapter 3: Historical Thinking Concepts: Fast Forward: Conscription Around the World, 2011: Ethical Dimension, p 47; Chapter 9: Counterpoints: Is today's government responsible for injustices of the past? pp 306-307</p>	
<p>Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</p>	<p>Chapter 1: Fig 1-5, p 9; Up Close and Personal: Tom Longboat, p 11; Innovations: Farther and Faster, p 15; Fig 1-11, p 16; Fig 1-12, p 17; Chapter Review question 5, p 19; Chapter 2: Chapter Review, question 1, p 50; Chapter 3: Checkpoint, question 1c, p 66; Fig 3-19, p 73; Building Your Inquiry Skills: Establishing Cause, Effect, and Consequences, p 78; Checkpoint, question 4, page 79; Chapter 4: Case Study: Faces of Despair: Women in the 1930s, p 100; Counterpoints: How involved should the government be in the economy?, p 107; Chapter 6: Checkpoint, question 4, p 176; Building Your Inquiry Skills: Analyze Period Advertising and Propaganda, p 177; Innovations: 1950s Technology, p 187; Unit 3: Thinking It Through, Step 3, 241; Chapter 7: Innovations: A New Age of Technology and Medicine, p 227; Chapter 9: Fig 9-8, p 295; Fig 9-9, p 296; Checkpoint, question 3, p 311</p>	<p>Teaching Notes for Chapter 1: Fig 1-5, p 9; Up Close and Personal: Tom Longboat, p 11; Innovations: Farther and Faster, p 15; Fig 1-11, p 16; Fig 1-12, p 17; Chapter Review question 5, p 19; Chapter 2: Chapter Review, question 1, p 50; Chapter 3: Checkpoint, question 1c, p 66; Fig 3-19, p 73; Building Your Inquiry Skills: Establishing Cause, Effect, and Consequences, p 78; Checkpoint, question 4, page 79; Chapter 4: Case Study: Faces of Despair: Women in the 1930s, p 100; Counterpoints: How involved should the government be in the economy?, p 107; Chapter 6: Checkpoint, question 4, p 176; Building Your Inquiry Skills: Analyze Period Advertising and Propaganda, p 177; Innovations: 1950s Technology, p 187; Unit 3: Thinking It Through, Step 3, 241; Chapter 7: Innovations: A New Age of Technology and Medicine, p 227; Chapter 9: Fig 9-8, p 295; Fig 9-9, p 296; Checkpoint, question 3, p 311</p>	

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<i>Key Questions</i>			
How has the Canadian government's relationship with First Peoples regarding treaties and land use changed or stayed the same?	Chapter 1: Cultural Extinction?, p 10; Chapter 4: Aboriginal Peoples, p 99; Chapter 8: The Algonquin Land Claim, pp 268-269; Chapter 9: Case Study: The Trappers' Case of Grassy Narrows, p 309	Chapter 1: Caption Answers and Notes: Figure 1-6, p 10; Chapter 9: Caption Answers and Notes: Figure 9-22, p 309; teaching notes for Case Study: The Trappers' Case of Grassy Narrows, p 309	Chapter 8: More to the Story: The Royal Proclamation of 1763, p 269
How have Canada's immigration and refugee policies changed?	Chapter 3: African Canadians: Undisguised Racism, p 72; Immigrants, p 72; Chapter 4: New Canadians, pp 98-99; Chapter 6: Post-War Immigration, pp 172-173; Historical Inquiry: Communicate, p 173; Chapter 7: Immigration and Multiculturalism, p 212; Chapter 9: Multiculturalism in Canada in the 21st Century, p 311	Chapter 3: Historical Inquiry Teaching Notes: Interpret and Analyze, p 72; Chapter 4: Caption Answers and Notes: Figure 4-9, p 99; Chapter 6: Historical Inquiry Teaching Note: Communicate, p 173; Chapter 7: Historical Thinking Concepts: Checkpoint, Question 7: Evaluate and Draw Conclusions, p 231; Chapter 9: Historical Thinking Concepts: Checkpoint, Question 3: Gather Evidence and Continuity and Change, p 311;	Chapter 3: ArcGIS Online Application: Thinking Critically: Immigration Patterns After the First World War, p 72; Historical Inquiry Student Notes: Interpret and Analyze, p 72; Chapter 6: Go Online: Refugees in Canada, p 172; Historical Inquiry Student Note: Communicate, p 173; Chapter 7: More to the Story: Vietnamese Refugees, p 231
How has Canadian identity changed or stayed the same?	Chapter 2: A National Identity Emerges, p 29; Chapter 3: A New Culture Emerges, pp 65-66; Counterpoints: Was Canada more or less independent by the end of the 1920s?, p 80; Chapter Review: Knowledge and Understanding, Question 12, p 83; Chapter 9: Multiculturalism in Canada in the 21st Century, p 311	Teaching notes for Chapter 3: Historical Thinking Concepts: Counterpoints: Was Canada more or less independent by the end of the 1920s?: Historical Perspective, p 80; Chapter Review: Knowledge and Understanding, Question 12, p 83; Historical Inquiry, Evaluate and Draw Conclusions, p 83	

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Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)	Chapter 1: Fig 1-6, p 10; Chapter 2: Building Your Inquiry Skills: Interpreting Political Cartoons, p 27; Fig 2-20, p 40; Counterpoints: Did the war have positive or negative consequences for Canada? P 49; Chapter Review, question 10, p 51; Chapter 3: caption, p 52; Fig 3-17, p 70; Chapter 4: Fig 4-4, p 95; Checkpoint, question 1, p 95; Fig 4-5, p 96; Bennett's New Deal, p 106; Chapter 5: Checkpoint, question 2, p 125; questions 1 and 2, p 128; question 1, p 146; Chapter Review, question 9, p 163; Chapter 6: Fig 6-19, p 185; Chapter 7: Caption, page 204; Fig 7-20, p 224; Fig 7-34, p 235; Chapter Review, question 3, page 238; Chapter 8: Fast Forward: Aging Boomers, p 249; Checkpoint, question 4, p 255; Checkpoint, question 6, p 265	Teaching notes for Chapter 1: Fig 1-6, p 10; Chapter 2: Building Your Inquiry Skills: Interpreting Political Cartoons, p 27; Fig 2-20, p 40; Counterpoints: Did the war have positive or negative consequences for Canada? P 49; Chapter Review, question 10, p 51; Chapter 3: caption, p 52; Fig 3-17, p 70; Chapter 4: Fig 4-4, p 95; Checkpoint, question 1, p 95; Fig 4-5, p 96; Bennett's New Deal, p 106; Chapter 5: Checkpoint, question 2, p 125; questions 1 and 2, p 128; question 1, p 146; Chapter Review, question 9, p 163; Chapter 6: Fig 6-19, p 185; Chapter 7: Caption, page 204; Fig 7-20, p 224; Fig 7-34, p 235; Chapter Review, question 3, page 238; Chapter 8: Fast Forward: Aging Boomers, p 249; Checkpoint, question 4, p 255; Checkpoint, question 6, p 265	
<i>Key Questions</i>			
To what extent have First Peoples influenced the development of economic and political policy in Canada?	Chapter 2: Case Study: Aboriginal Peoples and the First World War, p 44; Chapter 9: Aboriginal Peoples in the 21st Century, pp 304-305	Chapter 2: Teaching Notes for Case Study: Aboriginal Peoples and the First World War, p 44; Chapter 9: Caption Answers and Notes: Figure 9-17, p 304	Chapter 9: More to the Story: Stephen Harper and the Kelowna Accord, p 304
How do humans' relationships with land impact political and economic ideologies?	Chapter 7: The Environmental Movement, p. 209; Sovereignty in the Arctic, 236; Fast Forward: The Politics of Global Warming, p 237; Chapter 9: Case Study: The Trappers' Case of Grassy Narrows, p 309	Chapter 7: Caption Answers and Notes: Figure 7-35, p 237; Teaching Notes for Chapter 9: Case Study: The Trappers' Case of Grassy Narrows, p 309	
How do different political parties address historical or contemporary problems?	Chapter 4: The Co-operative Commonwealth Federation (CCF), p 108; The Social Credit Party, p 108; Union Nationale, p 109; Provincial Responses, p 109. Multiple Chapters: Also see the profiles of Canadian Prime Ministers on pp 6, 56, 75, 76, 105, 182, 210, 220, 236, 263, 276, 300.	Chapter 4: More to the Story, p 108	Chapter 4: Try This, p 108
What are the causes and consequences of Canada's multiculturalism policies?	Chapter 8: The Growth of Multiculturalism, p 252; Multiculturalism Act, p 252	Teaching Notes for Chapter 8: Historical Inquiry: Gather and Organize, p 252; Historical Inquiry: Interpret and Analyze, p 252	Student Notes for Chapter 8: Historical Inquiry: Gather and Organize, p 252; Historical Inquiry: Interpret and Analyze, p 252

Curricular Competencies	Student Print Resource	Eguide Teacher Resource	Student eText
To what extent do citizens influence the legislative process?	Chapter 3: Canadians Choose a New Government, p 75; Chapter 7: Challenging Social Values, pp 210-211; Toward Social Change, pp 206-207		
Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	Unit 1: Thinking It Through, Step 4: Applying Your Skills, p 85; Chapter 1: Checkpoint 1, p 8; Chapter Review, question 1a), p 18; Chapter 2: Fig 2-28, p 45; Chapter 3: Case Study: Winnipeg General Strike, p 60; Checkpoint, question 4, p 62; Checkpoint, question 1, p 72; Counterpoints: Was Canada more or less independent by the end of the 1920s?, p 80; Unit 2: Thinking It Through, Step 2, p 164 and Step 4, p 165 Chapter 4: Fig 4-12, p 104; Checkpoint, question 1, p 112; Chapter 5: Case Study: Racism and Japanese Canadians, p 159; Chapter 6: Fig 6-7, p 176; Counterpoints: Was the “Red Menace” real?, p 192; Unit 3: Thinking It Through, Step 4, p 241; Chapter 7: Checkpoint, question 4, p 215; Fig 7-12, p 216; Unit 4: Thinking It Through, Step 4, p 327; Chapter 8: Building Your Inquiry Skills: Defending a Position on an Issue, p 262; Chapter 9: Counterpoints: In today’s government responsible for injustices in the past?, Historical Perspectives p 306	Teaching notes for Unit 1: Thinking It Through, Step 4: Applying Your Skills, p 85; Chapter 1: Checkpoint 1, p 8; Chapter Review, question 1a), p 18; Chapter 2: Fig 2-28, p 45; Chapter 3: Case Study: Winnipeg General Strike, p 60; Checkpoint, question 4, p 62; Checkpoint, question 1, p 72; Counterpoints: Was Canada more or less independent by the end of the 1920s?, p 80; Unit 2: Thinking It Through, Step 2, p 164 and Step 4, p 165; Chapter 4: Fig 4-12, p 104; Checkpoint, question 1, p 112; Chapter 5: Case Study: Racism and Japanese Canadians, p 159; Chapter 6: Fig 6-7, p 176; Counterpoints: Was the “Red Menace” real?, p 192; Unit 3: Thinking It Through, Step 4, p 241; Chapter 7: Checkpoint, question 4, p 215; Fig 7-12, p 216; Unit 4: Thinking It Through, Step 4, p 327; Chapter 8: Building Your Inquiry Skills: Defending a Position on an Issue, p 262; Chapter 9: Counterpoints: In today’s government responsible for injustices in the past?, Historical Perspectives p 306	
<i>Key Question</i>			
How do art, media, and innovation inform a shared collective identity?	Chapter 1: Arts and Leisure, p 7; Chapter 3: Up Close and Personal: The Group of Seven, p 67; Chapter 8: Up Close and Personal: From 1980 to 2000: Musical Expressions of Canadian Identity, pp 256-257; Up Close and Personal: Aboriginal Artists: Expressions of Aboriginal Voices, pp 270-271; Chapter 9: Canada’s Cultural Ambassadors in the 21st Century, pp 316-317	Teaching notes for Chapter 3: Up Close and Personal: The Group of Seven, p 67; Chapter 8: Up Close and Personal: From 1980 to 2000: Musical Expressions of Canadian Identity, pp 256-257; Up Close and Personal: Aboriginal Artists: Expressions of Aboriginal Voices, pp 270-271	

Curricular Competencies	Student Print Resource	Eguide Teacher Resource	Student eText
Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)	Unit 1: Thinking It Through, Step 5: Thinking Critically, p 87; Chapter 2: Ethical Dimension, Checkpoint, question 2; Up Close and Personal: Billy Bishop, p 39; Fast Forward: Conscription Around the World, 2011, p 47; Unit 2: Thinking It Through, Sep 5, p 167; Up close and personal Mackenzie King and Bennett, p 114; Chapter 5: Checkpoint question 6, p 131; Fast Forward: Reporting War, p 145; Counterpoints: Are weapons of mass destruction ever justified?, p 153; Crimes Against Humanity, p 154; Unit 3: Thinking It Through, Step 5, p 243; Chapter 7: Counterpoints: Should Canada's foreign policy be independent of the United States?; Chapter Review, question 14, p 239; Unit 4: Thinking It Through, Step 5, p 329; Chapter 8: Chapter Review, question 11, p 287; Chapter 9: Counterpoints: In today's government responsible for injustices in the past?, p 306; Chapter Review, question 13, p 325	Teaching notes for Unit 1: Thinking It Through, Step 5: Thinking Critically, p 87; Chapter 2: Ethical Dimension, Checkpoint, question 2; Up Close and Personal: Billy Bishop, p 39; Fast Forward: Conscription Around the World, 2011, p 47; Unit 2: Thinking It Through, Sep 5, p 167; Up close and personal Mackenzie King and Bennett, p 114; Chapter 5: Checkpoint question 6, p 131; Fast Forward: Reporting War, p 145; Counterpoints: Are weapons of mass destruction ever justified?, p 153; Crimes Against Humanity, p 154; Unit 3: Thinking It Through, Step 5, p 243; Chapter 7: Counterpoints: Should Canada's foreign policy be independent of the United States?; Chapter Review, question 14, p 239; Unit 4: Thinking It Through, Step 5, p 329; Chapter 8: Chapter Review, question 11, p 287; Chapter 9: Counterpoints: In today's government responsible for injustices in the past?, p 306; Chapter Review, question 13, p 325	
<i>Key Questions</i>			
To what extent has Canada's multiculturalism policy been successfully implemented?	Chapter 1: Canada's Changing Population, p 9; Chapter 3: African Canadians: Undisguised Racism, p 72; Immigrants, p 72; The Growth of Multiculturalism, p 252; Multiculturalism Act, p 252	Chapter 7: Historical Thinking Concepts: Checkpoint, Question 4: Historical Perspectives, p 215; Chapter 8: Historical Inquiry: Gather and Organize, p 252; Historical Inquiry: Interpret and Analyze, p 252;	Chapter 1: More to the Story: Attracting Immigrants to Canada, p 9; Chapter 5: Go Online: Japanese Canadians, p 159; More to the Story: Chinese Canadian Soldiers, p 161; Chapter 7: More to the Story: Vietnamese Refugees, p 231
How successful has Canada's bilingual policy been, and to what extent is it still necessary?	Chapter 7: A Bilingual Nation, p 220; Go Online: The Road to Bilingualism, p 220; Bill Bourassa and Bill 22, p 221-222;		Chapter 7: Go Online: Language Laws in Québec, p 221; More to the Story: Bill 22, p 222
What are the strengths and limitations of different forms of government?			
Should the Canadian Senate be abolished, reformed, replaced, or maintained?	Chapter 8: Mulroney, Quebec, and the Constitution, p 264		
Should the electoral system in Canada be reformed?	Chapter 8: Mulroney, Quebec, and the Constitution, p 264		

Curricular Competencies	Student Print Resource	Eguide Teacher Resource	Student eText
What are the strengths and limitations of the Indian Act for First Peoples?	Chapter 3: The Road to Self-Determination, p 71; Chapter 7: Aboriginal Nations: Decades of Action, pp 213-215; Chapter 8: Toward a More Just World, p 253		
Content	Student Print Resource	Eguide Teacher Resource	Student eText
Government, First Peoples governance, political institutions, and ideologies	Throughout the resource. Details in the Sample Topics below.		
<i>Sample Topics</i>			
forms of government and decision-making models (e.g., parliamentary democracy, constitutional monarchy, consensus, autocracy, republic, monarchy, democracy, theocracy)	Chapter 5: The Rise of Totalitarianism, pp 122-125; Nazi Germany, p 123; Historical Inquiry: Interpret and Analyze, p 123; Chapter 8: The End of the Cold War, pp 280-281; Chapter 9: Political Upheaval after 2001, pp 295-296	Chapter 5: Historical Inquiry Teaching Notes: Interpret and Analyze, p 123	Chapter 5: Historical Inquiry Teaching Notes: Interpret and Analyze, p 123; Go Online: Stalin's Purges, p 122; Chapter 7: Go Online: Death penalty abolished in Canada, p 210;
consensus-based governance (e.g., Nunavut) and First Peoples self-governance models (e.g., Sechelt, Nisga'a, Tsawwassen)	Chapter 3: Frederick Onondyoh Loft and the League of Indians of Canada, p 71; The Road to Self-Determination, p 71; Chapter 8: The Path to Self-Government, p 267; Historical Inquiry: Evaluate and Draw Conclusions, p 267; Nunavut, p 269; Chapter 9: Aboriginal Peoples in the 21st Century, p 304	Chapter 8: Historical Inquiry Teaching Notes: Evaluate and Draw Conclusions, p 267	Chapter 3: Go Online: Frederick Loft Source Papers, p 71; Chapter 8: Historical Inquiry student Notes: Evaluate and Draw Conclusions, p 267; Go Online: Aboriginal self-government, p 267; More to the Story: Nunavut, p 269; More to the Story: Inuit Qaujimajatuqangit (IQ), p 269; Chapter 9: More to the Story: Stephen Harper and the Kelowna Accord, p 304
models for classifying political and economic ideologies (e.g., linear left/right; two-dimensional, such as political compass)	Chapter 4: Political Spectrum (image), p 108		
ideologies (e.g., socialism, communism, capitalism, fascism, liberalism, conservatism, environmentalism, libertarianism, authoritarianism, feminism)	Chapter 5: Fascism in Spain, p 125; Militarism in Japan, p 125; Chapter 6: Origins of the Cold War, pp 190-191; Chapter 7: The Environmental Movement, p. 209; Chapter 8: A New Era of Globalization, pp 277-278	Chapter 5: Checkpoint Teaching Notes, p 125	Chapter 6: Try This!: Canada, Alliances, and The Cold War, p 190
levels and branches of government: • local, regional, territorial, provincial, federal • executive, legislative, judicial	Chapter 4: Federal-Provincial Tensions, p 112; Historical Inquiry: Formulate Questions, p 112	Chapter 4: Historical Inquiry Teaching Notes: Formulate Questions, p 112	Chapter 4: Historical Inquiry Student Notes: Formulate Questions, p 112

Content	Student Print Resource	Eguide Teacher Resource	Student eText
<p>Indian Act:</p> <ul style="list-style-type: none"> • Crown- and federal government–imposed governance structures on First Peoples communities (e.g., band councils) • title, treaties, and land claims (e.g., Nisga’a Treaty, Haida Gwaii Strategic Land Use Decision, Tsilhqot’in decision) 	<p>Chapter 1: Cultural Extinction?, p 10; Chapter 3: Frederick Onondayoh Loft and the League of Indians of Canada, p 71; The Road to Self-Determination, p 71; Chapter 4: Aboriginal Peoples, p 99; Chapter 6: Aboriginal Communities in Transtion, p 179; The High Arctic Relocation, p 180; Chapter 8: The Path to Self-Government, p 267; Historical Inquiry Teaching Notes: Evaluate and Draw Conclusions, p 267; Chapter 9: Aboriginal Peoples in the 21st Century, p 304; The Trappers’ Case of Grassy Narrows, p 309</p>	<p>Chapter 8: Historical Inquiry Teaching Notes: Evaluate and Draw Conclusions, p 267</p>	<p>Chapter 7: Go Online: Aboriginal Rights Movement: 1951-1981; Go Online: National Indian Brotherhood Assembly of First Nations, p 213; Chapter 8: Historical Inquiry Student Notes: Evaluate and Draw Conclusions, p 267</p>
Canadian Charter of Rights and Freedoms	Chapter 8: The Canadian Charter of Rights and Freedom, pp 260-261	Unit 4: Historical Thinking Challenge Evidence: Applying the Reasonable Limits Clause Teaching Notes	Unit 4: Historical Thinking Challenge Evidence: Applying the Reasonable Limits Clause Student Notes
<p>elections and electoral systems:</p> <ul style="list-style-type: none"> • election campaigns • minority and majority governments • proposals for electoral reform and alternative election systems 	<p>Chapter 2: The Khaki Election of 1917, p 46; Historical Inquiry: Gather and Organize, p 46; Chapter 3: The King-Byng Crisis, pp 76-77; Chapter 6: New Times, New Leadership, pp 181-182; Chapter 7: Trudeau: A New-Style Politician, p 218; Historical Inquiry: Gather and Organize, p 219; Historical Inquiry: Evaluate and Draw Conclusions, p 219; Chapter 8: Chretien Comes to Power, p 276; Chapter 9: Political Upheaval After 2001, pp 297-298</p>	<p>Chapter 2: Historical Inquiry Teaching Notes: Gather and Organize, p 46; Chapter 3: Caption Answers and Notes: Figure 3-23, p 77; Chapter 7: Historical Inquiry Teaching Notes: Gather and Organize, p 219; Historical Inquiry Teaching Notes: Evaluate and Draw Conclusions, p 219; Chapter 8: Caption Answers and Notes: Figure 8-33, p 276; Chapter 9: Historical Inquiry Teaching Notes: Formulate Questions, p 298</p>	<p>Chapter 2: Historical Inquiry Student Notes: Gather and Organize, p 46; Chapter 7: Historical Inquiry Student Notes: Gather and Organize, p 219; Historical Inquiry Student Notes: Evaluate and Draw Conclusions, p 219; Chapter 9: Historical Inquiry Student Notes: Formulate Questions, p 298</p>
Environmental, political, and economic policies	Throughout the resource, particularly Chapters 3, 4, 6, 7, 8, and 9. Details in the Sample Topics below.		
<i>Sample Topics</i>			
<p>environmental issues, including climate change, renewable energy, overconsumption, water quality, food security, conservation</p>	<p>Chapter 7: The Environmental Movement, p 209; The Future of Energy, p 226; Fast Forward: The Politics of Global Warming, p 237; Chapter 8: Environmental Action on a Global Scale, p 278; Historical Inquiry: Communicate, p 278; Chapter 9: Economy vs. the Environment, p 301; Population Trends and World Stability, p 319</p>	<p>Chapter 8: Historical Inquiry Teaching Notes: Communicate, p 278</p>	<p>Chapter 7: Go Online: Greenpeace, p 209; More to the Story: Global Warming and Vanishing Islands, p 237; Chapter 8: Historical Inquiry Student Notes: Communicate, p 278; Chapter 9: More to the Story: Canada Drops Out of the Kyoto Protocol, p 301</p>

Content	Student Print Resource	Eguide Teacher Resource	Student eText
stakeholders (e.g., First Peoples; industry and corporate leaders; local citizens; grassroots movements; special interest groups, including environmental organizations)	Chapter 3: A Renewed Challenge to Canadian Unity: Regionalism, pp 73-74; Chapter 7: Up Close and Personal: Greenpeace: Warriors for the Environment, p 209; Chapter 9: Historical Inquiry: Communicate, p 308	Chapter 3: Caption Answers and Notes: Figure 3-19, p 73; Chapter 9: Historical Inquiry Teaching Notes: Communicate, p 308	Chapter 9: More to the Story: Idle No More and Bill C-45, p 308; Historical Inquiry Student Notes: Communicate, p 308
other considerations in policy development, including cultural, societal, spiritual, land use, environmental	Chapter 9: Economy vs. the Environment, p 301; Counterpoints: What does a resource boom in Alberta mean for different regions of Canada?, pp 302-303; Privacy and Security Issues, p 314; Historical Inquiry: Gather and Organize, p 314	Chapter 9: Caption Answers and Notes: Figure 9-14, p 301; Historical Thinking Concepts: Counterpoints: What does a resource boom in Alberta mean for different regions of Canada?, p 303; Historical Inquiry: Gather and Organize Teaching Notes, p 314	Chapter 9: Historical Inquiry: Gather and Organize Student Notes, p 314
social welfare programs (e.g., health care, education, basic income)	Chapter 4: Responding to the Depression, p 103; Historical Inquiry: Interpret and Analyze, p 103; Chapter 6: Louis St. Laurent and Canadian Autonomy, p 181; Chapter 7: Social Welfare, p 217; Up Close and Personal: Tommy Douglas: What Makes Him the Greatest Canadian?, p 217	Chapter 4: Historical Inquiry: Interpret and Analyze Teaching Notes, p 103; Chapter 7: Historical Thinking Concepts: Up Close and Personal: Tommy Douglas: What Makes Him the Greatest Canadian?: Historical Significance, p 217	Chapter 3: More to the Story: The History of the Old Age Pension Act, p 75; Chapter 4: Historical Inquiry: Interpret and Analyze Student Notes, p 103
national programs and projects: • national climate strategy, including carbon pricing and ending of coal-fired electricity generation • stimulus programs, infrastructure projects	Chapter 4: Counterpoints: How involved should the government be in the economy?, p 107; Chapter 6: Giant Projects for a Giant Land, p 188	Chapter 6: Historical Thinking Concepts: Counterpoints: How involved should the government be in the economy?: Continuity and Change, p 107	Chapter 6: Go Online: Trans Canada Highway History, page 188
trade agreements: • NAFTA (North America Free Trade Agreement) • Trans-Pacific Partnership	Chapter 8: Down the Road to Free Trade, pp 274-275; North American Free Trade Agreement (NAFTA), p 275	Chapter 8: Historical Thinking Concepts: Checkpoint, Question 2, Evidence, p 275	Chapter 8: Try This!: Free Trade Agreements, page 274
Canadian autonomy	Throughout the resource, particularly Chapters 1, 2, 3, 5, 6, 7, 8. Details in the Sample Topics below.		

Content	Student Print Resource	Egide Teacher Resource	Student eText
<i>Sample Topics</i>			
Canada and Britain (e.g., World War I; Statute of Westminster; Constitution Act, 1982)	Chapter 1: Still a British Nation, p 7; Historical Inquiry: Communicate, p 7; Chapter 2: Trial by Fire: Canada Enters World War One, p 21; Causes of the First World War, pp 22-26; Canada's Response to the War, pp 28-30; Major Canadian Battles, 33-35; Chapter 3: Canada's Emerging Autonomy, pp 54-56; Canada's Growing Independence, pp 76-79; Chapter 6: Louis St. Laurent and Canadian Autonomy, p 181; Chapter 8: Patriating the Constitution, p 259	Chapter 1: Historical Inquiry: Communicate Teaching Notes, p 7; Historical Thinking Concepts: Chapter 2: Chapter 8: Historical Inquiry: Gather and Organize Teaching Notes, p 259	Chapter 1: Historical Inquiry: Communicate Student Notes, p 7; Go Online: Alaska Boundary Dispute, p 7; Chapter 2: History Detectives: World War I PowerPoint activity, p 51; Chapter 3: Discovering Your Community's "Great War" Challenges; Chapter 8: More to the Story: The British North American (BNA) Act, p 259
Canada and the United States (e.g., free trade, bilateral defence, Montreal Protocol on acid rain)	Chapter 3: Counterpoints: Was Canada more or less independent by the end of the 1920s?, p 80; Chapter 7: A More Independent International Policy, p 228; The Cuban Missile Crisis: Canada-U.S. Relations Deteriorate, p 229; The Vietnam War, pp 230-231; Counterpoints: Should Canada's foreign policy be independent of the United States?, p 232; Trudeau's Foreign Policy, p 234	Chapter 3: Historical Thinking Concepts: Counterpoints: Was Canada more or less independent by the end of the 1920s?: Historical Perspectives, p 80; Chapter 7: Historical Thinking Concepts: The Cuban Missile Crisis: Canada-U.S. Relations Deteriorate: Historical Significance, p 229; Checkpoint, Question 7: Evaluate and Draw Conclusions, p 231; Historical Thinking Concepts: Counterpoints: Should Canada's foreign policy be independent of the United States?: Ethical Dimension, p 233	Chapter 7: Go Online: Vietnam War, p 230; Chapter 8: Try This! Free Trade Agreements
Canada and the world (e.g., League of Nations, World War II, United Nations, Paris Climate Agreement)	Chapter 3: Canada's Emerging Autonomy, pp 54-56; Chapter 5: World on Fire: Canada and World War II , pp 120-167; Chapter 6: Canada and the United Nations, pp 198-199; Chapter 8: Historical Inquiry: Communicate, p 278	Chapter 8: Historical Inquiry: Communicate Teaching Notes, p 278	Chapter 5: ArcGIS Online Investigation, World on Fire: Canada and World War Two, pages 121-126; More to the Story: Thomas Prince, 1915-1977, page 133; More to the Story: C.D. Howe, 1886-1960, page 134 Chapter 6: More to the Story: The League of Nations and the United Nations, p 199; Chapter 8: Historical Inquiry: Communicate Student Notes, p 278
Canada (treaties with First Peoples, Quebec sovereignty movements)	Chapter 6: Duplessis and the Roots of Québec Nationalism, p 183; Chapter 8: The Algonquin Land Claim, pp 268-269; Aboriginal Peoples in the 21st Century, p 304	Chapter 8: Feature Notes: Timeline, A History of the Algonquin Land Claim, p 269	Chapter 8: More to the Story: The Royal Proclamation of 1763, p 269

Content	Student Print Resource	Eguide Teacher Resource	Student eText
Canadian identities	Throughout the resource. Details in the Sample Topics below.		
<i>Sample Topics</i>			
First Peoples identities (e.g., status, non-status, First Nations, Métis, Inuit)	Chapter 2: Case Study: Aboriginal Peoples and the First World War, p 44; Chapter 3: The Road to Self-Determination, p 71; Chapter 6: Aboriginal Communities in Transition, p 179; Chapter 8: The Algonquin Land Claim, pp 268-269; Chapter 9: Aboriginal Peoples in the 21st Century, p 304	Chapter 2: Historical Thinking Concepts: Case Study: Aboriginal Peoples and the First World War: Historical Significance, p 44; Chapter 3: Historical Thinking Concepts: Checkpoint, Question 1: Historical Perspectives, p 72	Chapter 2: Go Online: Native Soldiers, p 44; Chapter 8: More to the Story: The Royal Proclamation of 1763, page 269
Francophone identities (e.g., Franco-Ontarian, Acadian, Québécois, Métis, bilingual)	Chapter 1: French-Canadian Nationalists, p 8; Chapter 7: Québec Nationalism, pp 218-219; A Bilingual Nation, p 220;	Chapter 7: Caption Answers and Notes: Figure 7-16, p 220	Chapter 7: Go Online: The Road to Bilingualism, p 220
immigration and multiculturalism: <ul style="list-style-type: none"> • immigration and refugee policies and practices • bilingualism and biculturalism (Official Languages Act) • multiculturalism policy (Canadian Multiculturalism Act) • cultural identities of subsequent generations (e.g., second-generation Japanese Canadian versus Canadian of Japanese descent versus Canadian) 	Chapter 1: Canada's Changing Population, p 9; Chapter 3: African Canadians: Undisguised Racism, p 72; Immigrants , p 72; Historical Inquiry: Interpret and Analyze , p 72; Chapter 4: New Canadians, pp 98-99; Chapter 7: A Bilingual Nation, p 220; Bill Bourassa and Bill 22 , p 221-222; Chapter 9: Urbanization and Canadian Culture, p 310; Multiculturalism in Canada in the 21st Century , p 311	Chapter 1: Caption Answers and Notes: Figure 1-5, p 9; Chapter 3: Historical Inquiry: Interpret and Analyze Teaching Notes, p 72; Caption Answers and Notes: Figure 3-18, p 72	Chapter 1: More to the Story: Attracting Immigrants to Canada, p 9; Chapter 3: ArcGIS Online Application: Thinking Critically: Immigration Patterns After the First World War, p 72; Historical Inquiry: Interpret and Analyze Student Notes , p 72; Chapter 5: Go Online: Japanese Canadians, p 159; More to the Story: Chinese Canadian Soldiers , p 161; Chapter 7: Go Online: The Road to Bilingualism, p 220; Go Online: Language Laws in Québec , p 221; More to the Story: Vietnamese Refugees , p 231

Content	Student Print Resource	Eguide Teacher Resource	Student eText
<p>manifestations or representations :</p> <ul style="list-style-type: none"> • First Peoples arts, traditions, languages • place-based identities and sense of belonging (e.g., Haida Gwaii versus Queen Charlotte Islands; “up North” and “back East”; affinity for ocean air, wide-open spaces; spiritual ancestors) • media and art (e.g., CBC radio and television, Group of Seven, National Film Board, Canadian content) • scientific and technological innovations (e.g., snowmobile, insulin) • sports and international sporting events (e.g., hockey, Olympics) 	<p>Chapter 1: Tom Longboat: Record-breaking Onondaga Runner, p 11; Innovations: Farther and Faster, p 15; Chapter 3: Canadian Inventions and Inventors, p 64; A New Culture Emerges, p 65-66; Up Close and Personal: The Group of Seven, p 67; Counterpoints: Was Canada more or less independent by the end of the 1920s?, p. 80; Chapter 4: Innovations: Medical Advances, p 113; Chapter 6: Protecting Canadian Culture: The Massey Commission, p 178; Newfoundland Joins the Confederation, pp 182-183; Innovations: The Avro Arrow: Supersonic Jets, p 197; Chapter 8: Historical Inquiry: Interpret and Analyze, p 249; Innovations: Toward the Future, p 250-251; A Spirit of Generosity, p 253; Terry Fox: Running for Your Life, p 255; From 1980 to 2000: Musical Expressions of Canadian Identity, pp 256-257; Aboriginal Artists: Expressions of Aboriginal Voices, pp 270-271; Chapter 9: Canada's Cultural Ambassadors in the 21st Century, pp 316-317</p>	<p>Chapter 3: Historical Thinking Concepts: Checkpoint—Question 2c: Continuity and Change, p 66; Caption Answers and Notes: What If..., p 178; Chapter 8: Historical Inquiry: Interpret and Analyze Teaching Notes, p 249</p>	<p>Chapter 1: More to the Story: The First Wireless Radio Message Sent Across the Atlantic Ocean, p 15; Chapter 3: History Detectives: : The Death of Tom Thomson—Accident, Murder, or Suicide?, page 67; Chapter 6: More to the Story: Tuning In to the CBC, p 178; More to the Story: The Potlatch, p 180; Chapter 8: Historical Inquiry: Interpret and Analyze Student Notes, p 249</p>
<p>Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</p>	<p>Throughout the resource. Details in the Sample Topics below.</p>		

Content	Student Print Resource	Egide Teacher Resource	Student eText
<i>Sample Topics</i>			
women's rights: <ul style="list-style-type: none"> women's suffrage, the Persons Case the Royal Commission on the Status of Women (RCSW) contraceptives and abortion sexism 	Chapter 1: Women of the Era, p 6; Chapter 2: Women and the War, p 42; Suffrage Is Granted to Women, p 43; Chapter 3: The Role of Women, p 68; The Persons Case, p 69; Chapter 4: Faces of Despair: Women in the 1930s, pp 100-101; The Plight of Women, p 102; Chapter 6: Women in the Fifties, p 174; Chapter 7: The Women's Movement, p 208; Historical Inquiry: Interpret and Analyze, p 208; Legal Reforms, p 210; Women's Rights, p 211	Chapter 1: Caption Answers and Notes: Figure 1-1, p 6; Chapter 2: Caption Answers and Notes: Figure 2-23, p 42; Chapter 3: Caption Answers and Notes: Figure 3-16, p 69; Chapter 6: Caption Answers and Notes: Figure 6-4, p 174; Chapter 7: Historical Inquiry: Interpret and Analyze Teaching Notes, p 208	Chapter 2: More to the Story: Manitoba—the first province to give women the vote, p 43; Chapter 7: Historical Inquiry: Interpret and Analyze Student Notes, p 208
LGBT2Q+: <ul style="list-style-type: none"> same-sex marriage decriminalization of homosexuality LGBT2Q+ civil liberties sexism 	Chapter 7: The Women's Movement, p 208; Historical Inquiry: Interpret and Analyze, p 208; Women's Rights, p 211; Gay Rights, p 211; Chapter 8: Gay Rights in the 1980s and 1990s, p 254	Chapter 7: Historical Inquiry: Interpret and Analyze Teaching Notes, p 208	Chapter 7: Historical Inquiry: Interpret and Analyze Student Notes, p 208; Chapter 8: Go Online: Rick Mercer on teen suicide, p 254
national or ethnic discrimination: <ul style="list-style-type: none"> Chinese Immigration Act World War I internments (e.g., nationals of German, Ottoman, and Austro-Hungarian empires, including ethnic Ukrainians) denial of Jewish immigrants in interwar years World War II internments (e.g., Japanese, Italian, German) Indian Act (e.g., residential schools, voting rights, reserves and pass system, Sixties Scoop, and the White Paper) Africville 	Chapter 1: Not Everyone Is Welcomed, p. 9; Cultural Extinction? p 10; Chapter 2: The War Measures Act (1914), p 30; Chapter 3: Aboriginal Peoples: The Struggle to Preserve an Identity, pp 70-71; African Canadians: Undisguised Racism, p 72; Immigrants, p 72; Historical Inquiry: Interpret and Analyze, p 72; Chapter 5: Canada's Response to Jewish Refugees, pp 129-131; p 130; Racism and Japanese Canadians, p 159; Chapter 7: The Other Canada, p 213; Africville: 213; Chapter 9: Historical Inquiry: Evaluate and Draw Conclusions, p 306	Chapter 3: Historical Inquiry: Interpret and Analyze Teaching Notes, p 72; Chapter 5: Historical Thinking Concepts: Case Study: Racism and Japanese Canadians, p 159; Chapter 9: Historical Inquiry: Evaluate and Draw Conclusions Teaching Notes, p 306; Historical Thinking Concepts: Counterpoints: Is today's government responsible for injustices of the past?: Ethical Dimension, p 307	Chapter 1: More to the Story: The Nanaimo Coal Miners' Strike, p 16; Chapter 2: Go Online: Racism in World War I, p 29; Chapter 3: More to the Story: The Impact of Residential Schools, p 70; Chapter 5: Go Online: Why did Canada Refuse to Admit Jewish Refugees in the 1930s?, p 130; Chapter 6: More to the Story: Riot at Christie Pits, Go Online: Arctic Exile Monument Project, p 180; Chapter 7: Go Online: Aboriginal people and the right to vote, p 212; Go Online: Learn more about Africville, p 213; ArcGIS Online Investigation: Africville, p 213; White Paper: 214; Chapter 9: Historical Inquiry: Evaluate and Draw Conclusions Student Notes, p 306
political discrimination: <ul style="list-style-type: none"> persecution, detention, and expulsion of suspected agitators 	Chapter 3: The Winnipeg General Strike: Labour Unrest or Communist Conspiracy?, pp 60-61; Chapter 4: The Government's Response, p 104; Chapter 9: Canada's Response to 9/11, p 290	Chapter 3: Historical Thinking Concepts: Case Study: The Winnipeg General Strike: Labour Unrest or Communist Conspiracy?: Historical Perspectives, p 61	Chapter 3: Web 2.0, Case Study: The Winnipeg General Strike: Labour Unrest or Communist Conspiracy? Thinking It Through, page 61

Content	Student Print Resource	Egide Teacher Resource	Student eText
discrimination on intellectual and physical grounds: • employment and inclusion rights • institutionalization • forced sterilizations	Chapter 8: Toward a More Just World, p 253		
Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission	Throughout the resource, particularly chapters 1, 3, 5, 6, 7, 8, and 9. Details in the Sample Topics below.		
<i>Sample Topics</i>			
Truth and Reconciliation Commission report and calls to action (e.g., access to elders and First Peoples healing practices for First Peoples patients; appropriate commemoration ceremonies and burial markers for children who died at residential schools)	Chapter 8: The Legacy of Residential Schools, pp 266-267; Chapter 9: The Truth and Reconciliation Commission, p 305; Historical Inquiry: Gather and Organize, p 305	Chapter 9: Historical Inquiry: Gather and Organize Teaching Notes, p 305	Chapter 9: Go Online: Truth and Reconciliation Commission, p 305; Historical Inquiry: Gather and Organize Student Notes, p 305
human rights tribunals	Chapter 5: The Nuremberg Trials, p 154		
Canadian Bill of Rights and Canadian Charter of Rights and Freedoms	Chapter 7: Diefenbaker and the Canadian Bill of Rights, p 210; Chapter 8: The Canadian Charter of Rights and Freedoms, p 260	Chapter 8: Caption Answers and Notes: Figure 8-19, p 261	Chapter 7: Go Online: Omnibus Bill: A new era in Canada, p 210
Supreme Court challenges	Chapter 3: The Persons Case, p 69; Chapter 8: Equality Rights and the Charter, p 254; Chapter 9: Historical Inquiry: Communicate, p 308	Chapter 9: Historical Inquiry: Communicate Teaching Notes, p 308	Chapter 9: Historical Inquiry: Communicate Student Notes, p 308
international declarations (e.g., UN Declaration on the Rights of the Child; UN Declaration on the Rights of Indigenous Peoples)	Chapter 8: The Royal Commission on Aboriginal Peoples, p 272; Chapter 9: Violence Against Women, p 322	Chapter 8: Historical Thinking Concepts: Checkpoint, Question 3: Evidence, p 272	Chapter 6: Go Online: John Humphrey and the creation of the Universal Declaration of Human Rights, p 198
anti-racism education and actions	Chapter 7: Immigration and Multiculturalism, p 212		Chapter 7: Go Online, p. 212 Ethnicity and the Nature of the Immigrant Experience, Multiculturalism in Canada, History of Refugees
First Peoples protest and advocacy movements (e.g., National Indian Brotherhood, Oka Crisis, Idle No More)	Chapter 3: Frederick Onondyoh Loft and the League of Indians of Canada, p 71; Chapter 8: Chapter Opener, pp 246-247; The Royal Commission on Aboriginal Peoples, p 272; Chapter 9: The Trappers' Case of Grassy Narrows, p 309; Historical Inquiry: Communicate, p 308	Chapter 8: Caption Answers and Notes: Chapter Opener, p 246; Chapter 9: Historical Inquiry: Communicate Teaching Notes, p 308	Chapter 9: Historical Inquiry: Communicate Student Notes, p 308

Content	Student Print Resource	Eguide Teacher Resource	Student eText
other protest and advocacy movements (e.g., Pride, women's liberation, inclusion)	Chapter 7: Toward Social Change, pp 206-207; Fast Forward: Political Protest, p 207; Historical Inquiry: Gather and Organize, p 207; Historical Thinking Concepts: Political Protest The Nuclear Issue in Canada, p 228; Chapter 9: Violence Against Women, p 322	Chapter 7: Historical Thinking Concepts: Fast Forward: Political Protest: Historical Perspectives, p 207; Historical Inquiry: Gather and Organize Teaching Notes, p 207	Chapter 1: More to the Story: The Nanaimo Coal Miners' Strike, p 16; Chapter 4: Try This!: On to Ottawa Trek, p 103; Chapter 7: More to the Story: The Gastown Riots, p 207; Historical Inquiry: Gather and Organize Student Notes, p 207
redress movements for historic wrongs (e.g., Japanese-Canadian Legacy Project, Truth and Reconciliation)	Chapter 5: Racism and Japanese Canadians, p 159; Chapter 6: The High Arctic Relocation, p 180; Chapter 9: The Truth and Reconciliation Commission, p 305; Is today's government responsible for injustices of the past? pp 306-307	Chapter 9: Historical Thinking Concepts: Counterpoints: Is today's government responsible for injustices of the past?: Ethical Dimension, p 307	Chapter 6: Go Online: Arctic Exile Monument Project, p 180
federal and provincial apologies (e.g., apology for Chinese Head Tax and Chinese Exclusion Act; Chinese Historical Wrongs Consultation Final Report and Recommendations regarding head tax and discriminatory treatment of Chinese immigrants; apologies for internments, residential schools, <i>Komagata Maru</i>)	Chapter 1: Historical Thinking Concepts: Continuity and Change: CBC News: Manitoba Premier Greg Selinger apologizes for Sixties Scoop, p 11; Chapter 5: Racism and Japanese Canadians, p 159; Chapter 8: The Legacy of Residential Schools, p 266; Chapter 9: The Truth and Reconciliation Commission, p 305; Historical Inquiry: Gather and Organize, p 305; Is today's government responsible for injustices of the past? pp 306-307	Chapter 9: Historical Inquiry: Gather and Organize Teaching Notes, p 305; Historical Thinking Concepts: Counterpoints: Is today's government responsible for injustices of the past?: Ethical Dimension, p 307	Chapter 6: Go Online: Arctic Exile Monument Project, p 180; Chapter 9: Historical Inquiry: Gather and Organize Student Notes, p 305
Domestic conflicts and co-operation	Throughout the resource, particularly chapters 3, 4, 6, 7, 8, and 9. Details in the Sample Topics below.		
<i>Sample Topics</i>			
Canadian constitutional issues: • Meech Lake Accord • Charlottetown Accord • Calgary Declaration	Chapter 8: Constitution and Discord, pp 258; Patriating the Constitution, p 259; The Meech Lake Accord, pp 263-264; Go Online: Meech Lake Accord: Québec's Perspective, p 263; The Charlottetown Accord, p 264	Chapter 8: Caption Answers and Notes: Figure 8-17, p 258	Chapter 8: Go Online: Meech Lake Accord: Manitoba Rejects the Accord, p 263; More to the Story: Bloc Québécois, p 264; More to the Story: Elijah Harper, p 264

Content	Student Print Resource	Eguide Teacher Resource	Student eText
<p>Quebec sovereignty:</p> <ul style="list-style-type: none"> • Quiet Revolution • October Crisis • Parti Québécois • Bloc Québécois • Bill 101 • 1980 and 1995 referenda 	<p>Chapter 4: Union Nationale, p 109; Chapter 6: Duplessis and the Roots of Québec Nationalism, p 183; Chapter 7: A Bilingual Nation, p 220; More to the Story: Parti Québécois, p 220; The October Crisis, p 221; The PQ in Power, p 222; Building Your Inquiry Skills: Assessing Viewpoints, p 223; Chapter 8: The 1995 Québec Referendum, p 265</p>	<p>Chapter 7: Historical Thinking Concepts: Building Your Inquiry Skills: Assessing Viewpoints: Historical Significance, p 223; Chapter 8: Historical Thinking Concepts: Checkpoint, Question 6: Cause and Consequence, p 265</p>	<p>Chapter 7: Go Online: FLQ and The October Crisis, p 221; Go Online: Parti Québécois: Timeline of History from 1967 to 2005, p 222; Chapter 8: Go Online: Meech Lake Accord: Québec's Perspective, p 263</p>
<p>First Peoples actions:</p> <ul style="list-style-type: none"> • involvement in Meech Lake Accord • Oka Crisis, Gustafsen Lake Standoff, Ipperwash Crisis, Shannon's Dream (Attawapiskat) • Idle No More 	<p>Chapter 8: The Fight for Aboriginal Rights, pp 266-272; Historical Inquiry: Evaluate and Draw Conclusions, p 267; Chapter 9: Idle No More, p 308; Historical Inquiry: Communicate, p 308; Case Study: The Trappers' Case of Grassy Narrows, p 309; The Missing and Murdered Aboriginal Women, p 323</p>	<p>Chapter 8: Historical Inquiry: Evaluate and Draw Conclusions Teaching Notes, p 267; Chapter 9: Historical Inquiry: Communicate Teaching Notes, p 308</p>	<p>Chapter 9: More to the Story: Idle No More and Bill C-45, p 308; Historical Inquiry: Communicate Student Notes, p 308</p>
<p>national and regional First Peoples organizations:</p> <ul style="list-style-type: none"> • National Indian Brotherhood • Assembly of First Nations 	<p>Chapter 3: Frederick Onondayoh Loft and the League of Indians of Canada, p 71; The Road to Self-Determination, p 71; Historical Inquiry: Formulate Questions, p 71; Chapter 8: The Path to Self-Government, p 267; Historical Inquiry: Evaluate and Draw Conclusions, p 267; The Algonquin Land Claim, pp 268-269; Nunavut, p 269; Chapter 9: Aboriginal Peoples in the 21st Century, p 304</p>	<p>Chapter 3: Historical Inquiry: Formulate Questions Teaching Notes, p 71; Chapter 8: Historical Inquiry: Evaluate and Draw Conclusions Teaching Notes, p 267</p>	<p>Chapter 3: Historical Inquiry: Formulate Questions Student Notes, p 71; Chapter 8: Go Online: Aboriginal self-government, p 267; Historical Inquiry: Evaluate and Draw Conclusions Teaching Notes, p 267; More to the Story: Nunavut, p 269; More to the Story: Inuit Qaujimajatuqangit (IQ), p 269</p>
International conflicts and co-operation	Throughout the resource, particularly chapters 3, 4, 6, 7, 8, and 9. Details in the Sample Topics below.		
<i>Sample Topics</i>			
<p>global armed conflicts and Canada's role in them (e.g., World War II, Korea, Suez, Cyprus, Gulf War, Somalia, Rwanda, Yugoslavia, Afghanistan, Syria)</p>	<p>Chapter 6: The Korean Conflict, p 199; The Suez Crisis and Pearson's Nobel Peace Prize, p 200; Chapter 8: The Persian Gulf War, pp 282-283; Chapter 9: Canada's Return to Combat, p 295</p>	<p>Chapter 9: Caption Answers and Notes, page 295 Figure 9-8</p>	<p>Chapter 6: Go Online: The Suez Crisis and Lester Pearson, p 200; Try This!: The Suez Crisis, p 200; Chapter 7: More to the Story: Canada's Mission in Yugoslavia, 1991-1995, p 232; Chapter 8: Go Online: Breaking News: The Persian Gulf War Begins, p 282; Chapter 9: Try This!: Canada, Alliances, and the Cold War</p>

Content	Student Print Resource	Eguide Teacher Resource	Student eText
non-participation in global armed conflicts (e.g., Chanak Crisis, Vietnam War, Iraq War)	Chapter 7: A More Independent International Policy, p 228; The Vietnam War, pp 230-231; Counterpoints: Should Canada's foreign policy be independent of the United States?, pp 232-233; Chapter 8: Canada's Role in Peacekeeping, pp 282-283; Chapter 9: Should Canada have participated in the War in Iraq?, p 292	Chapter 7: Caption Answers and Notes: Figure 7-27, p 230; Historical Thinking Concepts: Checkpoint, Question 1: Historical Significance, p 231; Historical Thinking Concepts: Checkpoint, Question 7: Evaluate and Draw Conclusions, p 231; Historical Thinking Concepts: Counterpoints: Should Canada's foreign policy be independent of the United States?: Ethical Dimension, p 233; Chapter 9: Caption Answers and Notes: Figure 9-5, p 292	Chapter 7: Go Online: Vietnam War, p 230; Chapter 9: Go Online: Chrétien says no to war, p 292; Go Online: Evidence suggests Canada secretly participated, p 292
involvement in international organizations and agreements, including League of Nations, United Nations, La Francophonie, Commonwealth, NATO (North Atlantic Treaty Organization), Group of Seven (G7), NORAD (North American Aerospace Defense Command), APEC (Asia-Pacific Economic Cooperation), WTO (World Trade Organization), Paris Climate Agreement, Great Lakes–Saint Lawrence River Basin Sustainable Water Resources Agreement, Ottawa Treaty	Chapter 6: Canada and the United Nations, pp 198-199; The Commonwealth and la Francophonie, p 201; Chapter 7: Should Canada's foreign policy be independent of the United States?, pp 232-233; Defence Revisited, p 234; Chapter 8: A New Era of Globalization, pp 277-278; Canada's Role in Peacekeeping, pp 282-285; Historical Inquiry: Communicate Teaching Notes, p 278; Historical Inquiry: Gather and Organize Teaching Notes, p 285	Chapter 7: Historical Thinking Concepts: Counterpoints: Should Canada's foreign policy be independent of the United States?: Ethical Dimension, p 233; Chapter 8: Historical Inquiry: Communicate, p 278 Teaching Notes; Historical Inquiry: Gather and Organize Teaching Notes, p 285	Chapter 6: More to the Story: The League of Nations and the United Nations, p 199; More to the Story: Suez Canal, p 201; More to the Story: La Francophonie, p 201; Chapter 8: Historical Inquiry: Communicate Student Notes, p 278; Historical Inquiry: Gather and Organize Student Notes, p 285
support of non-governmental organizations (NGOs)	Chapter 9: Humanitarian Assistance, pp 320-322; Historical Inquiry: Interpret and Analyze, p 321	Chapter 9: Historical Inquiry: Interpret and Analyze Teaching Notes, p 321	Chapter 9: More to the Story: The Canadian-Made Ebola Vaccine, p 321; Go Online: Canada's humanitarian efforts, p 321; Go Online: Canadian youth volunteer groups, p 321; Historical Inquiry: Interpret and Analyze Student Notes, p 321

Core Competencies: Communication; Thinking; Personal & Social

Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout.		
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