

Grade 9 CROSSROADS & THINKING IT THROUGH

Big Ideas	Curricular Competencies / Content		
	Democracy and the Modern World	Global Transformations	Thinking it Through
Big Ideas	Student Resource	Teacher eGuide Notes	Weblinks
Emerging ideas and ideologies profoundly influence societies and events.	Chapter 4 - pp. 124, 125-138, 142, 147, 150-2; Chapter 5 - pp. 162, 164, 170 Building Your Skills, 175; Chapter 6 - pp. 195-99, 209-216	Critical Inquiry pp. 170,199, 224; Chapter 6 Interactive Timeline - Stanford University, Lucid Café	
	Chapter 7 pp. 255, 257; Chapter 8 pp. 285, 288-9	Chapter 7 Interactive Timeline Preserve Articles; Infospot p. 258	
	Chapter 1; Chapter 4, pages 64-67, 74, 87; Chapter 5, pages 96-101, 102-105; Chapter 6, pages 118-123		
The physical environment influences the nature of political, social, and economic change.	Chapter 4 - p. 120-121; Building Your Skills pp. 200-201	Infospot p. 158; Building Skills Feature Note p. 200	
	Chapter 7 pp. 245-6; Chapter 9 pp. 298-299	Unit 3 Overview - Using the Spread, Reading the Map; Infospot p. 253	
	Chapter 7		
Disparities in power alter the balance of relationships between individuals and between societies.	Chapter 4 - pp. 126-7, 130-44, 150-2; Chapter 5 - pp. 160, 170 Building Your Skills; Chapter 6 - pp. 192-4, 202-204, 221	Critical Inquiry p. 125; Figure 4-9 Answer p. 126	
	Chapter 7 pp. 238, 257	Infospot p. 259, 256	
	Chapter 1; Chapter 2, pages 39-43; Chapter 5, pages 90-95, 96-101; Chapter 6		
Collective identity is constructed and can change over time.			
		Exploring Sources Feature Notes p. 298; Reading Anchor p. 319	
	Chapter 4		

Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students have the opportunity to use social studies inquiry processes throughout the textbooks with the Thinking It Through, Building Your Skills, Exploring Sources, Looking Back, Comparing Viewpoints, activity boxes as well as figure boxes, and final unit questions.		
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Key Skills			
	Thinking It Through pp. 127, 138, 177, 184, 194, 199, 205, 213, 223; Building Your Skills p. 170; Comparing Viewpoints pp. 142, 177, 198, 204; Exploring Sources pp. 162, 180, 183, 217; Looking Back p. 224; Unit 2 Activity p. 225; Figure 5-9 p. 166	Differentiated Learning p. 120, 158; Reading Anchor p. 130, 139, 157, 158, 202; Building Your Skills Feature Note p. 128; Exploring Sources Feature Notes p. 162, 217; Critical Challenge p. 169; Critical Inquiry p. 185, 199, 223, 224	

Draw conclusions about a problem, an issue, or a topic.	Thinking It Through pp. 235, 244, 254, 259, 270, 280, 284, 290, 299, 307, 318, 323; Fast Forward pp. 247, 251; Exploring Sources pp. 256, 284; Looking Back pp. 263, 291, 324; Revolutions p. 321; Unit 3 Activity p. 325	Critical Inquiry p. 232, 235, 244, 245, 263, 270, 274, 277, 279, 281, 290, 293, 309, 318, 323; Reading Anchor p. 236, 245, 285, 300, 308; Web 2.0 p. 263; Critical Challenge p. 263; Exploring Sources Feature Notes p. 283; Chapter 9 Overview - Chapter Hook; Comparing Viewpoints Feature Notes p. 305; Zoom In Feature Notes p. 316; Revolutions Feature Notes p. 320	
	Chapter 3, page 55; Chapter 5, page 102		
Assess and defend a variety of positions on a problem, an issue, or a topic	Comparing Viewpoints pp. 142, 177; Exploring Sources pp. 152, 153, 180; Looking Back p. 155; Thinking It Through pp. 169, 177, 184, 205, 223; Skills Tool Kit p. 350	Differentiated Learning p. 120; Critical Inquiry p. 120, 125, 142, 161; Web 2.0 p. 138, 198; Reading Anchor p. 138, 198; Comparing Viewpoints/Worksheet p. 142; Fast Forward Feature Note p. 143; Exploring Sources Feature Note p. 153; Critical Inquiry Challenge p. 169	
	Thinking It Through pp. 244, 290, 307, 323; Exploring Sources p. 256; Looking Back pp. 263, 291, 324	Differentiated Learning p. 230; Web 2.0 p. 263, 307, 323; Critical Inquiry p. 263, 323; Critical Challenge p. 323; Zoom In Feature Note p. 316	
	Chapter 4, pages 71, 75, 87; Chapter 6, pages 108, 128, 129; Chapter 7, pages 141, 145, 147		
Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.	Unit 2 Activity p. 225; Skills Tool Kit pp. 347, 348-9		
	Building Your Skills p. 262, 306; Looking Back p. 263, 291; Unit 3 Activity p. 325	Worksheet p. 262; Critical Challenge p. 263; Web 2.0 p. 280	
	Chapter 7, page 147		
Identify and clarify a problem or issue.	Thinking It Through pp. 127, 134, 138, 169, 177, 184, 194, 199, 205, 213, 222; Comparing Viewpoints pp. 142, 177, 198; Looking Back pp. 155, 224; Exploring Sources pp. 162, 180, 183; Unit 2 Activity p. 225; Skills Tool Kit p. 348	Differentiated Learning p. 119, 188; Reading Anchor p. 120, 195; Web 2.0 p. 138; Comparing Viewpoints Feature Notes/Worksheet p. 142; Critical Inquiry p. 156, 180, 199, 224; Exploring Sources Feature Notes p. 162, 180	
	Thinking It Through pp. 235, 244, 259, 270, 280, 284, 290, 299, 307, 318, 323; Comparing Viewpoints p. 248; Looking Back p. 263, 291, 324; Revolutions p. 321; Unit 3 Activity p. 325	Chapter 7 Overview - Chapter Hook; Critical Inquiry p. 229, 232, 235, 254, 263, 265, 270, 279, 281, 290; Reading Anchor p. 245, 308; Fast Forward Feature Notes p. 247; Critical Challenge p. 263, 323; Chapter 9 Overview-Chapter Hook; Web 2.0 p. 318	
	Chapter 7, page 147		
Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).	Thinking It Through pp. 127, 223; Building Your Skills p. 128-9; Comparing Viewpoints p. 142; Revolutions p. 220; Looking Back p. 224; Unit 2 Activity p. 225	Web 2.0 p. 127; Critical Inquiry p. 169; Zoom In Feature Notes p. 172; Exploring Sources Feature Notes p. 180; Critical Challenge p. 169	
	Thinking It Through pp. 235, 254; Looking back pp. 263, 324; Comparing Viewpoints p. 290; Building Your Skills p. 306	Critical Inquiry p. 232; Differentiated Learning p. 266	
	Chapter 2, pages 27, 38, 43; Chapter 3, pages 53, 57, 59; Chapter 4, pages 65, 75, 81, 87; Chapter 6, pages 110, 111, 115, 117, 129		
Interpret information and data from a variety of maps, graphs, and tables.	Building Your Skills pp. 128-9, 200; Figure 5-20 p. 181; Revolutions p. 220; Unit 2 Activity p. 225; Map Appendix p. 327	Unit 2 Overview Reading the Map; p. 121 Figure 4-2; Building Your Skills Feature Note p. 200	
	Building Your Skills p. 273, Figure 7-24 p. 253	Differentiated Learning p. 243, 271	
	Chapter 1, pages 8, 12, 15; Chapter 2, pages 30, 31, 37; Chapter 3, pages 46, 52, 53, 54, 56, 58, 59; Chapter 4, pages 64, 65, 68, 69, 70, 71, 72, 76, 82, 84, 85, 87; Chapter 5, pages 90, 96, 97, 99, 100, 101, 102; Chapter 6, pages 110, 111, 115, 117, 124; Chapter 7, pages 132-140, 143, 146, 148, 149, 150, 152		

Interpret and present data in a variety of forms (e.g., oral, written, and graphic).	Thinking It Through p. 127; Building Your Skills p. 128-9; Looking Back pp. 135, 185, 224; Revolutions p. 220; Unit 2 Activity p. 225	Differentiated Learning p. 124, 137, 198,223; Web 2.0 p. 127, 161, 169, 194, 199; Critical Challenge p. 169; Building Your Skills Feature Note p. 170; Critical Inquiry p. 185, 223; Comparing Viewpoints Feature Note p. 198	
	Thinking It Through oo. 254, 259; Looking Back p. 263; Unit 3 Activity p. 325	Web 2.0 p. 229, 235, 263, 270, 280, 284, 318; Differentiated Learning p. 243; Critical Inquiry p. 244, 299, 309; Revolutions Feature Notes p. 260; Critical Challenge p. 263	
	Chapter 1, pages 7, 19, 23; Chapter 2, pages 29, 42, 43; Chapter 3, pages 49, 61; Chapter 4, pages 64, 71, 75, 81; Chapter 5, page 95; Chapter 6, pages 115, 117, 129; Chapter 7, page 139, 140, 147		
Accurately cite sources.			
Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.		Unit 2 Overview Reading the Map	
	Unit 3 Activity p. 325	Critical Inquiry p. 232	
	Chapter 3, page 59; Chapter 4, page 75; Chapter 6, pages 117, 129; Chapter 7, page 138		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)	Exploring Sources p. 136; Comparing Viewpoints p. 142; pp. 151-2; Thinking It Through pp. 154, 177; p. 175; 196-7; Unit 2 Activity p. 225	Chapter 4 Interactive Timeline- Eyewitness to History; Critical Inquiry p. 161, 213	
	pp. 319-323; Thinking It Through p. 318; Revolutions p. 321	Critical Inquiry p. 232, 254, 309, 318; Exploring Sources Feature Notes p. 283; Revolutions Feature Notes p. 320; Critical Challenge p. 323	
Sample Activities			
Compare and contrast the events considered by English-Canadian, French-Canadian, and First Peoples scholars to be the most significant during this period.			
	Chapter 2; Chapter 3, pages 46-57; Chapter 4; Chapter 5, pages 84-89		
Track and compare key developments in the creation of two nation-states (e.g., Japan, Germany, Canada) during this period.		Critical Inquiry p. 224	
	Chapter 2, pages 30-32; Chapter 3, pages 46-57; Chapter 4, pages 64-81; Chapter 5, pages 84-89		
Key Questions			
To what extent do individuals determine the direction and outcome of revolutions?	pp. 137-9, 141, 147, 171, 175, 196-7, 199, 207, 211-212, 214-223; Building Your Skills p. 170; Unit 2 Activity p. 225	Infospot p. 146, 147, 150, 166, 169, 170, 171, 208, 215	
	Looking Back p. 291		Chapter 8 - p. 275 Napoleon: General and Image maker
Would World War I have taken place without the actions of Gavrilo Princip?			
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)	Comparing Viewpoints p. 204	Comparing Viewpoints Feature Notes p. 177	
	pp. 319-323; Comparing Viewpoints p. 248, 290; revolutions p. 321	Unit 3 Overview- Using the Spread, Young Napoleon; Reading Anchor p. 265; Critical Inquiry p. 290, 321	
Sample Activities			
Identify primary sources (e.g., original documents, political cartoons, interviews, surveys) and secondary sources (e.g., textbooks, articles, reports,			
		Reading Anchor p. 265; Critical Inquiry p. 321	

summaries, historical monographs) for selected topics.	All chapters		
Plan and conduct research using primary and secondary sources, including sources from a range of media types (e.g., print news, broadcast news, online sources) representing a range of perspectives.	Revolutions p. 220; Thinking It Through p. 223; Unit 2 Activity p. 225	Web 2.0 p. 127, 165, 183, 198; Critical Inquiry p. 125, 199, 205, 224; Exploring Sources Feature Notes p. 136, 183; Differentiated Learning p. 165; Comparing Viewpoints Feature Notes p. 204	
	Thinking It Through p. 254; Building Your Skills p. 306	Critical Inquiry p. 232, 245, 270, 274, 279, 281, 283, 299, 307, 309, 321; Zoom In Feature Notes p. 239; Fast Forward Feature Notes p. 245; Comparing Viewpoints Feature Notes p. 248; Critical Challenge p. 263; Web 2.0 p. 270, 280, 323; Revolutions Feature Notes p. 320	
	All chapters		
Assess information sources for selected topics in terms of bias and point of view.	Exploring Sources pp. 131, 136, 183; Comparing Viewpoints pp. 142, 198, 204; Zoom In p. 148-9; Building Your Skills p. 170; Source Box p. 202; Figure 6-19 p. 207; Charlotte Corday p. 219; Unit 2 Activity p. 225; Skills Tool Kit p. 352-3	Unit 2 Overview Examining The Image; Chapter 4 Overview Using the Image; Differentiated Learning p. 130, 165, 172; Zoom In Feature Notes p. 148-9; Critical Inquiry p. 148, 170, 177; Exploring Sources Feature Notes p. 183; Comparing Viewpoints Feature Notes p. 204	
	Comparing Viewpoints pp. 248, 290, 305; Exploring Sources pp. 256, 284	Unit 3 Overview - Using the Spread, Tecumseh; Comparing Viewpoints Feature Notes p. 248; Differentiated Learning p. 256, 269, 297; Critical Challenge p. 263; Infospot p. 264; Reading Anchor p. 265; Critical Inquiry p. 274, 279, 290, 321	
	All chapters		
Key Questions			
What evidence is there that imperialism and colonialism still influence present-day relationships between countries and groups?			
	Chapter 2, pages 32, 43		
What evidence is there to support John A. Macdonald's argument that BC would be better off joining the United States if the transcontinental railway was not built?			
	Chapter 4, pages 76-81		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Compare and contrast continuities and changes for different groups at the same time period (continuity and change)	pp. 146-154		
	pp. 319-323	p. 281 Critical Inquiry	
Key Questions			
Why did Baldwin and LaFontaine succeed where Mackenzie and Papineau failed?			
To what extent was the Scramble for Africa a time of progress or decline?			
In what ways has the colonization of Canada made life better or worse? And for whom?			
	Chapter 1, pages 14-19; Chapter 2 (all); Chapter 3, pages 46-49, 55-57; Chapter 4, pages 68-75		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)	pp. 130-145; Looking back pp. 155; Exploring Sources p. 180; Thinking It Through p. 194	Differentiated Learning p. 167; Critical Inquiry p. 169; Critical Challenge p. 169	
	p. 266-280 (Napoleon)	Critical Inquiry p. 235, 245, 270, 277	
Sample Activities			
Make connections between events and their causes, consequences, and implications.	Thinking It Through pp. 143, 154, 169; Comparing Viewpoints p. 155	Critical Inquiry p. 185	
	Thinking It Through p. 218	Critical Inquiry p. 235, 245	

	all chapters		
Compare and contrast the origins, course, and outcomes of two different revolutions.	Exploring Sources p. 180; pp. 222-3	Chapter 6 Overview - Chapter Hook	
		Critical Inquiry p. 263	
	Chapter 1		
Track key developments in Canadian sovereignty and statehood over time, from 1763 to 1931.			
	Chapter 2, pages 30-32; Chapter 3, pages 46-57; Chapter 4, pages 64-81; Chapter 5, pages 84-89		
Key Questions			
Did the 1837–38 rebellions advance the cause of political sovereignty from Britain in Upper and Lower Canada?			
To what extent does the American Civil War still cause tensions between the US southern and northern states?			
To what extent did industrial capacity determine the outcome of conflicts from 1870 to 1918?			
Do economic factors always play key roles in causing revolutions?	pp. 130-145, 159-177, 188-213	Chapter 6 Interactive Timeline - Alpha History; Critical Challenge p. 223	
What is the true date of Canadian Confederation? Explain your reasoning.			
What are the most significant reasons for colonial expansion?			
	pp. 234, 237-8; Looking Back p. 263		
Did the French Revolution result in positive change for the French people? Explain why or why not.	pp. 213-223, Revolutions p. 220		
To what extent did the Russo-Japanese War signal the end of European global hegemony?			
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):	pp. 130-132, 134-5; Thinking It Through p. 169; Comparing Viewpoints p. 177; Looking Back p. 185	Chapter 4 Interactive Timeline- Eyewitness to History; Critical Inquiry p. 125, 132, 147, 177, 194	
	Revolutions p. 321	Comparing Viewpoints Feature Notes p. 248; Critical Inquiry p. 277, 290, 321; Revolutions Feature Notes p. 320; Critical Challenge p. 323	
Sample Activities			
Examine primary sources (e.g., photographs, newspaper articles, cartoons, speeches) and evaluate what these sources reveal about the worldview and beliefs of the author.	Comparing Viewpoints pp. 142, 177, 198, 204; Exploring Sources pp. 131, 152, 153, 162, 180, 183, 217; Zoom In p. 148-9; Charlotte Corday p. 219	Figure 4-5 Answer p. 124; Critical Inquiry p. 148; Zoom In Feature Notes p. 148-9; Exploring Sources Feature Notes p. 183; Differentiated Learning p. 192	Chapter 4 - p. 141 The Sentence of Charles I, p. 143 Using Political Art as Primary Source
	Comparing Viewpoints pp. 248, 305; Exploring Sources p. 284, 289	Unit 3 Overview - Using the Spread, Tecumseh; Comparing Viewpoints Feature Notes p. 248; Differentiated Learning p. 256, 269, 274, 296; Critical Challenge p. 263; Infospot p. 264; Reading Anchor p. 265; Critical Inquiry p. 274, 279, 290, 321; Figure 9-13 Answer p. 311; Figure 9-14 Answer p. 312	
	all chapters		
Compare primary and secondary sources about a controversial historical person.		Exploring Sources p. 183; Comparing Viewpoints Feature Notes p. 204	
	Exploring Sources p. 284; Comparing Viewpoints p. 290	Critical Inquiry p. 290	

	all chapters		
Key Questions			
To what extent do sources like newspaper articles reflect the attitudes of society versus the attitudes of authors?			
What types of sources are best to consult to get a more complete understanding of a particular issue or event?		Critical Inquiry p. 177	
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment):			
Key Questions			
Was the Indian Act an unfortunate but well-meaning mistake or was it a shameful abuse of power? What lessons can we learn from the effects of this legislation?	Chapter 2, page 43		
Was Louis Riel a patriot or a rebel?			
Did the American Revolution result in freedom, liberty, and happiness for people in the colonies? Explain why or why not.	Looking Back p. 185 Chapter 4, page 67		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)	Comparing Viewpoints p. 142; Reading anchor p. 147; Looking Back p. 185	Critical Inquiry p. 142, 147 Critical Inquiry p. 307	
Key Questions			
What limits should we place on resource-extraction industries?	Chapter 7, pages 143, 147		
Were American and Canadian/British policies toward First Peoples an example of pre-twentieth century genocide?	Chapter 2, pages 40-41		
Was Canada's participation in World War I justified?	Chapter 5, page 87		
What key factors influenced decisions about who should have the vote (e.g., why were women given the vote after World War I and First Peoples were not?)	p. 209 Chapter 6, pages 121, 122		
Was John A. Macdonald an admirable leader? Explain the reasons for your answer.			

Content	Student Resource	Teacher eGuide Notes	Weblinks
political, social, economic, and technological revolutions			
Sample Topics			
American Revolution	Chapter 5 (Main Coverage) Chapter 4, pages 64-67	Chapter 5 (Main Coverage)	Chapter 5 - p. 166 The Boston Tea Party, p. 172 Branding A Revolution
French Revolution	Chapter 6 (Main Coverage) p. 268-269	Chapter 6 (Main Coverage)	Chapter 6 - p. 203 Marie Antoinette, p. 216 La Marseillaise;

	Chapter 1, pages 8-13		
Industrial Revolution	p. 205		
	Chapter 7 (Main Coverage)	Chapter 7 (Main Coverage)	Chapter 7 - p. 239 Fabric Goes High-Tech, p. 240 Newcomen's Steam Engine; Chapter 8 - p. 275 Napoleon: General and Image maker
	Chapter 1, pages 4-7		
Haitian Revolution	p. 287	p. 287 Infospot	
Red River Resistance, Northwest Resistance			
	Chapter 1, pages 14-19		
advances in science and technology	pp. 232-3, 237-240	Reading Anchor p. 229, 230, 236; Critical Inquiry p. 232, 235; Web 2.0 p. 235; Zoom In Feature Notes p. 239; Chapter 8 Interactive Timeline - Technology	
	Chapter 1, pages 20-23		
industrialization	p. 205		
	Chapter 7 (Main Coverage)	Web 2.0 p. 235; Critical Inquiry p. 235, 244; Reading Anchor p. 236; Critical Challenge p. 263	Chapter 7 - p. 239 Fabric Goes High-Tech, p. 240 Newcomen's Steam Engine
	Chapter 1, pages 4-7		
new methods of transportation, including the railway, steamships, cars, and aircraft	pp. 242-44	Figure 7-15 Answer p. 243; Infospot p. 245; Critical Challenge p. 263	
	Chapter 1, pages 7, 20-23; Chapter 3, page 47		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world			
Sample Topics			
impact of treaties on First Peoples (e.g., numbered treaties, Vancouver Island treaties)	p. 182	Web 2.0 p. 169	
	Comparing Viewpoints p. 305; Thinking It Through p. 317; p. 318	Critical Inquiry p. 307	
	Chapter 2, pages 39-43; Chapter 3, page 57; Chapter 7, pages 134, 137		
impact of the Indian Act, including reservations and the residential school system			
	Chapter 2, pages 39-43		
interactions between Europeans and First Peoples	p. 159, 162, 182-3	Exploring Sources Feature Notes p. 162; Web 2.0 p. 169; Reading Anchor p. 178	Chapter 4 - p. 125 Pilgrims
	pp. 302-305, 309-310, 319-321; Thinking It Through pp. 307, 318	Critical Inquiry p. 307, Reading Anchor p. 319; Infospot p. 310	Chapter 9 - p. 314 Battle of Lundy's Lane, p. 323 The War of 1812 and the Canadian Identity
	Chapter 2, pages 26-29, 33-38		
the Scramble for Africa			
Manifest Destiny in the United States		Reading Anchor p. 319	
	Chapter 4, page 74		
Key Questions			

What were the motivations for imperialism and colonialism during this period?	Introduction p. xv; pp. 158-167, 183-4, 193	Chapter 5 Interactive Timeline - Colorlines; Infospot p. 158	
	pp. 238, 272-77; Looking Back p. 263	Chapter 7 Interactive Timeline Preserve Articles	
What role does imperialism and colonialism from this period have on events in present-day Canada and around the world?	pp. 158-177 (Creation of United States), p. 184 (Constitutional Act)		
	p. 289	Reading Anchor p. 294	
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
global demographic shifts, including patterns of migration and population growth		p. 158 Infospot	Chapter 4 - p. 125 Pilgrims
		p. 245 Infospot; Figure 7-20 Answer p. 249	
Sample Topics			
slavery	p. 181; Thinking It Through p. 184	p. 158 Infospot; Chapter 5 Interactive Timeline - Colorlines	
	pp. 238, 257, 286-7, 297	Infospot p. 287	
	Chapter 3, page 49; Chapter 5, pages 102-105		
disease, poverty, famine, and the search for land	p. 122		
	pp. 230, 258-9, 296-7	Infospot p. 245, 253	
	Chapter 3, pages 50-61		
why immigrants (including East and South Asian immigrants) came to BC and Canada, the individual challenges they faced, and their contributions to BC and Canada			
	pp. 296-7		
	Chapter 6, pages 108-117		
influences of immigration on Canada's identity	p. 180-181 (Loyalists); Thinking It Through p. 180		
	pp. 294, 296-7		
historical reasons for the immigration of specific cultural groups to Canada (e.g., Irish potato famine, Chinese railway workforce, World War II refugees, underground railroad, Acadians, western settlement campaign, gold rushes)	p. 180-181 (Loyalists)		
	pp. 258-9, 296-7		
	Chapter 3, pages 46-57		
Key Questions			
Did immigrants benefit from emigrating to Canada?			
How did the arrival of new groups of immigrants affect Canadian identity?	p. 180-181 (Loyalists), p. 184 (Upper/Lower Canada); Thinking It Through p. 184		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
nationalism and the development of modern nation-states, including Canada	p. 132-4 (Glorious Revolution)		
			Chapter 9 - p. 323 The War of 1812 and the Canadian Identity
Sample Topics			
Canadian Confederation			
	Chapter 4, pages 72-75		
national projects and policies (e.g., the building of the Canadian Pacific Railway, Macdonald's National Policy)			

Railway, Macdonald's National Policy)	Chapter 4, pages 76-81		
responsible government	pp. 133-6, 152-4, 162, 175-6	Critical Inquiry p. 152, 210	Chapter 4 - p. 133 Parliament of England, History of Parliament, p. 141 The Sentence of Charles I, p. 142 Canada's Parliament
	pp. 255, 257, 259		Chapter 8 - p. 285 The Napoleonic Code
Tokugawa Shogunate			
Meiji Restoration			
unifications (e.g., Italy, Germany)	p. 177 (American Unification)	Infospot p. 159; Web 2.0 p. 161	
Key Questions			
Is nationalism a more positive or negative force in the world?	p. 288		
To what extent does nationalism bring people together or drive them apart?			
What factors influence nationalism and national identity?		Zoom In Feature Notes p. 172	
	pp. 271-2, 281, 288-9	Reading Anchor p. 294, 319	
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
local, regional, and global conflicts	pp. 133-45 (English Civil War/Glorious Revolution), 158-177 (American Revolution)	Infospot p. 120; Chapter 4 Interactive Timeline-Eyewitness to History	Chapter 4 - p. 153 Battle of the Boyne
	pp. 266-280 (Napoleonic Wars), 300-318 (War of 1812)	Infospot p. 269, 287; Critical Inquiry p. 293; Chapter 9 Interactive Timeline	Chapter 7 - page 251 Teen and Child Labour; Chapter 8 - p. 275 Napoleon: General and Image maker; Chapter 9 - p. 314 Battle of Lundy's Lane, p. 316 American Reminders of the War, p. 323 The War of 1812 and the Canadian Identity
Sample Topics			
Opium Wars			
	Chapter 5, pages 96-101		
Boxer Rebellion			
	Chapter 5, pages 96-101		
Boer War			
wars of independence in Latin America			
Armenian genocide			
Chilcotin War			
Fraser Canyon War			
	Chapter 5, pages 90-95		
American Civil War			
	Chapter 5, pages 102-105		

Franco-Prussian War of 1871			
Russian Revolution			
Crimean War			
Russo-Japanese War			
Chinese Rebellion of 1911			
World War I	Chapter 1, pages 20-23; Chapter 5, pages 84-89; Chapter 6, page 122		
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I internment	p. 125 (Witches), p. 134 (Religious Troubles), p. 194 (Louis XIV & Huguenots), p. 221 (Republic of France)	Critical Inquiry p. 210	
		Infospot p. 300	Chapter 9 - p. 300 Impressment in British Navy
Sample Topics			
Head Tax and other discriminatory immigration policies against people of East and South Asian descent			
Komagata Maru			
	Chapter 6, pages 112-117		
societal attitudes toward ethnic minorities in Canada (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, Irish famine refugees, African-American slavery refugees)	Chapter 6, pages 108-117		
discriminatory policies toward First Peoples, such as the Indian Act, potlatch ban, residential schools	Chapter 2, pages 39-43		
internments			
social history	pp. 122-125, 188-192	Chapter 4 Interactive Timeline- J.P. Sommerwille; Chapter 5 Interactive Timeline - Digital History	
	pp. 230-35, 241-2, 245-6, 249, 250-7, 297-99	Chapter 7 Interactive Timeline - Radiology, Preserve Articles; Reading Anchor p. 236; Infospot p. 245, 256; Critical Inquiry p. 244; Figure 7-20 Answer p. 249	
gender issues	pp. 123, 125, 141, 151, 196-7, 202-203, 211-212; Thinking It Through p. 199; Zoom In p. 218-9	Critical inquiry p. 125; Chapter 5 Interactive Timeline- National First Lady Library; Chapter 6 Timeline - PBS Marie Antoinette, Stanford Encyclopedia of Philosophy	Chapter 4 - p. 126 Matthew Hopkins; Chapter 6 p. 203 Marie Antoinette
	pp. 251, 253-4, 283; Did You Know Box p. 298	Infospot p. 283; Exploring Sources Feature Notes p. 283	Chapter 9 - p. 298 Susanna Moodie and Catharine Parr Traill; Chapter 9 - p. 314 Battle of Lundy's Lane
	Chapter 6, pages 118-123		
suffrage		Chapter 5 Interactive Timeline - National First Lady Library	
	Chapter 6, pages 118-123		
	p. 188-192, 211		

labour history, workers' rights	pp. 241-242, 249-51, 253-261	Chapter 7 Interactive Timeline - Preserve Articles, Indiana University Northwestern; Infospot p. 256, 259; Figure 7-20 Answer p. 249	
	Chapter 6, pages 124-129		
responses to discrimination in Canada			
Asiatic Exclusion League in BC	Chapter 6, pages 108-111		
discrimination against German Canadians during World War I			
Key Questions			
How might specific examples of past incidents of inequality (e.g., Head Tax on Chinese immigrants, internment of Japanese Canadians, residential schools, suffrage, discriminatory federal government labour practices related to gender and sexual orientation) be handled today under the Canadian Charter of Rights and Freedoms?	Exploring Sources p. 136; Fast Forward p. 210	Critical Inquiry p. 152	
Curricular Competencies	Student Resource	Teacher eGuide Notes	Weblinks
physiographic features and natural resources in Canada	Map Appendix pp. 327-345		
			Chapter 9 - p. 298 Susanna Moodie and Catharine Parr Traill
Sample Topics			
connections between Canada's natural resources and major economic activities	pp. 298-99		
	Chapter 7, pages 138-140		
Sample Activities			
Compare and contrast physical features and natural resources in different regions of Canada.	Chapter 7, pages 138-140		
Role-play negotiations between a wide range of stakeholders involved in the decision to build a new mine or oil pipeline.	Chapter 7, page 147		
Key Questions			
What effect has the physical geography of Canada had on Canadian and regional identity?			
What perspectives do different groups (e.g., environmental groups, people employed in the forest industry, First Peoples, urban and rural populations) have on the use of natural resources?	Comparing Viewpoints p. 305		Chapter 9 - p. 298 Susanna Moodie and Catharine Parr Traill
	Chapter 7, page 147		