**The Ontario Curriculum Grades 11 and 12 Canada and World Studies (2015) Curricular Links to the Holodomor and Ukraine**

**Canada: History, Identity, and Culture, Grade 12 (University Preparation, CHI4U)**

Curriculum Expectations that Include the Holodomor, Canada’s First Internment Operations or Topics on Ukraine

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| **Term/Phrase** | **Unit** | **Overall Expectation** | **Specific Expectation** | **Page** |
| Marxist…, post-colonial…, minority/ethnic | **A**. Historical Inquiry and Skill Development | **A1. Historical Inquiry:** Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture. | **A1.5:** Describe various approaches to the study of history (e.g., nationalist, “great man”, Marxist, feminist, post-colonial, minority/ethnic) and assess their effectiveness in analysing issues, events, and /or developments in Canadian history, particularly those relevant to their own investigations.  *Sample question:* What is the difference between a conservative, liberal, Marxist interpretation of history? | 373 |
| Ukrainians in the prairies | **D.** Canada, 1867 - 1945 | **D3. Diversity and Citizenship**: Analyze challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada. | **D3.4:** Analyze the development of ethno cultural identities in different regions of Canada during this period (e.g., Ukrainians on the prairies) and their impact on the development of a national identity in Canada. | 383 |
| Ukrainian Canadians | **D.** Canada, 1867 - 1945 | **D3. Diversity and Citizenship**: Analyze challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada. | **D3.6:** Explain the significance of the denial of citizenship rights to certain groups in Canada during this period (e.g., Ukrainian Canadians). | 384 |
| Gouzenko | **E.**  Canada Since 1945 | **E1. Setting the Context:** Analyze various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country. | **E1.5:** Analyse key causes of major political developments and/or government policies in Canada during this period and assess the contribution to these developments/ policies to the development of Canada.  *Sample questions:* “In what way did the Gouzenko affair shape Canada’s involvement in the Cold War?” | 386 |

Curriculum Expectations Where the Holodomor, Canada’s First Internment Operations or Topics on Ukraine May Apply

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| **Unit** | **Overall Expectation** | **Specific Expectation** | **Explanation** |
| **A.** Historical Inquiry and Skill Development | **A2.**  **Developing Transferable Skills:** Apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful. | **A2.2:** Apply in everyday contexts skills and work habits developed through historical investigation. | *Sample question:* “When examining the newspaper articles of Walter Duranty and Gareth Jones, how can you determine which reporter is telling the truth about the Holodomor?” |
| **D.** Canada, 1867 - 1945 | **D1. Setting the Context:** Analyze how various social/ cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country. | **D1.1:** Analyze some key social development as well as dominate social attitudes and values during this period and assess their significance in the development of identity in Canada. | During the early twentieth century the mass migration of Ukrainians into Western Canadian farmlands characterized the identity of Western Canada.  *Sample question*: “Describe the social attitude of Canadians towards the Ukrainian immigrants in the early twentieth century?” |
| **D.** Canada, 1867 - 1945 | **D1. Setting the Context:** Analyze how various social/ cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country. | **D1.3:** Describe a variety of developments in the arts and popular culture in Canada during this period. | William Kurelek, was a famous Ukrainian Canadian artist from the prairies.  *Sample question*: “How was William Kurelek influenced by his life on the prairies?  How did he influence Canadian art?” |
| **D.** Canada, 1867 – 1945 | **D2. Interactions and Interdependence:** Analyze how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada. | **D3.1:** Explain the contributions of various individuals to Canadian society and politics during this period, and assess their impact on the development of identity, heritage, and /or citizenship in Canada. | Senator Paul Yuzyk, was the father of the concept of multiculturalism. He fought for all groups who lived in Canada to be included in Canada’s identity. He insisted that Canadians live in a multicultural, not a bicultural society (French and English),.  *Sample question:* “Why did Senator Paul Yuzyk criticize the Lester Pearson government for focusing on the term ‘biculturalism’ in the Royal Commission on Bilingualism and Biculturalism?”  *Sample question:* “How did Senator Paul Yuzyk contribute to Canada’s multicultural identity?” |
| **D.** Canada, 1867 – 1945 | **D3. Diversity and Citizenship**: Analyze challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada. | **D3.5:** Analyze key changes in Canadian immigration policy during this period and explain their impact on the development of Canada. | Ukrainians during Canada’s First Internment Operations were considered “enemy aliens” as they had emigrated from the Austro-Hungarian Empire, which was at war with The Entente, including Canada at that time.  *Sample question*: “Why were Ukrainians considered “enemy aliens” during Canada’s First Internment Operations?” |
| **E.** Canada Since 1945 | **E1. Setting the Context:** Analyze various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country. | **E1.1:** Analyze key social/cultural trends and developments in Canada during this period, including changes in social attitudes/values (e.g., with reference to changes in the number and origins of immigrants and refugees; changes in birth, marriage, and divorce rates; continuing urbanization and the growth of suburbs; the development of the social safety net; biculturalism and multiculturalism; increasing concerns with rights, fairness, and equity; the development of countercultural, civic rights, environmental, and social protest movements; changes in the role and status of women), and assess their significance for the development of Canada, including the development of identity in Canada. | Senator Paul Yuzyk, was the father of the concept of multiculturalism. He fought for all groups who lived in Canada to be included in Canada’s identity. He insisted that Canadians live in a multicultural, not a bicultural society (French and English),.  *Sample question:* “Why did Senator Paul Yuzyk criticize the Lester Pearson government for focusing on the term ‘biculturalism’ in the Royal Commission on Bilingualism and Biculturalism?”  *Sample question:* “How did Senator Paul Yuzyk contribute to Canada’s multicultural identity?” |
| **E.** Canada Since 1945 | **E3. Diversity and Citizenship:** Analyse how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945. | **E3.4.** Describe the contributions of various individuals and groups, including ethnocultural and regional groups, to the development of culture and identity in Canada during this period. | Senator Paul Yuzyk, was the father of the concept of multiculturalism. He fought for all groups who lived in Canada to be included in Canada’s identity. He insisted that Canadians live in a multicultural, not a bicultural society (French and English),.  *Sample question:* “Why did Senator Paul Yuzyk criticize the Lester Pearson government for focusing on the term ‘biculturalism’ in the Royal Commission on Bilingualism and Biculturalism?”  *Sample question:* “How did Senator Paul Yuzyk contribute to Canada’s multicultural identity?” |
| **E.** Canada Since 1945 | **E3. Diversity and Citizenship:** Analyse how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945. | **E3.5.** Analyse how postwar immigration policies and settlement patterns, and related government policies, have helped shape identity and culture in Canada.  Sample question: “How is identity and culture in Canada changing as a result of polices that support multiculturalism and continued migration?” | Senator Paul Yuzyk, was the father of the concept of multiculturalism. He fought for all groups who lived in Canada to be included in Canada’s identity. He insisted that Canadians live in a multicultural, not a bicultural society (French and English),.  *Sample question:* “Why did Senator Paul Yuzyk criticize the Lester Pearson government for focusing on the term ‘biculturalism’ in the Royal Commission on Bilingualism and Biculturalism?”  *Sample question:* “How did Senator Paul Yuzyk contribute to Canada’s multicultural identity?” |