**The Ontario Curriculum Grades 9 and 10 Canadian and World Studies (2013) – Curricular Links to the Holodomor and Ukraine**

**Canadian History Since World War I, Grade 10, College Preparation (CHC2P)**

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

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| **Term** | **Grade** | **Course (name and code)** | **Unit** | **Overall Expectation** | **Specific Expectation** | **Page** |
| Holodomor | 10 | Canadian History since World War I, Applied (CHC2P) | **C.** Canada, 1929-1945 | **C3. Identity, Citizenship, and Heritage:** Describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identity, citizenship, and/or heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective). | **C3.2:** Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II (e.g., the Red Scare, the Holodomor, the Nanking Massacre, aggression by Nazi Germany, the Battle of Hong Kong, the Holocaust, D-Day, the Manhattan Project, the liberation of the Netherlands, the contributions of individuals such as Norman Bethune or Paul Triquet), and explain the significance of these responses for Canadian identity and/or heritage  Sample questions: “How did different groups in Canada respond to the rise of the Nazis? What social attitudes and values are reflected in those responses?” “Why did the Canadian government refuse to allow the SS St Louis entry into Canada?” “Why does the Netherlands send thousands of tulip bulbs to Canada every year?” | 134 |
| Holodomor | 10 | Canadian History since World War I, Applied (CHC2P) | **E.** Canada, 1982 to the Present | **E3. Identity, Citizenship, Heritage:** Describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence). | **E3.4**: Describe some of the ways in which Canada and Canadians have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world (e.g., apologies for the Chinese Head Tax, the internment of Japanese Canadians, and/or residential schools; memorial days such as Remembrance Day, Persons Day; government recognition of the Holocaust and Holodomor and of genocide in Armenia, Rwanda, and/or Srebrenica; plans to build a human rights museum and/or a memorial to Africville; Black History or Aboriginal History Month), and explain the significance of these commemorations for identity and/or heritage in Canada  Sample questions: “When you review various types of commemorations, what criteria do you think have determined whether an event is commemorated by Canadians? What do these criteria tell you about Canadian identity and/or heritage?” | 139-140 |
| Internment | 10 | Canadian History since World War I, Applied (CHC2P) | **B.** Canada 1914 - 1929 | **B1. Social, Economic, and Political Context:** Describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada (FOCUS ON: *Historical Significance; Historical Perspective*). | **B1.4:** Describe the impact that World War I had on Canadian society and politics and the lives of different people in Canada *(e.g., with reference to the internment of “enemy aliens”; the participation of women in the wartime economy; the conscription crisis; the Union government; new legislation such as the Wartime Elections Act, the Income Tax Act, and the War Measures Act).*  *Sample questions****:*** “What impact did the Halifax Explosion have on people living in Halifax, Dartmouth, and the Mi’kmaq settle­ment in Tufts Cove?” “What are some of the ways in which the war changed the lives of many women in Canada?” “Why were some Ukrainian Canadians interned during and after World War I?” | 130-131 |
| Internment | 10 | Canadian History since World War I, Applied (CHC2P) | **E.** Canada, 1982 to the Present | **E3. Identity, Citizenship, Heritage:** Describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present (FOCUS ON: *Historical Significance; Cause and Consequence*). | **E3.4:** Describe some of the ways in which Canada and Canadians have, since 1982, acknowledged the consequences of and/or commemorated past events, with a focus on human tragedies and human rights violations that occurred in Canada or elsewhere in the world *(e.g., apologies for the Chinese Head Tax, the internment of Japanese Canadians, and/or residential schools; memorial days such as Remembrance Day, Persons Day; government recognition of the Holocaust and Holodomor and of genocide in Armenia, Rwanda, and/or Srebrenica; plans to build a human rights museum and/or a memorial to Africville; Black History or Aboriginal History Month)*, and explain the significance of these commemorations for identity and/or heritage in Canada.  *Sample questions:* “When you review various types of commemorations, what criteria do you think have determined whether an event is commemorated by Canadians? What do these criteria tell you about Canadian identity and/or heritage?” | 139-140 |
| Enemy aliens | 10 | Canadian History since World War I, Applied (CHC2P) | **B.** Canada, 1914-1929 | **B1.** **Social, Economic, and Political Context:** Describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada (FOCUS ON: *Historical Significance; Historical Perspective*). | **B1.1:** Describe some key social developments in Canada during this period *(e.g., changes in immigration, the broadening of citizenship rights for many women, the treatment of “enemy aliens” during World War I, the challenges facing returning veterans, the rise of the flapper in popular culture)*, and assess their impact on the lives of different people in Canada.  *Sample questions:*“Did the victory of the women’s suffrage movement during and after World War I mean that all Canadians had the right to vote?” “What impact did the growth of ethnic neighbourhoods in Canadian cities have on the ways of life of people living in those neighbourhoods?” | 130 |
| Enemy aliens | 10 | Canadian History since World War I, Applied (CHC2P) | **B.** Canada, 1914 - 1929 | **B1.** **Social, Economic, and Political Context:** Describe some key social, economic, and political events, trends, and developments in Canada between 1914 and 1929, and assess how they affected the lives of people in Canada (FOCUS ON: *Historical Significance; Historical Perspective*). | **B1.4:** Describe the impact that World War I had on Canadian society and politics and the lives of different people in Canada *(e.g., with reference to the internment of “enemy aliens”; the participation of women in the wartime economy; the conscription crisis; the Union government; new legislation such as the Wartime Elections Act, the Income Tax Act, and the War Measures Act).*  *Sample questions:*“What impact did the Halifax Explosion have on people living in Halifax, Dartmouth, and the Mi’kmaq settle­ment in Tufts Cove?” “What are some of the ways in which the war changed the lives of many women in Canada?” “Why were some Ukrainian Canadians interned during and after World War I?” | 130-131 |

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

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| **Unit** | **Overall Expectation** | **Specific Expectation** | **Explanation** |
| **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 since 1914. | **A1.1:** Formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914. | *Sample question*: “Why did the internment of Ukrainian Canadians during the First World War negatively impact the relationship between the Canadian government and Ukrainian Canadians?”  “How did the internment of Ukrainian Canadians impact the Ukrainian community in Canada?” |
| **A.** Historical Inquiry and Skill Development | **A2. Developing Transferable Skills:** Apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful. | **A1.2:** Select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sourcesensuring that their sources reflect different perspectives. | *Sample question:* “Why might letters and diaries of Ukrainian Canadians in internment camps during Canada’s First Internment Operation be a good source of information?”  “What other sources of information are available to describe the Ukrainian Canadian experience in internment camps during WWI?” |
| **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 since 1914. | **A1.5:** Use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914. | *Sample question:* “Using the concept of continuity and change, explain how the Holodomor has had an impact on the current conflict between Ukraine and Russia and the development of Ukraine’s sovereignty and democracy.” |
| **B.** Canada, 1914–1929 | **B2. Communities, Conflict, and Cooperation:** Describe some key interactions between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain their effects. | **B2.2:** Describe some significant ways in which Canadians cooperated and/or came into conflict with each other at home during this period, and explain the reasons for these interactions as well as some of their consequences. | *Sample question:* “What are the reasons the Canadian government used to justify interning Ukrainian Canadians during World War One?” |
| **B.** Canada, 1914–1929 | **B2. Communities, Conflict, and Cooperation:** Describe some key interactions between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and explain their effects. | **B2.3:** Describe some significant challenges facing immigrants and other ethnocultural minorities in Canada during this period, and explain some of their consequences. | *Sample question:* “Why were Ukrainian Canadians declared “enemy aliens” between 1914 and 1920?” |
| **C.** Canada, 1929–1945 | **C1. Social, Economic, and Political Context:** Describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada. | **C1.4:** Describe the main causes of some key political developments and/or government policies in Canada during this period. | *Sample question:* “What are the reasons the Canadian government used to justify interning Ukrainian Canadians during World War One?” |
| **C.** Canada, 1929–1945 | **C2. Communities, Conflict, and Cooperation:** Describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them. | **C2.3:** Describe some ways in which World War II changed the lives of different groups in Canada. | *Sample question:* “What impact did the labelling of Ukrainians as “enemy aliens” by the Canadian government between 1914 and 1920 have on the Ukrainian community in Canada?” |
| **C.** Canada, 1929–1945 | **C3.** **Identity, Citizenship, and Heritage:** Describe how some individuals, organizations, symbols, and events, including some major international events, contributed to the development of identity, citizenship, and/or heritage in Canada between 1929 and 1945. | **C3.3:** Explain the significance of the Holocaust for Canada and Canadians. | The Holodomor, just as the Holocaust, saw the violation of human rights. Even though the Holodomor was not recognised as a genocide until after the fall of the Soviet Union in 1991, the Holodomor still had an impact on those living in Ukraine and Canada in and since the 1930s.  *Sample questions:* “How did the Holodomor affect Ukrainian Canadians and the citizens of Ukraine in the 1930s?”  “Why was the Holodomor denied and covered up for over 70 years?  “Why did the Holocaust impact Canadian attitudes towards human rights after World War II, and the Holodomor did not?” |
| **D.** Canada, 1945–1982 | **D1. Social, Economic, and Political Context:** Describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and explain how they affected the lives of people in Canada. | **D1.4:** Describe some key political developments and/or government policies in Canada during this period and assess their significance for different groups in Canada. | *Sample question:* “Explain how Senator Paul Yuzyk’s criticism of the Royal Commission on Bilingualism and Biculturalism led to the adoption of ‘multiculturalism’ in Canada?” |
| **D.** Canada, 1945–1982 | **D2. Communities, Conflict, and Cooperation:** Describe some key developments that affected interactions between different communities in Canada, and between Canada and the international community, from 1945 to 1982, and assess their significance. | **D2.2**: Identify some major social movements in Canada during this period, and explain their goals and perspectives. | *Sample question:* “Explain how Senator Paul Yuzyk’s criticism of the Royal Commission on Bilingualism and Biculturalism led to the adoption of ‘multiculturalism’ in Canada?” |
| **D.** Canada, 1945–1982 | **D3. Identity, Citizenship, and Heritage:** Describe how some individuals, organizations, and social and political developments and/or events contributed to the development of identity, citizenship, and/or heritage in Canada between 1945 and 1982. | **D3.1:** Describe ways in which some individuals, symbols, and/or events during this period contributed to the development of identity, citizenship, and/or heritage in Canada. | *Sample question:* “Explain how Senator Paul Yuzyk’s criticism of the Royal Commission on Bilingualism and Biculturalism led to the adoption of ‘multiculturalism’ in Canada?” |
| **E.** Canada, 1982 to the Present | **E3. Identity, Citizenship, Heritage:** Describe how some individuals, groups, and events, both national and international, have contributed to the development of identity, citizenship, and/or heritage in Canada from 1982 to the present. | **E3.3:** Explain the significance of responses by Canada and Canadians to some key international events and/or developments since 1982. | *Sample question:* “What has Canada’s response been to Russia’s aggression in Ukraine?” |