**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, University Preparation (CHC2D)**

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, Academic (CHC2D) | **C.** Canada 1929- 1945 | **C3: Identity, Citizenship, and Heritage:** Explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective). | **C3.2:** Analyse responses of Canada and Canadians to some major international events and/or developments that occurred during this period (e.g., the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the Manhattan Project), and assess the significance of these responses, including their significance for Canadian identity and heritage. | 117 |
| Holodomor | 10 | Canadian History Since World War I, Academic (CHC2D) | **E:** Canada, 1982 to the Present | **E3: Identity, Citizenship, and Heritage:** Analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence). | **E3.3:** Assess the significance of public acknow­ledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (e.g., the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese Head Tax; the Komagata Maru incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families). Sample questions: “Do you think that apologies for past human rights abuses provide adequate redress for past wrongs? Why or why not?” “What social, economic, and/or political factors might contribute to a decision to commemorate, or to issue an apology for, a violation of human rights?” | 124 |
| Internment  | 10 | Canadian History Since World War 1, Academic (CHC2D) | **E**. Canada, 1982 to the present | **E3. Identity, Citizenship, and Heritage**: Analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence). | **E3.3:** Assess the significance of public acknow­ledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (e.g., the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese Head Tax; the Komagata Maru incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families) Sample questions: “Do you think that apologies for past human rights abuses provide adequate redress for past wrongs? Why or why not?” “What social, economic, and/or political factors might contribute to a decision to commemorate, or to issue an apology for, a violation of human rights?” | 124 |
| Internment | 10 | Canadian History Since World War 1, Academic (CHC2D) | **B**. Canada, 1914 - 1929 | **B1.** **Social, Economic, and Political Context:** Describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada (FOCUS ON: Historical Significance; Historical Perspective). | **B1.4:** Explain the impact on Canadian society and politics of some key events and/or developments during World War I (e.g., with reference to shortages on the home front; the internment of “enemy aliens”; an increase in the number of women in the workforce; the Union government; new laws such as the Military Voters Act, the Wartime Elections Act, the Income Tax Act, and/or the War Measures Act; the Halifax Explosion; the role of veterans in postwar labour unrest).*Sample questions****:*** “What was the significance of Canada’s treatment of ‘enemy aliens’ during World War I?” “What was the impact of the conscription crisis on politics in Canada?” “What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation?” | 112 - 113 |
| Internment | 10 | Canadian History Since World War 1, Academic (CHC2D) | **C.** Canada, 1929–1945 | **C2.** **Communities, Conflict, and Cooperation:** Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change).* | **C2.1:** Analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period *(e.g., the Antigonish movement; the League for Social Reconstruction; the riot at Christie Pits; internment camps for “enemy aliens”;* Christie v. York, *1940)*, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them.*Sample questions****:*** “What were the goals of the eugenics movement? How effective was the movement in pursuing these goals?” “What were some of the intended and unintended consequences of the On-to-Ottawa Trek?” “Why was there an increase in race-based tensions and violence during this time period? What were some of the consequences of these conflicts? | 116 |
| Internment  | 10 | Canadian History Since World War 1, Academic (CHC2D) | **E.** Canada, 1982 to the Present | **E3.** **Identity, Citizenship, and Heritage:** Analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: *Historical Significance; Cause and Consequence).* | **E3.3:** Assess the significance of public acknow­ledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international *(e.g., the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese Head Tax; the* Komagata Maru *incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families).**Sample questions****:*** “Do you think that apologies for past human rights abuses provide adequate redress for past wrongs? Why or why not?” “What social, economic, and/or political factors might contribute to a decision to commemorate, or to issue an apology for, a violation of human rights?” | 124 |
| Enemy aliens | 10 | Canadian History Since World War 1, Academic (CHC2D) | **B.** Canada, 1914 - 1929 | **B1. Social, Economic, and Political Context:** Describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada (FOCUS ON: *Historical Significance; Historical Perspective*). | **B1.4:** Explain the impact on Canadian society and politics of some key events and/or developments during World War I *(e.g.,* with reference to shortages on the home front; the internment of “enemy aliens”; an increase in the number of women in the workforce; the Union government; new laws such as the Military Voters Act, the Wartime Elections Act, the Income Tax Act, and/or the War Measures Act; the Halifax Explosion; the role of veterans in postwar labour unrest).*Sample questions****:*** “What was the significance of Canada’s treatment of ‘enemy aliens’ during World War I?” “What was the impact of the conscription crisis on politics in Canada?” “What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation?” | 112-113 |
| Enemy aliens | 10 | Canadian History Since World War 1, Academic (CHC2D | **C.** Canada, 1929 - 1945 | **C2.** **Communities, Conflict, and Cooperation:** Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change).* | **C2.1:** Analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period (e.g., the Antigonish movement; the League for Social Reconstruction; the riot at Christie Pits; internment camps for “enemy aliens”; Christie v. York, 1940), with a focus on explaining key issues that led to those interactions and/or changes that resulted from them *Sample questions:*“What were the goals of the eugenics movement? How effective was the movement in pursuing these goals?” “What were some of the intended and unintended consequences of the On-to-Ottawa Trek?” “Why was there an increase in race-based tensions and violence during this time period? What were some of the consequences of these conflicts?” | 116 |
| Enemy aliens | 10 | Canadian History Since World War 1, Academic (CHC2D | **C.** Canada, 1929 - 1945 | **C2.** **Communities, Conflict, and Cooperation:** Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change).* | **C2.4:** Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy).*Sample questions****:*** “Who is the ‘Bren Gun Girl’? What does her image tell you about the role of some Canadian women during the war? In what ways was their role similar to or different from the role of women in World War I?” “How did the lives of some Japanese Canadians change as a result of the war?” | 116 |

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?” |
| **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 to explain how the Holodomor has 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:** Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics.  | **B2.3:** Describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada and analyse some of their causes and 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:** Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics. | **B2.5:** Describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period and explain their impact.  | *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 between 1929 and 1945, and assess their impact on different groups 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:** Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them.  | **C2.4:** Explain some of the ways in which World War II affected Canada and Canadians.  | *Sample question:* “What impact did the labeling of Ukrainians are “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:** Explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945.  | **C3.3:** Analyse the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights.  | 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 assess their significance for different groups 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:** Analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them.  | **D2.2:** Describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements and analyse them from multiple 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:** Analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982.  | **D3.1:** Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.  | *Sample question:* “How did Senator Paul Yuzyk contribute to Canada’s definition and policy of multiculturalism?” |
| **E.** Canada, 1982 to the Present | **E2. Communities, Conflict, and Cooperation:** Analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions. | **E2.1:** Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 and analyse these interactions from various perspectives. | *Sample question*: “Describe how Canada has supported Ukraine during its conflict with Russia.” |
| **E.** Canada, 1982 to the Present | **E2. Communities, Conflict, and Cooperation:** Analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions. | **E2.5:** Describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict. | *Sample question:* “What has Canada’s response been to Russia’s aggression in Ukraine?”  |