

GLOBALIZATION

UNIT 1

INTRODUCTION

What is “globalization”? Read the introduction “Globalization”, page 10 of your text. Globalization became a focus of trade discussions in the 1990s with the introduction of rapid and secure methods of communication and cheap transportation by air, rail and sea. Countries in remote areas of the planet suddenly found world trading partners to be very close economically. These countries could compete in any market to sell goods and services using modern tools: computers and e-mail, satellite communications and container shipping. Multinational companies began to move to areas where they could combine investment capital and cheap labour with modern education. This permitted them to turn out manufactured goods or electronic services, like architectural and engineering projects, at a cost-effective sales point.

The historic foundation of globalization began with contact between civilizations. Benefits of contact included the sharing of knowledge, customs, agriculture and technology. Warfare created a need to be wary of other civilizations. Early explorers like Marco Polo and military leaders like Alexander the Great shortened the distance between societies and increased understanding.

At some point in the past, people migrated to North America. When and from what place or places is not determined. The mystery of Kennewick Man, when solved, may provide an answer or raise more questions. The land bridge theory was accepted as the most likely way migration occurred but this theory is increasingly challenged. Migration did occur. Examine Fig 1.5 text page 18 to see evidence of global movement and patterns of settlement.

Europeans arriving after Christopher Columbus brought their technology, beliefs, and world view to the Americas. The European world view in this unit discusses the history of Canada from the peopling of the continent to the present day.

Each unit in your text begins with a timeline. The timeline on page 11 shows twenty dates which highlight the effects of globalization on Canada. Do the timeline dates succeed in highlighting significant Canadian globalization events? If you were asked to add three events to the timeline that were critical to Canada’s globalization what events would you add? Would you delete any of the events listed?

THE PEOPLING OF THE AMERICAS

CHAPTER 1

Read text page 3, “Many Peoples, Many Histories”. Each unit presents a historical timeline. What events and stories are listed? What is missing? Read “Skills and Strategies of the Historian” on page 4 of the text. These skills will be practised in the course activities and in the Independent Study.

Create a timeline of ten key events in your life, e.g. birth, first day of school. Examine the choice of events that give you a context. Give your timeline to a friend. Comments provided by your friend will provide a context or judgement. Was the feedback accurate? What is missing or what needs to be considered?

ACCESSING THE CANADIAN HISTORY LABS

Go to the **Canadian History 11 Web site** <http://history11.ednet.ns.ca/>. Bookmark the site. On the first page, there are two links to enter the site: (a) *normal mode* and (b) *full screen mode*. *Normal mode* lets you minimize the screen to allow you to switch from the Web site to another application. *Full screen mode* fills the monitor, but requires you to log-off the site to move to another application. Click on *full screen mode* and type your username and password to enter the site.

1. Click on *Contents* (top left of the screen). Choose the second button *Getting Started*. This short tutorial explains how to use the **Canadian History 11 Web site**.
2. Click on *Utilities* (bottom right). Click on

Options and change your password. Remember your password. Write it down and keep it in a safe place.

3. Click on *Contents* and choose *History Labs*. Click on the box that follows *History Lab 1*. A red check mark will appear. Use the forward arrow (screen, bottom right) to read the six pages of History Lab 1.

STUDY NOTES - HISTORY LAB 2

Enter the **Canadian History 11 Web site**. Open the *Contents* menu and select *History Labs*. Click on the box following *History Lab 2*. A red check mark will appear in the box. Use the forward arrow (screen bottom right) to read through the eight pages in History Lab 2. Answer the following questions.

1. What are the three phases of a historical project?
2. What is the difference between a primary and a secondary source?
3. What is a citation?
4. Why is citation an important component of a history project?

Read “What are the Archaeological Perspectives on Origins?” text page 13. Possibly 20,000 or 30,000 years ago, the American continents was sparsely populated. When and how settlers came to North America is a mystery that has not been solved to everyone’s satisfaction. Before the 1990s, historians generally agreed upon the Land Bridge Theory - the first peoples crossed the Bering Strait and migrated south. Today, this theory is challenged.

ASSIGNMENT 1

Read pages 12 to 21 in the text, *Canada's History* by Susan LeBel and Jeff Orr. Answer the following questions using information from the text:

1. Identify the dates of the artifacts found at the following sites:
 - a) Debert, Nova Scotia
 - b) Columbia River, Washington State, USA
 - c) Hectate Strait, British Columbia
 - d) Clovis, New Mexico, U.S.A.
 - e) Monte Verde, Chile
2. On the map of North and South America in the course guide page 22, label the artefact sites and dates (in approximate area).
3. A bias is an inclination, bent or tendency. In grade 10 mathematics you studied standard deviation. It is calculated to show the tendency of a population. Any population may have a bias. You may hear of a 'media bias' or 'spin doctors' trying to influence populations to accept a viewpoint. In Western philosophies a questioning attitude drives research. This attitude was abandoned when the traditional archaeological theory of the Clovis model was accepted by archaeologists as definitive regarding early life in the Americas. This abandonment is referred to as a paradigm bias. What is a paradigm bias?
4. The map in Fig 1.5, 'Possible Routes and Key Archeological Sites' text page 18 indicates

routes First Peoples may have taken in spreading across the Americas. Examine the routes and the dates of artifacts you placed on the course guide map page 22. Do the dates on the course guide map support the land route theory? Explain why the land route theory can be an example of a paradigm bias.

INDEPENDENT STUDY 1

Research is an important skill. Refer to "The Skills and Strategies of the Historian" on page 4 and examine skills 3, 5, and 6. You will conduct original research to write the Independent Study (guide page 129). Log on to the *Canadian History 11 Web site* and select *History Lab 5*, "Using a Digital Finding Aid". Read the information in this lab. On the last page of Lab 5, there are four search engine links. Use these links to complete assignment 2.

ASSIGNMENT 2

Go to the *History 11.ednet Web site* website. Select Contents to scroll to the 'resource centre'. In the 'Search Titles and Captions box, type "Kennewick Man" to read news items and other information on Kennewick Man. Your text was published in 2003. It contains information on Kennewick Man. See second paragraph page 18. Using text information and information from webpages and EBSCO respond to these questions.

1. Your text information on Kennewick Man, page 18, is out-of-date. Why do text become dated? Provide two additional pieces of information revealed about Kennewick Man since the text was published.

2. Summarize the arguments for and against scientifically studying the bones of the Kennewick Man.
3. Review the list of 'Skills and Strategies of the Historian'. Choose two and explain how they relate to the Kennewick Man controversy.

THE KENNEWICK MAN POSITION PAPER

Is it morally acceptable for archaeologists and anthropologists to study human remains to learn more about the past? This question was at the heart of the angry debate about what to do with the Kennewick Man. In 1996, human remains dated 9,200 were uncovered in the Columbia River in Washington state, U.S. (textbook pg. 18). Scientists and anthropologists were eager to study the skeleton and conduct DNA tests to unlock the mystery of how people came to the Americas. A coalition of five aboriginal groups claimed him as an ancestor and asked to have the remains returned to them for burial. (text pg. 18)

I don't think that it is right to study human remains. Some people donate their remains to science, but it's not fair to make that decision for others.

The people in the coalition of five aboriginal groups are just following their beliefs. They believe that Kji-Kinap created their world and gave life to a stone that became a man. (LeBel & Orr 13) They believe that they were always

here in the Americas and they don't need scientists to prove it. As Kathy Womer says, "These are the remains of someone that we cherish as one of our own.... We bow our head in shame and sorrow for the treatment of the remains of the Ancient One, who has endured this kind of action since his discovery." (http://www.washington.edu/burkemuseum/kman/native_american_views.htm)

There are laws in the United States to protect human remains from ending up in laboratories. The Native American Graves Protection and Repatriation Act (NAGPRA) was passed in 1990. In part, it provides legal protections for Native American human remains equal to those of other American citizens, and is one of the most significant cultural policy laws ever enacted in the United States. Despite intense lobbying against it by both museum and anthropological organizations, the law provides legal means for Native American human remains, burial goods, and certain other cultural objects to be returned to tribal communities from museums and government agencies.

In conclusion, I do not agree with the final court ruling that scientists can study these remains. ("U.S. court rules that scientists can study 9,300-year-old Kennewick Man".

STUDY NOTES

To access background information on Kennewick Man and the significance to anthropologists and First Nations peoples complete the Kennewick Man Worksheet (Fig 1-1) using the information from the following Web site.

1. Enter the *Canadian History 11 Web site* and open the *Contents* menu.
2. Click on *Resource Centre*.
3. In *Search Titles and Captions* type “Kennewick Man”.
4. Click *Search*. The Web link for the *University of Washington-Kennewick Man Virtual Exhibit Web site* appears.
5. Click on the *maple leaf icon* above the title to launch the Web site.
6. Read *News Updates*, and search through the site to learn more.

Use the *University of Washington-Kennewick Man Virtual Exhibit site* to complete Fig 1-1 on the next page.

Fig 1-1

Kennewick Man Worksheet

The Lawsuit

List four separate parties involved in the issue.

1.	3.
2.	4.

Who were the lawsuit litigants in the *Bonnichsen v. U.S.*

The Plaintiffs	The Defendants
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Why are Kennewick man's bones stored at the Burke Museum?

The Plaintiffs argued

The Defendants argued

What controversy was dug up with the Kennewick man?

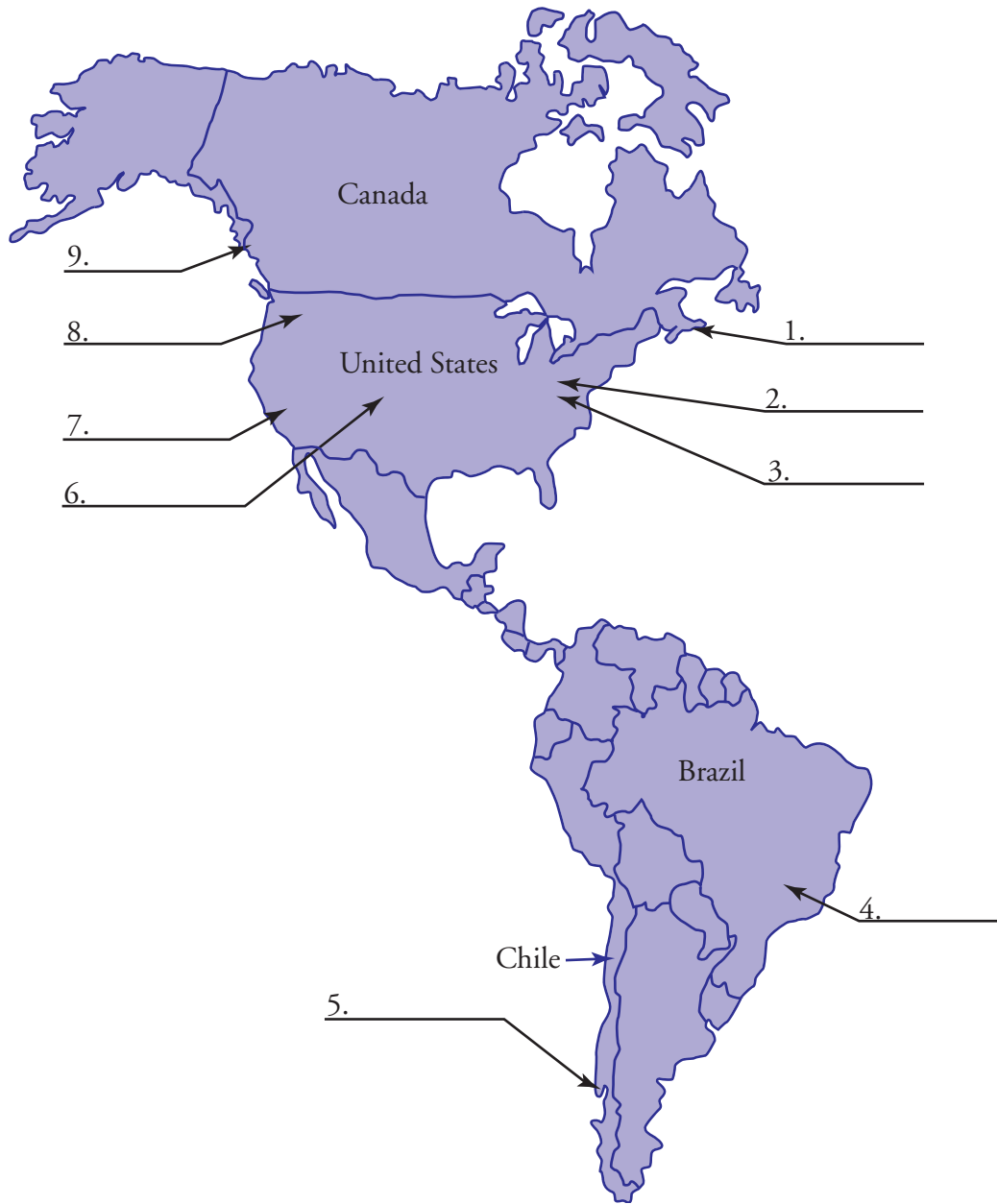
What do anthropologists hope to gain from examining the Kennewick man?

Why does the answer to "How and when did people first come to the Americas?" matter to scientists, First Nations, the courts and the government?

What are the implications for theories of North America settlement, like the land bridge theory if Kennewick man is found to have arrived in North America from south central Asia?

Why is there a Native American Graves Protection and Repatriation Act? What is the essential requirement of the Act?

LESSON 1 MAP



CONTACT AND COLONIZATION

CHAPTER TWO

The journey of Alexander the Great, Marco Polo and Christopher Columbus may be viewed as historic globalization events. They crossed time zones, culture and language barriers to learn ideas, new technologies and purchase goods to take back to Europe. Europeans crossing the Atlantic Ocean to North America made contact with indigenous peoples living there. The European societies used weaponry or technology to conquer others for profit, for religious beliefs and for glory. The American indigenous societies used plants and animals for food, shelter, clothing, health and culture. Mutual benefit derived from a knowledge of plants and animals, led to an egalitarian society. Europeans, not familiar with the seasonal conditions, also benefited from the aboriginal knowledge. This became evident over hundreds of years and over the geographical expanse of North and South America.

Colonization may lead to the dominance of one culture or society over another. European colonization resulted in the eventual dominance of North and South American indigenous peoples. Without European colonization the course of North American development would have been different. It is interesting to reflect on Canada today if history had taken another direction.

After reading “Chapter 2, Contact and Colonization”, text pages 22-33, reflect upon European culture and aboriginal culture of that time. Each society was built on a foundation of

politics, economics, spirituality, and social customs and conventions that reflected the realities each faced. Europeans had a different vision and life experience, which motivated them to expand their search for wealth and power to the Americas. First Nations societies attributes, motivations and beliefs made it difficult to resist or cope with the European colonists. E.g., Europeans used guns in conflicts which gave them an advantage over First Nations weaponry.

STUDY NOTES

European societies were affected by contact and expansion. Read Chapter 2, the copy and complete Fig 1-2 with the required information. Consider the items listed in the table (some were unknown to Europeans until first contact) and indicate the affect on the European societies that adopted them. Explain the social consequences of colonization on European society using each item in Fig 1-2.

Fig 1-2

Item	Implications for European society	Social consequence benefit or detriment
Potato		
Tobacco		
Trade for profit		
Corn		
Democracy (text page 145)		

1. Enter the *Canadian History 11 Web site* to locate two additional aboriginal items that influenced European society. Add the items to your Fig 1-2 chart.

2. Open the *Resource Centre*. In *Search Titles and Captions* type “Canadian Museum of Civilization - A History of Native People of Canada”. Click *Search*. Click on ***Canadian Museum of Civilization - A History of Native People of Canada*** and then click on the *maple leaf icon* above the title to open the Web site.
3. After reading the ***Canadian Museum of Civilization - A History of Native People of Canada*** information, close the site and return to the ***History 11 Web site***. There are other Web sites, like the ***Canadian Museum of Civilization - Plano Culture***, which will help you to locate the information required to complete Fig 1-2 chart.

MOTIVATION FOR CONQUEST

Spain and Portugal are two European nations that colonized the “new world”. The map, text page 26 shows those areas of North and South American each nation colonized. Today, the principal language in Mexico is Spanish; in Brazil it is Portuguese. What language or languages were spoken pre-contact in these countries? What explains the dominance of the Spanish and Portuguese languages today in the areas under their colonial control?

According to the map, “The Mercantile Model”, text page 27, Britain controlled eastern North America including the area that would become Canada. This map shows a triangle of trade between Europe, Africa and the Americas. European Christians sent manufactured goods to African Muslims in exchange for African peoples to be sold into slavery in the Americas. The

third side of the triangle is the shipping of North American furs, wood and fish, and Caribbean sugar, rum, tobacco and molasses to Europe. Europeans profited from the Mercantile trade model. Why were slaves needed in the Americas? What were other reasons Europeans colonized the Americas? Find out about the effects of contact on the health of First Nations peoples.

CROSSING THE ATLANTIC

In 1745 an English force from New England captured the French fortress in Louisburg, Cape Breton. This set the stage for the French to assemble an armada to retake the fortress and attack the English in their territory.

The French expedition of 1746 was a disaster. Instead of a six-week Atlantic crossing, the voyage took three months. The armada sailed from France June 22nd and arrived September 10th. While embarking from the Bay of Biscay a gale struck the fleet causing damage and seasickness among the men. Once at sea the winds died delaying the crossing. Dry goods, like hardtack, had become infested with insects. Food spoiled and the drinking water turned putrid. Men died and were buried at sea. Another storm hit off Sable Island and scattered the fleet, further delaying the crossing.

When the fleet entered Chebucto (Halifax) Harbour the men had typhus and died in great numbers. Over 10,000 men embarked in 71 ships. Only 42 vessels successfully crossed and 3000 men were lost.

Research a slave voyage and learn about conditions on slave ships. Were conditions conducive to preserving the health of slaves? Read historian Walther Kirchner's quote, text page 25 and "On the Eve of Contact" page 26, then review "The Mercantile Model" map, page 27.

ASSIGNMENT 3

"The Mercantile Model".

"The Mercantile Model" map, text page 27 illustrates how European nations profited from the Americas. Kirchner cites glory as a reason for exploration, settlement and contact. What glory were European explorers seeking?

1. Enter the ***Canadian History 11 Web site*** and open the *Resource Centre*. In *Search Titles and Captions* type "National Atlas of Canada". Click *Search*. Click on the *National Atlas of Canada* box. In the new window click on the *maple leaf icon* above the title to open the Web site.
2. Click on *History* in the left menu bar then click *Exploration 1497 to 1760*.
3. Scroll down to *The Search for a Western Passage c1519 to 1527 Map* in red text. Click the link to answer these map questions.
 - a) Who are the four explorers seeking the passage to China? (refer to key on right)
 - b) Who sailed into the Bay of Fundy? (click on Nova Scotia and then click *Zoom In* to view the routes clearly) Click *Zoom Out* at the top when finished.
 - c) Scroll to the bottom of the page and read the abstract. Click on *Read More About This Map* and read the information. List

the dates of the four voyages, the explorers' names, their country of birth and the country each represented.

- d) Click on each explorer to read about the voyage. You may download an audio version. What did John Rut discover in St. John's harbour?
- e) What was the purpose of Giovanni da Verrazano's trip?
- f) Why do you think these four men are not famous or well-known today?

ASSIGNMENT 4

Primary Source Analysis.

Religious faith was a reason for colonization. Read the quotes by Pope Alexander VI and King Henry VII of England, text pages 25 and 28. Read page 30 "The Impact of Missionaries". History, as reflected in both written and pictorial accounts, often depicts the bias of the victors. Look for the Eurocentric bias in the pictures, text pages 29-30, Fig 2-5 and Fig 2-6.

How do you know that they were painted by European artists? The tallest figure (the one standing with authority) is the European. Historians examine historical accounts for bias and use many different resources to balance findings of past events.

The purpose of this activity is to analyse a primary document. This document was written from the perspective of a Jesuit priests about the Iroquois.

Enter the ***Canadian History 11 Web site***. Choose *History Labs* and select *Lab 7*.

Go to page seven of the lab. Place the cursor on *Page 1* (screen, top right). In the *Jump to Page* box, type 7 and click on the forward arrow. Read the text, then click on the running person icon. Read “Jesuit Relations” and then click on the forward arrow to advance.

Click on the *maple leaf icon* to the *Jesuits Relations* primary document. Page 257 of the *Jesuits Relations* book is on this Web link. Read three pages from “Homes and Household Economy of the Canadians”. To go to the next page, click twice on the single purple arrow in the *Navigation* bar. The first click opens the Latin version, the second opens the English version.

1. Write a one-page analysis of the Jesuit missionaries’ bias. How does the Jesuit writer portray his hosts as inferior. Note particular descriptions and intolerant words. What goal is achieved through the Jesuit writing? List information a historian could use from the writing.
2. Using a First Nations’ viewpoint, write a one-page essay on the Jesuit missionaries. What descriptions could First Nations use with respect to the black-robed Jesuits?

STUDY NOTES

For a perspective of First Nations culture enter the ***Canadian History 11 Web site*** and open the *Resource Centre*. In *Search Titles and Captions* type “The Iroquois Constitution”. Click *Search*. Click on the maple leaf icon above *The Iroquois Constitution* box to open ***The Iroquois Constitution Web site***.

GLOBAL INFLUENCES AND THE DEVELOPMENT OF CANADA

CHAPTER 3

The introduction to this course recognized that European capital and technology dominated the aboriginal peoples in the Americas. This chapter will focus on the struggle by competing groups for conquest and control of northern America.

Read the statement by American General William Hull text page 34. General Hull believed the United States was helping British North American (Canadian) residents. The American invasion was to rescue them from British subjugation. His viewpoint on the complex issue of war, reflects his bias, background and motivation. This was not the first American invasion of Canada. The decision to war with another nation usually has many underlying causes and effects. To examine an event like war, the aggressor's motivation from a political and economic perspective needs to be studied. Read page 38 "Why Did The Thirteen Colonies Revolt?" The paragraph helps to uncover American motivation to seek independence from Britain.

Examine the map "North America, 1713" text page 35 and "North America, 1763" page 37. In 1713, four nations: Britain, France, Spain, and Aboriginal claimed control over areas of North America. In the fifty years from 1713 to 1763 changes occurred. Which five areas have come under British control by 1763? Which nations no longer control territories they held in 1713? In 1776, the American War of Independence

began. The Thirteen Colonies (British Colonies on the 1763 North American map) rebelled against Britain to become the United States.

Read Chapter 3, text pages 34-45. Note the struggles of the four nations to control North America. It was amidst the many wars, treaties and migrations that Canada, as a nation, was born.

STUDY NOTES – TIMELINES

A timeline is a map of sequential events in history. For example, Fig 1-3 on the next page is a timeline of the settlement of African peoples in British North America. There is a beginning date and an end date to this theme. This timeline ends at 1920, since then, much has happened in African Canadian history. For example, African refugees have entered Canada from Ethiopia. These dates could be included on the timeline.

Review the events in the Fig 1-3 timeline and the bulleted questions on text page 34. Is there sufficient information in this timeline to respond fully to the last question? Before answering, enter the *Canadian History 11 Web site* and enter the *Resource Centre* in *Chapter 3*. Click on the Web links to reveal the thirty-six Web links in the chapter. Read information in links 2, 4, 16, and 24.

1. Using the text and Fig 1-3 as a guide, complete five additional dates indicating significant events for settlers of African descent.
2. Create four timelines, one for each nation - Spain, France, Britain, and Aboriginal using the timelines worksheet as a template. Note, label the dates on the timeline.

3. Using the four timelines and your text, answer the first three bulleted questions under “Framing the Question” text page 34.
4. Are the dates in each of the four timelines sufficient to tell the history of the rise and fall of each nation in North America? Explain your answer.
- The Web link *[Who Killed William Robinson](#)* about the 1868 murder of an African Canadian in British Columbia offers maps, documents, newspaper articles, photos, and court notes. By reviewing the material, you might conclude that the person who was arrested and hanged for this crime was in fact the wrong person.

OPTIONAL EXPLORATION

Fig 1-3

Century	African Descent
1500	
1600	1608 - Matheiu deCoste is a translator found for Samuel Champlain 1680 - Approximately 1500 people of African descent lived as enslaved people in the area that would become Canada
1700	1793 - Slavery abolished in British North America 1796 - Five hundred and fifty Trelawny Maroons were deported from Jamaica and sent to Halifax to build the Citadel fortress
1800	1800 - Most of the Trelawny Maroons were disillusioned with lives of servitude in Nova Scotia and resettled in Sierra Leone, Africa 1800-1865 - An estimated 20,000 enslaved people escape to Canada via the Underground Railroad
1900	1910-1912 - African Americans from Oklahoma immigrated to Alberta and Saskatchewan 1900-1920 - Immigrants from Barbados were recruited by the Dominion Coal Company in Cape Breton

TIMELINES WORKSHEET

Year	Event

THE FIRST WORLD WAR SHAPING CANADA'S HISTORY CHAPTER FOUR

The events during the last fifty years of the 19th century and the first decade of the 20th century (1850-1914) culminated in World War I. The war was the climax of the events of the previous 60 years. It was also a pivotal point in influencing Canadian political, economic, social, cultural, military-industrial and international developments of the 20th century.

Read A.R.M. Lower's quote, text page 56. Some historians believe the First World War was a "coming of age" for Canada – a time when Canada took its first steps as an independent nation. Other historians suggest that Canada never became truly independent at that time. While reading Chapter 4, consider whether Canada's participation in World War I displays the characteristics of an independent nation or a reliance on the parental hand of other nations. The chapter begins with a description of a young man barely out of puberty sitting in the trenches. The description of the boy reaching puberty in the trench may be compared to Canada attaining its national identity independent of a mother state.

Before June 1914, European countries paired in a manner similar to picking teams in a sports match. Examine the map of the Triple Entente (yellow) and the Triple Alliance (green) text page 47. Part of the explanation for the First World War was "the domino effect" – each partner country was compelled to war under terms of treaties signed to guarantee mutual protection.

An uneasy agreement of nonaggression existed between countries in the Triple Entente and the Triple Alliance. The orange countries on the map are neutral – not belonging to either coalition. The spark that set off WWI in June 1914 was the assassination of Archduke Ferdinand of Austria-Hungary and his wife in Sarajevo, Bosnia-Herzegovina. This event started the war but was not the principal cause of the war.

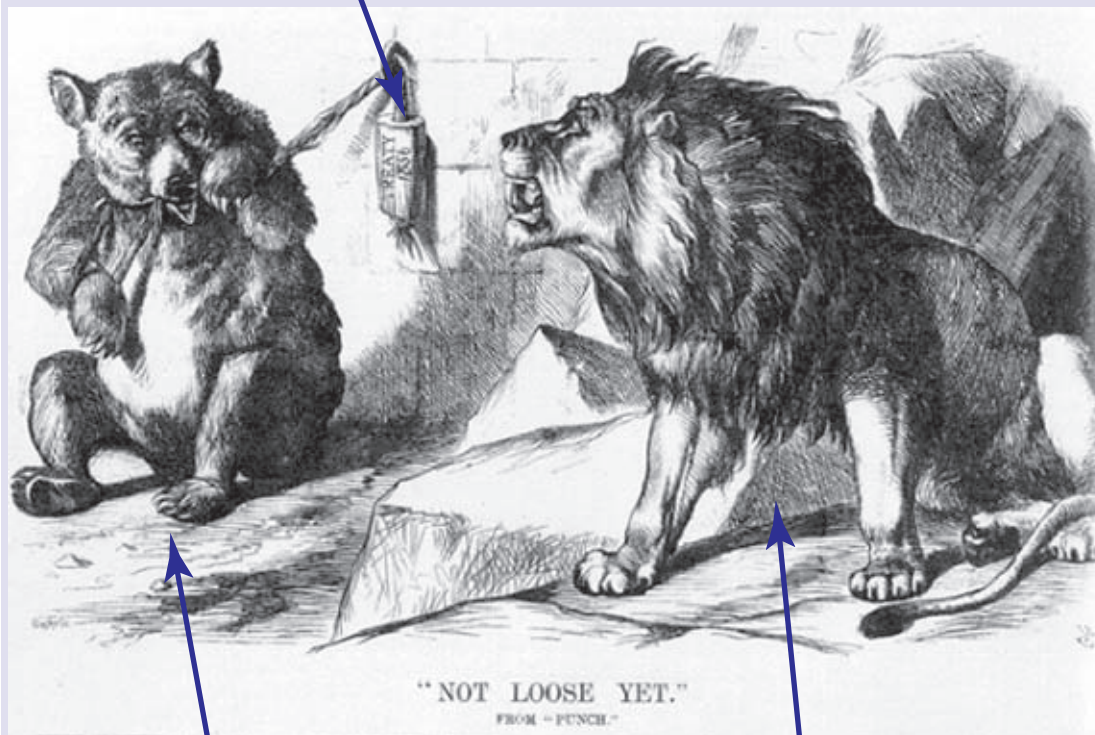
STUDY NOTES

To learn how images were used to influence public perception and support for the war, complete the following:

1. Go to the [*History 11 Web site*](#) and open the *Resource Centre*, select *Chapter 4* under *Search By Chapter* and *Web links*. Click *Search*.
2. Click on Web link 7, *Causes of the First World War*. Then click on the *maple leaf icon* above *Causes of the First World War*
3. What organization created the [*Causes of the First World War Web site*](#)? Click on the *Info* link for the name and address. The source of information might be bias. What bias might this organization hold? For more information about the causes of the War, search [*EBSCO*](#). Return to the previous page to respond to question 4.
4. *Cartoon Analysis* – One source of evidence historians use to interpret the past is newspaper cartoons, especially political cartoons. Observe the following cartoon analysis on "Not Loose Yet".

CARTOON ANALYSIS

The bear cannot pull the rope through the metal loop. The stop on the end of the rope says "Treaty 1856". The Treaty of Paris brought the Crimean War to an end, but not the political intrigue associated with European royal families and their military alliances.



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Russia is often referred to as "The Bear" and is portrayed as a bear in political cartoons. In this cartoon, the bear (Russia) is bound to the wall by a rope around his neck. He is loosening the rope with one paw and using the other to hold the rope as he tries to chew through it. It represents Russia trying to free itself from the terms of the Treaty of Paris 1856.

Britain is represented as a lion. While the lion appears menacing and ready to pounce, Britain was not prepared to confront Russia.

A dispute between France and Russia over Palestine was the pretext to the Crimean War. France saw the dispute as an opportunity to break down the continental alliance. In Britain patriotic groups and business interests decided a war was a chance to expand economic interest in the Eastern Mediterranean. In 1854 France, Britain and Turkey formed an alliance against Russia. In 1855 Piedmont-Sardinia (Italy), Prussia and Austria joined France and Britain in forcing the withdrawal of Russia from Moldavia and Wallachia. Russia was forced to sign the

Treaty of Paris in 1856 to end the conflict. The bear in the cartoon is attempting to chew through the terms of the treaty. While Britain looks on threateningly, it wasn't prepared to tackle Russia. By 1870, the year of this cartoon, Russia had formed an alliance with Prussia permitting a strengthened Russia to renounce terms in the Paris Treaty. A conference in London stamped approval of Russia's actions. Neither side wanted war, however, elsewhere in Europe, intrigue and war continued.

Refer to the political cartoons from Punch (a British magazine), 30 September 1882 on the “Causes of the First World War” Web site. Click on the 1882 cartoon titled, “The Lion’s Just Share” to enlarge it. Before reading the caption, which country is recognized internationally as the bear? As the lion? Why did the artist depict Spain as a donkey? Germany and Austria as vultures? Turkey and Italy as dogs? Read the text below the cartoon to understand the context of this illustration. Read “Skill 3, Historical Perspective” on text page four. Often political cartoons, particularly older ones, use cultural symbols to acknowledge a point of view or issue. Understanding cartoons from the past requires an understanding of bias, perspectives and symbols from the era.

Close the cartoon by clicking on the ‘x’ in the top right corner, and click on the 1904 cartoon titled, “Division of Labour”. Is this cartoon easier to understand than “The Lion’s Just Share”? There are four characters. Describe the image of Canadians in 1904 through this artist’s eyes. The artist created Canada using cultural stereotype symbols. As a Canadian in 1904, would the artist’s stereotype icons be accurate, insulting, or more reflective of the 1600s fur trade? The figure representing Britain has the British flag as part of his waistcoat. Why? What is your interpretation of the cartoon? The artist’s perspective indicates one country should feel guilty about not supporting Britain and its navy. Read the caption to learn which country.

Close the “Division of Labour” cartoon and scroll down the page to locate and click on “Bravo, Belgium”, a 1914 cartoon. Germany had invaded Belgium in an attempt to gain access to France.

The artist portrays Belgium as a young boy standing up to a bullying older man. The man is carrying sausages. The sausage is an icon used by the artists to represent Germany. Why did the artists choose a sausage? The artist is using bias and ethnic intolerance as a way to cheer on the Allies, which included Canada.

War posters and cartoons were used as propaganda tools in this war and are used today for a similar purpose. Read the “Connections” box on text page 52. Compared to today’s Canadian society, the racist, sexism, ethnic slurs and bigotry in past Canadian societies may shock you. Examining historic political cartoons and propaganda posters provides a wealth of information, insight and perspectives to develop your understanding of past Canadian societies.

ASSIGNMENT 5

Cartoon Analysis.

An examination of propaganda throughout history. Go to the [History 11 Web site](#) and open the *Resource Centre*. Under *Search By Chapter* select *Chapter 4* and choose *Cartoons*. The first one, “The World’s Enemy” is an example of wartime propaganda. The soldier is the Kaiser, the leader of Germany. The helmet is distinctive of German soldiers of this period.

1. The illustration shows bias against German soldiers. How? The Kaiser’s fellow soldier is called Carnage. Why would the artist choose this name? What does it mean and how does the term portray all German soldiers under the Kaiser?

2. Although British, French and Canadian soldiers contributed to the carnage in the war, the illustration depicts the Germans as responsible. Why would the British, French and Canadians agree with the illustration?

The third cartoon is entitled, “At Last” showing women in Britain achieving enfranchisement (the right to vote). In Canada, the federal Women’s Franchise Act 1918 was given Royal Assent May 24, 1918 (in force January 1919). New Brunswick waited till April 17, 1919 to pass similar legislation while in Quebec women did not gain the right to vote till April 25, 1940.

3. Examine the “At Last” cartoon. The artist created it from a British perspective. You will note the artist used British symbols and icons from the era. Using the artist’s point of view sketch a Canadian version of the British “At Last Cartoon. A Canadian version must have Canadian stereotypical symbols and icons.
4. Sketch a political cartoon from a German perspective during World War I. What kind of political, racial or ethnic slurs would German war propaganda print against Britain or Canada? You will not be assessed for your artistic talent. You will be assessed for your understanding of the First World War, the use of propaganda, and how Germany might present negative images of enemies.

CANADA’S CONTRIBUTIONS TO THE FIRST WORLD WAR

Fig 1-4 above right shows the “coming of age” of Canada’s military forces during the War.

Fig 1-4

	Before WWI, 1914 Canada had:	After WWI, 1918 Canada had:
Navy	two aging naval ships	5,500 personnel 100 warships
Airforce	no airforce	40 per cent of the pilots in the British Air Force were Canadians
Army	3,110 soldiers 74,000 soldiers registered in the military reserves	600,661 soldiers went overseas 61,000 died

ASSIGNMENT 6

Vimy Ridge.

Read text pages 49-51. Canada’s eight million citizens made a significant contribution to World War I. Note the use of the word “watershed”. The literal meaning of watershed is an elevated ridge or mountain range that separates two rivers. A metaphorical watershed is a turning point; it is an event that occurs, which changes the course of everything after. The event is like the water, from the time it splits because of the land mass, it will take one path, distinctly different from the other, with no way of turning back. Everything after a watershed event is distinct from what went before. In Canada’s history, the Battle of Vimy Ridge is considered a watershed event. Answer the following questions:

1. Examine Canada’s independence on the world stage pre-Vimy Ridge and compare it with Canada’s independence post-Vimy Ridge.

2. Read the two quotes on page 51 in the text to explain why the Battle of Vimy Ridge is considered a watershed event.
3. How successful were other nations at Vimy Ridge?
4. Why were Canadians called on to charge Vimy Ridge?
5. What was the battle strategy and who were the Canadian participants?
6. What was the tactical meaning of the victory in terms of winning the war? Consider this in terms of casualties, in changing strategy and technology, and Canadian unity.

CONTROVERSIES DURING THE FIRST WORLD WAR

Refer to the chart in Fig 1-4. Notice the increase in active Canadian soldiers. Canadian and British volunteers thought World War I would be a short war and rushed to sign-up! As the years went by the descriptions of war's carnage, trench warfare, the battles, conditions and military leadership leaked home. Fewer men volunteered. Read "The Conscription Crisis" text page 53.

Prime Minister Borden's 1914 quote text page 53 incorporates the bravado, hope and naivety of those entering war. Compare it to his 1917 quote citing duty, danger and determination. The decreased number of willing soldiers caused Borden to change his stance over the three years.

ASSIGNMENT 7

Document Analysis.

1. Go to the [History 11 Web site](#) and open the *Resource Centre*. Select *Chapter 4*. Click on

Documents. Select *document 2*, "The Military Service Act". Use "The Military Services Act" in *document 2* to respond to the following questions:

- a) Under the Military Service Act, 1917 who was conscripted to serve in Canada's armed forces?
 - b) Why were male inhabitants of Canada referred to as "British subjects"?
 - c) Men drafted for service were put in one of six categories? Who were "Class 1" draftees and why were they drafted to serve first?
 - d) Were married and unmarried men treated the same under the act? What was the significance of July 6, 1917? Who was deemed "unmarried" by this act?
 - e) Laws must have sanctions to act as a deterrent. What was the punishment for men who failed to report for military duty when called out?
2. Conscription was controversial. The tactics Borden's government used to ensure victory in the election of 1917 inflamed passions. Enter the [Canadian History 11 Web site](#) and open the *Resource Centre*. Select *Chapter 4* under *Search by Chapter*. Under *All Resources* select *Documents*. Click *Search*. In the *documents window* select *document 3*, "The Wartime Elections Act". Read the document to answer these questions:
 - a) The Wartime Elections Act, 1917, extended the right to vote by conferring it on newly enfranchised voters. Who gained the right to vote in the 1917 election?

- b) The extension of the right to vote was a strategic consideration of the government. Why did the government extend the right to vote to those enfranchised under the Act?
- c) At the same time the government extended the right to vote, it disenfranchised citizens who held the right to vote. Who lost the right to vote? Why did the government remove the vote from citizens previously eligible to vote?
- d) Which province had the greatest number of enemy aliens? Which city had the highest percentage of foreign-born population?
- e) When the article was written, how many enemy aliens were imprisoned in labour camps?
- f) Which ethnic group was “mainly confined to barracks”?

Many Canadians felt the government betrayed them during the Conscription Crisis of 1917. The government’s strategy divided the country, with the greatest tension developing between French and English Canadians.

Controversy also surrounded the government’s War Measures Act. It gave the federal government sweeping powers to arrest and imprison anyone suspected of being subversive.

3. Examine authentic documents from the era. Enter the [Canadian History 11 Web site](#) and open the *Resource Centre*. Select *Chapter 4* under *Search by Chapter*. From the *All Resources* menu select *Documents*. Click on *Search*. In the *documents window* select *document 1*, “Canada and the Enemy Alien” and answer these questions:

- a) Which ethnic group was added to the Canadian list of enemy aliens in 1915? Why?
- b) How many males in this ethnic group were living in Canada?
- c) Why did the article’s author and the

STUDY NOTES

Ukrainians were another ethnic group interred in labour camps during the war. The Kapukasing work camp in Banff housed Ukrainian and German detainees. To learn more about the detainees enter the [Canadian History 11 Web site](#) open the *Resource Centre*. In *Search Titles and Captions* type “Image Gallery of Life in First World War” then click the *Search* button. Open the [Image Gallery of Life in First World War Ukrainian Internment Camps Web site](#). A series of photographs of the camp are available on the site. The first photographs portray a relaxed relationship between prisoners and guards, but as you go through the gallery, eventually you will find evidence of tension, like a prisoner shot trying to escape.

Use information from Fig 1-5 and your text to write a one-page summary on the positive and negative changes in Canada during the First World War. In your summary, tie the effects of

globalization to Canada in these areas: political, economic, social, cultural, industrial, and international.

Fig 1-5

Who/What was affected by change	Status before the war	Status after the war
African-Canadian Soldiers	African-Canadians were not allowed to serve in the military before the war.	In 1916, the No. 2 Construction Battalion was created for African-Canadian men to be labourers only. They served in France. At the end of the war, the Battalion was disbanded and the notion of war being for "white men" continued.
Levels of industrialization		
Women's rights		
National debt		
Aboriginal soldiers		
Level of taxes		
International status as a country		

THE SECOND WORLD WAR: TOTAL WAR RETURNS CHAPTER FIVE

The First World War was called “the Great War” and was considered the war to end all wars. Twenty-one years later, in 1939, Canada entered the second round of war on a global scale. Read the bulleted questions on the bottom of text pages 46 and 58. Note the similarity! While reflecting on World War I and World War II, consider whether there is the possibility of a third world war. What precursors would lead you to predict the world is heading toward another global conflict?

Read “The Second World War: Total War Returns” text pages 58-70. While reading, make notes to help you answer the bulleted questions on page 58. List similarities in events during the two wars. In the list, consider women and work; the conscription crisis; enemy aliens; the War Measures Act; diversity in the armed forces; Canada’s national identity; and the French-English approach to war. Note the positive changes to Canadian society during the war years.

ASSIGNMENT 8

In the following two questions you will view three images. In question 1 the images are from World War 1; in question 2 the images are from World War 2.

1. Enter the ***History 11 Web site*** and open the *Resource Centre*. In *Search by Chapter* select *Chapter 4*. Under *All Resources* select *Images*. View and analyze images number 1, “Sixteenth Light Horse”; number 6, Canadian

Aeroplances Ltd., 1918 and number 9, Gas Attack at Ypres, 1915. Summarize the image content in terms of a) technology and b) role of women.

2. Enter the ***History 11 Web site*** and open the *Resource Centre*. In *Search by Chapter* select *Chapter 4* and *Images*. View images number 6, 10, 21. Now, compare these images to images 1, 6, and 9 in question 1. Look for evidence of change in a) technology and b) changes in the role of women.
3. Enter the ***History 11 Web site*** and open the *Resource Centre*. Select *Chapter 4* and ‘video’ to view the first three World War 2 (WW2) videos. Create a chart to summarize four changes that have occurred between WW1 and WW2 in the images and videos you examined. Your chart should be similar to the chart on page 38. Place side and top headings and as many rows as necessary to complete this question.

STUDY NOTES

Review chapter notes and the list of positive changes that occurred during World War II. The apology and financial compensation given to Japanese Canadians persecuted during the war may be listed. No compensation was awarded Canadian “enemy aliens” of World War I. In your opinion, was there positive social change in Canada between 1939-1945? Reflect on positive social change in Canada since 1945? Do you believe national and global social change has been sufficient to prevent World War III?

Chart for Assignment 9, question 3.

CANADA IN THE GLOBAL COMMUNITY

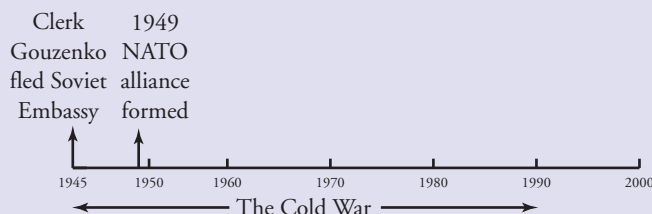
CHAPTER SIX

Clyde Sanger's quote text page 72 and the last paragraph on page 81 paint a dismal view of globalization in modern times. Enter the [*Canadian History 11 Web site*](#) and open the *Resource Centre*. Under *Search by Chapter* select *Chapter 6*. Open the *All Resources menu* and select *Images*. Look at the fourteen images for the chapter. What similarities do you see with the previous two chapters? What are the differences?

Image 5 shows Canadian Lester B. Pearson receiving the Nobel peace prize. Pearson later became Prime Minister. Why do you think Americans comprise four of 14 images in Chapter 6? In the past century the United States emerged as the world's only military superpower.

Read Chapter 6, text pages 73-77. Copy and complete the timeline, above right, with Canadian participation in wars and military alliances from 1945-2000. Is there a pattern in the shift from Canada's military association with the British to a military association with the Americans?

The first time that Canadian soldiers served under American command was the Korean War, 1950-1953. This was a turning point in Canadian history. Canadian soldiers replaced their British munitions and equipment with American-made munitions and equipment. The first online image in this chapter is a photograph of the Bomarc missile. Double click the image to enlarge it and to read the text.



Time-line of Canadian participation in Wars and Military Alliances 1945-2000

ASSIGNMENT 10

Position Paper.

During the shift from British influence to American influence, Canada tentatively exercised its independence in foreign policy. Use the following questions to develop a one-page position paper.

1. Why did the United States oppose the Cuban government under Fidel Castro?
2. How did Canada react when the U.S. created a trade embargo against Cuba to economically undermine Castro's government?
3. After the Americans' failed attempt to invade Cuba, the Soviet Union provided Cubans with missiles for protection. How did the American president react?
4. Prime Minister John Diefenbaker incensed the Americans through three actions. What actions did Diefenbaker take?
5. How did Canadians react to Diefenbaker's actions? To the Americans? To the Soviets?
6. Prime Minister Jean Chrétien refused to join the American invasion of Iraq in 2003. Compare the reaction of Canadians to Chrétien's refusal to go to war with Canadians' reaction to Diefenbaker's stand against American pressure.

7. Diefenbaker and Crétien exercised Canada's right to self-govern. Americans may use restraint or reprisal when Canada does not agree to their demands. Consider the situation of Diefenbaker and the Cuban Missile crisis or Crétien and the Iraq invasion. Provide a balanced view of how America should react to Canada in the situation.

STUDY NOTES

Canada's international identity has been shaped by its role as a peacekeeper and peacemaker. Read pages 78-81. Enter the *Canadian History 11 Web site* and open the *Resource Centre*. In *Search Titles and Captions* type "Suez" and click *Search* to locate the six Suez crisis files. Place the cursor on each of the documents to determine their dates and read the documents in chronological order.

- Using the information from the "Suez Crisis" and your text, write a letter of reply from British Prime Minister Anthony Eden to Canadian Prime Minister Louis St. Laurent. In the letter, acknowledge the three concerns of the Canadian Prime Minister. Also give a response you think the British Prime Minister would have made to the top secret letter of October 31st, 1956. Document one, "Our Suez Plan", should give you an indication of the British response.
- Canada's role in the global community has been developed through war, peace treaties, and its membership in many international associations. Read pages 80-81 to rank the top three organizations that permit Canada to develop an international identity distinct from its neighbour, the United States. Why does membership in these three organizations strengthen Canada's autonomy and promote its international independence?
- Cartoon Activity. Go to the *Resource Centre* in the *Canadian History 11 Web site* and select *Cartoons*. There is one cartoon that deals with this period. How does it relate to this chapter?
- Choose a significant issue raised in Chapter 6 and create a political cartoon. Use figures, words and/or symbols to convey the point and humour. On the back of your cartoon, write an explanation of the issue and the message that you are communicating.

PUTTING IT ALL TOGETHER

When you have completed Unit 1, send the following assignments to your marker:

Assignment 1: Map Work.....	Value: 10 points
Assignment 2: Internet Database Search.....	Value: 10 points
Assignment 3: "The Mercantile Model"	Value: 10 points
Assignment 4: Primary Source Analysis.	Value: 10 points
Assignment 5: Cartoon Analysis.....	Value: 10 points
Assignment 6: Vimy Ridge.....	Value: 10 points
Assignment 7: Document Analysis	Value: 10 points
Assignment 8: Image and Photo Analysis	Value: 10 points
Assignment 9: Position Paper	Value: 10 points