

CHAPTER 18

CANADA'S INTERNATIONAL RELATIONS

CHAPTER 18 OVERVIEW

Chapter Focus

Students will

- examine Canada's role in peacekeeping missions since 1982
- explore Canada's military engagements since 1982
- investigate continuity and change in Canada's relationship with the United States
- examine Canada's roles and responsibilities as a wealthy and developed nation in an interdependent world

Essential Question

How have Canada's international relations changed since 1982 and what should its global commitments be for the future?

Enduring Understandings

1. Canada continues to be influenced by issues of war and peace, and international relations, and global interactions.
2. Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
3. Since the beginning of the twentieth century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.
4. Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you choose relevant lessons and activities for your class and ensure the Enduring Understandings of each chapter are met.

APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

CHAPTER QUESTIONS AND POSSIBLE RESPONSES

Possible answers to all Chapter 18 questions can be found following the last lesson for this chapter on page 457.

HISTORICAL BACKGROUND

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

Since 1982, Canada has played an active role in international organizations, including the United Nations, the Commonwealth, la Francophonie, the North Atlantic Treaty Organization, the World Trade Organization, the Organization for Economic Co-operation and Development, and many others. In 1990, Canada joined the Organization of American States, whose purpose is to promote and protect democracy, human rights, security, and development in the western hemisphere.

Canadians are involved in international development work around the world through both governmental and non-governmental organizations. Canadian forces took part in the first Gulf War and have been involved in United Nations military and peacekeeping operations in many parts of the world, while also serving a combat role with NATO forces in the Balkans and Afghanistan. In addition to its military role, Canadian civilians and members of the military and police forces have served as election monitors, police trainers, and truce monitors, and have assisted in reconstruction and development work. Canada is active in world trade as both an importing and an exporting nation. Due to its history and its geographical position, Canada has a close relationship with the United States and, in 1987, signed a Free Trade Agreement (and the North American Free Trade Agreement in 1994) with the United States. During this period, Canada was increasingly affected by American decisions regarding border security and the movement of goods and people.

By the 1990s, Canada was increasingly affected by the forces of globalization. As a result of high levels of immigration, a segment of Canada's population had family connections elsewhere in the world, leading at times to Canada's unintended involvement in disputes and disagreements in their countries of origin.

In recent years, Canadians have debated what role it should play in tackling environmental issues in terms of promoting a focus on sustainable development and attempting to cope with the effects of climate change. Since 1982, as in the past, Canada has played an active role in the world as a middle power, and Canadians continue to debate the nature of Canada's global involvements and commitments and how we should meet them.

LESSON 1

CANADA’S INTERNATIONAL ROLES

In this lesson, students will learn about the changing nature of Canada’s role in the global community after 1982.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters.

- BLM 18.1.3, Canada and Peacekeeping Today
- BLM 18.1.4, Canada’s Military Engagements

Create a transparency or slide of:

- BLM 18.1.1, Yugoslavia, 1990
- BLM 18.1.2, Yugoslavia, 1990 (Showing Provinces and Republics)
- BLM 18.1.3, Canada and Peacekeeping Today (optional)
- BLM 18.1.4, Canada’s Military Engagements

Book a projector if necessary.

Collect a set of markers and chart paper.

Review the procedures for a placemat activity (see page 20).

RESOURCES

Shaping Canada, pages 512–523

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/home>

CIDA – Canadian International Development Agency

This web site profiles the Canadian International Development Agency (CIDA). This is Canada’s lead agency for development assistance. CIDA’s mission is to lead Canada’s international efforts to help people living in poverty. This site has a great deal of useful information for teachers and students about Canada’s efforts across the world.

<http://www.unac.org/peacekeeping/en/un-peacekeeping/canada-and-un-peacekeeping/>

United Nations Association in Canada: “Myths and Facts—Canada and UN Peacekeeping.”

<http://www.canada.com/edmontonjournal/news/ideas/story.html?id=ce49cf0d-4aa4-48b7-9843-feb4d9066cd0>

“Canada abandons its role as UN peacekeeper.” The Edmonton Journal, April 12, 2006.

This article discusses the declining role of Canadian peacekeepers on UN missions.

http://archives.cbc.ca/war_conflict/peacekeeping/

CBC Digital Archives: Peacekeeping

Radio and television clips from various UN peacekeeping missions that Canadians have been involved in.

http://archives.cbc.ca/war_conflict/1991_gulf_war/topics/593-3110/

CBC Digital Archives—1991 Gulf War

This CBC archives web site includes thirty-two television clips and six radio clips from the 1991 Gulf War.

<http://www.cbc.ca/canada/story/2009/02/10/f-afghanistan.html>

CBC News In Depth—Canada in Afghanistan

<http://www.unacwinnipeg.ca/>

United Nations Association of Canada Winnipeg Branch

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 18.1.3, *Canada and Peacekeeping Today*; and BLM 18.1.4, *Canada's Military Engagements*
- Participating in class discussions and activities

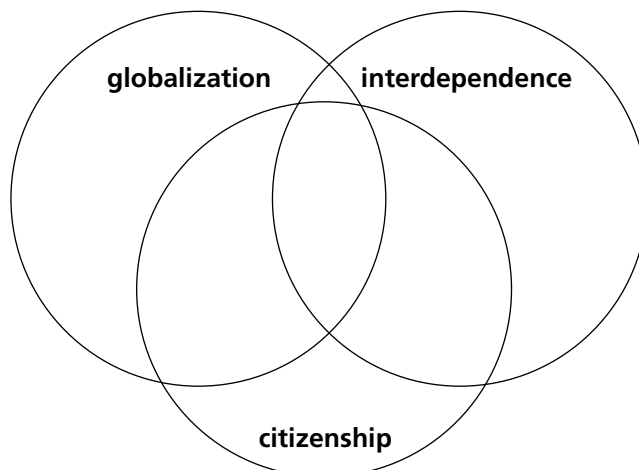
PRIOR LEARNING

Students will be familiar with Canada's increasingly active role in world affairs. Students will have knowledge of Canada's involvement in the First and Second World Wars and in post-war political and international organizations.

SUGGESTED TEACHING AND LEARNING STRATEGIES

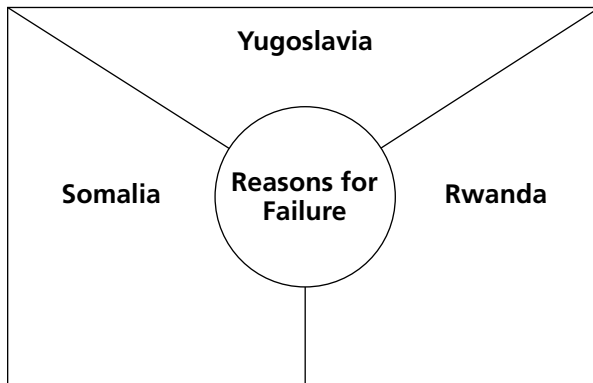
Part I

1. Write the terms *globalization*, *interdependence*, and *citizenship* on the board using an arrangement similar to the Venn diagram below.



2. With students, explore the meaning and develop a definition of each term. Place the definition in the area closest to the word. The terms themselves may be defined as:
 - *globalization* – describes an ongoing process by which regional economies, societies, and cultures have become integrated through a globe-spanning network of communication and trade.
 - *interdependence* – a relationship in which things depend on one another for continuity and betterment.
 - *citizenship* – is the state of being a citizen of a particular social, political, or national community.
3. Next, ask students to explore the concepts as they relate to one another. Ask how aspects of globalization can be tied to the concept of interdependence. Explore the notion that interdependent nations rely on one another for developments in terms of commerce, human rights, and environmental protection. Record these ideas in the overlapping section of the two terms.
4. Ask students to consider the same overlap regarding citizenship. How are globalization and interdependence affecting what we see as membership within political and social organizations? As member states become more interconnected, and in turn increase their level of interdependence, what does it mean to be a citizen of one of these nations? What does it mean to be a citizen of the world?
5. Discuss with students that in this last chapter, they will focus on ways in which these ideas have contributed to Canada and to its role and responsibilities within an interdependent world. Discuss that this knowledge may be important in informing their choices as citizens of Canada and the world.
6. Ask students to open *Shaping Canada* to pages 512 and 513.
7. Have a volunteer read the Essential Question on page 513 out loud and continue with the bulleted points so students know what will be examined in this chapter.
8. Ask a second volunteer to read the section titled “Getting Started.” As a large group discuss the two questions that call for the examination of Figures 18–1, 18–2, and 18–3. Relate this discussion and the images back to the diagram, definitions, and connections between the terms.
9. Read over the Enduring Understandings that will be covered in Chapter 18.
10. Point out the Key Terms located on page 513. Make this a classroom activity in vocabulary building by continuing to build upon the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 of the student book.
11. Direct students to page 514 and have a volunteer read from the sections: “Increasing Responsibilities, 1945–1982,” and “End of the Cold War and New Geopolitics” including the section “Expansion of NATO” on page 515. At the end of each section have other volunteers summarize the main ideas.
12. Continue to have a volunteer read the section on page 515 under “Peacekeeping Falters.” Discuss with students that they will be examining three peacekeeping missions that changed the direction and role of Canada’s peacekeeping forces.

13. Have students form into groups of three for a placemat activity (see page 20). Ask one member from each group to collect markers and a piece of chart paper. Draw the following diagram on the board and ask each group to replicate it on their chart paper:



14. Ask group members to number themselves as 1, 2, or 3. The numbers will correspond to the following peacekeeping missions:
- 1s will examine Yugoslavia (page 516)
 - 2s will examine Somalia (page 517)
 - 3s will examine Rwanda (page 518)
15. Have each group member read their corresponding section. When they are finished, they should record the significant details of the mission on their section of the placemat.
16. After each group member is finished, have them each summarize the details of the mission they were responsible for. When they are finished, ask groups to discuss the reasons why each mission had difficulties or challenges. Have groups designate a recorder to write these reasons in the centre of the placemat.
17. Have students recreate the placemat in their notebooks and fill in the recorded details.
18. Ask volunteers to share the information that they recorded on their placemats and write their responses on the board or projector. As students discuss the mission in Yugoslavia; you may wish to show a transparency or slide of BLM 18.1.1, Yugoslavia, 1990, and of BLM 18.1.2, Yugoslavia, 1990 (Showing Provinces and Republics), to show the various republics and states that declared independence.
19. As a class, discuss the common reasons for why these three missions met with less success than previous peacekeeping missions.
20. Distribute BLM 18.1.3, *Canada and Peacekeeping Today*, to students. As a class, or individually, have students read the sections “The Debate Over Peacekeeping,” “Canada’s Declining Support for Peacekeeping,” “Peacekeeping Today,” and “Ottawa Treaty (Landmine Ban Treaty)” on pages 519 and 520. Have students record important details about each section on the BLM.
21. Draw students’ attention to the *Shaping Canada Today* feature on page 519. You may wish to hold a brief discussion on the role of the UN Security Council and why it was viewed as a turning point when, for the first time in sixty years, Canada lost its bid for a seat on the Security Council. You may also wish to discuss the concept of peacemaking.

22. As a class discuss the HTC Cause and Consequence question on page 519, or have students answer this question as an exit slip (see page 36).

Part II

23. Discuss with students that while Canadian soldiers were involved in peacekeeping missions around the world, they were also involved in military engagements in other countries. These military engagements will be the focus of the second half of this lesson.
24. Distribute BLM 18.1.4, Canada's Military Engagements, to students. Ask them to turn to page 521 in *Shaping Canada*. With a partner, have students record important details about each military engagement on the BLM as they read pages 521 to 523.
25. When students are finished, ask volunteers to share the information they recorded and write this on a transparency or slide of the BLM.
26. Draw students' attention to the HTC questions on page 521 and 522 and discuss with the class.
27. Assign the "Recall...Reflect...Respond" questions on page 523 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. Invite a representative from the United Nations Association Winnipeg Branch to come to your classroom for an informational session on a topic connected to the learning taking place in this lesson. For more information, visit the United Nations Association Winnipeg Branch web site listed in the Additional Resources section of this lesson.

LESSON 2

RELATIONS WITH THE UNITED STATES

In this lesson, students will focus upon the complexities of the relationship between Canada and the United States, and examine how this relationship has been strengthened and challenged.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline masters.

- BLM 18.2.1, Strength and Strain: Canada–United States Relations, 1982–Present

Create a transparency or slide of:

- BLM 18.2.1, Strength and Strain: Canada–United States Relations, 1982–Present

Book a projector if necessary.

Collect a set of markers and chart paper.

Review procedures for a continuum debate (see page 23) or horseshoe debate (see page 24). (Optional, for step 11.)

RESOURCES

Shaping Canada, pages 524–528

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.canadainternational.gc.ca/can-am/index.aspx?lang=eng>

Foreign Affairs and International Trade Canada, “Canada and the United States: A Strong Partnership”

http://www.cbc.ca/news/background/softwood_lumber/
CBC News In Depth—Softwood Lumber Dispute

<http://www.publicsafety.gc.ca/prg/le/bs/index-eng.aspx>

Public Safety Canada: Canada-U.S. Border Security. This federal government web site outlines various initiatives regarding Canada–United States border security.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 18.2.1, Strength and Strain: Canada–United States Relations, 1982–Present
- Participating in class discussions and activities

PRIOR LEARNING

Students will be familiar with how events in the United States, such as the American Revolution, the War of 1812, Reciprocity, and Manifest Destiny affected British North America. Students will also be familiar with the growing relationship between Canada and the United States during the First and Second World Wars, the Korean War, and the Cold War period. Students will have studied that the relationship between Canada and the United States has endured periods of strength as well as periods of challenges.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to form into groups of four. Have each group brainstorm for examples of when Canada's relationship with the United States was strengthened, and also when the relationship was strained. Encourage students to think back to before Confederation, as well as in more recent times.
2. When groups have had time to respond, ask volunteers to share their examples. Record these on the board or projector.
3. Ask the question, "Despite periods of strain, Canada and the United States continue to form a close relationship. Why is this so?" Encourage students to examine this question from social, political, and economic perspectives. Record their answers on the board or projector.
4. Discuss with students that they will be examining this relationship in a modern context from 1982 to the present.
5. Distribute BLM 18.2.1, Strength and Strain: Canada–United States Relations, 1982–Present, to students.
6. Ask students to turn to page 524 in *Shaping Canada*. With a partner, have students work through pages 524, 526–29 and fill in the BLM. Remind students that they will come back to the feature on page 525 so they do not need to read it at this point in the lesson.
7. Ask partners to form a group of four with another pair of students. Have one member from each group collect a marker and a piece of chart paper.
8. Based on what they recorded on the BLMs, ask groups to collaborate to create a graph that charts the strengths and strains of Canada–United States relations during this time period. Encourage students to be creative and to label each significant point with the event or issue that caused a strength or strain. Remind students that in creating the graph, they will need to evaluate the level of strength or strain for each event and graph it accordingly.
9. When groups are finished, have one volunteer from each group present the graph to the class. Tape all the graphs to the board or wall when all groups have presented so students can compare the variety of graph representations of the Canada–United States relationship.

10. Ask students to turn to the Viewpoints on History feature “Free Trade: Prosperity for All?” on page 525 of *Shaping Canada*. Have volunteers read the three perspectives to the class.
11. You may wish to assign Explorations question 1 for homework as the second part of the question requires additional resources. Consider answering Explorations question 2 in the form of a continuum debate (see page 23) or a horseshoe debate (see page 24) if time permits.
12. Assign the “Recall...Reflect...Respond” questions on page 528 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. You may wish to complete BLM 18.2.1, *Strength and Strain: Canada–United States Relations, 1982–Present*, as a whole class activity.

LESSON 3

GLOBAL INTERDEPENDENCE NOW AND IN THE FUTURE

In this lesson, students will learn how topics pertaining to the global economy, social justice, humanitarian assistance, global security, the environment, and human rights are interwoven. Students will also evaluate Canada's roles and responsibilities in an interdependent world.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters.

- BLM 18.3.1, Canada in an Interdependent World
- BLM 18.3.2, Canada and Global Environmental Responsibility

Create a transparency or slide of:

- BLM 18.3.1, Canada in an Interdependent World
- BLM 18.3.2, Canada and Global Environmental Responsibility
- BLM 18.3.3, Global Interdependence

Book a projector if necessary.

Review procedures for a jigsaw activity (see page 19).

RESOURCES

Shaping Canada, pages 529–541

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.developingaglobalperspective.ca/category/headlines/>
Developing a Global Perspective for Educators (DGPE)

This site contains the initiative information and programming material for the Developing a Global Perspective Organization. Developing A Global Perspective For Educators (DGPE) is funded through the Global Classroom Initiative by the Canadian International Development Agency (CIDA).

http://www.wto.org/english/thewto_e/countries_e/canada_e.htm
Canada and the World Trade Organization

<http://www.cefcom.forces.gc.ca/pa-ap/ops/fs-fr/dart-eicc-eng.asp>
Fact sheet for the Canadian Forces Disaster Assistance Response Team (DART).

<http://www.icty.org/>

United Nations International Criminal Tribunal for the former Yugoslavia

<http://www.unicttr.org/>

International Criminal Tribunal for Rwanda

<http://www.pollutionprobe.org/>

Official web site for the Canadian environmental organization Pollution Probe.

<http://www.sierraclub.ca/>

Official web site of Sierra Club Canada.

<http://www.climatechangeconnection.org/>

Climate Change Connection

This web site offers information about climate change in Manitoba.

<http://www.cbc.ca/news/background/kyoto/timeline.html>

CBC News In Depth—Kyoto and Beyond: Canada–Kyoto Timeline.

<http://www.climatechange.gc.ca/cdp15-cop15/default.asp?lang=En&n=970E8B07-1>

Canada's Action on Climate Change: Copenhagen Accord.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 18.3.1, *Canada in an Interdependent World*; and BLM 18.3.2, *Canada and Global Environmental Responsibility*
- Participating in class discussions and activities

PRIOR LEARNING

Students will be familiar with Canada's increasing role on the global stage since the Second World War, but may not be familiar with the concepts of globalization and an interdependent world.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Ask students to turn to page 529 in *Shaping Canada*. Have a volunteer read the first paragraph under the heading "Global Interdependence Now and in the Future."
2. Ask the following questions to develop discussion:
 - How might Canada's economy be a part of the globalization process?
 - Why does immigration create stronger ties between Canada and other countries?
 - What kind of roles do you think Canada should play in an interdependent world?
3. Ask students to turn to pages 529–534. Explain to students that they will be completing a jigsaw activity to explore several topics on Canada's role in a global interdependent world. Distribute BLM 18.3.1, *Canada in an Interdependent World*, to students.

4. Ask students to form into home groups of four, and have each group member choose to be either a 1, 2, 3, or 4. On the board, assign the following expert groups:
 - 1s will be experts on Canada in a Global Economy (pages 529–530)
 - 2s will be experts on Global Security and Human Rights (page 532)
 - 3s will be experts on Canada and International Development (page 533)
 - 4s will be experts on Protecting Human Rights (page 534)
5. Have home group members form into their expert groups and work collaboratively to read their topic and complete their section of the BLM.
6. When expert groups are finished, ask students to reform into their home groups. Ask each expert to share her or his information and details with the rest of the home group so that all students will have a completed BLM after all experts have shared their learning..
7. To ensure all students have the correct information, ask volunteers to share the details they recorded with the class, and record these on a transparency or slide of the BLM.

After reading, draw students back to the section “Terrorist Groups” on page 532. You may wish to hold a discussion of the term *terrorist*. It is important for students to understand that the definition of terrorism is subjective and political in nature. You will note in the book that the Canadian government lists the World Tamil Movement as terrorists, but individuals belonging to the Tamil Tigers see themselves as freedom fighters who feel forced to undertake certain actions in order to protect the rights of the Tamil minority group and obtain appropriate recognition from the Sri Lankan government. Encourage students to consider multiple perspectives when learning about groups that have been labelled as *terrorist* in order to make sound judgments on the use of the term *terrorist*. You may wish to explore the criteria used by the Canadian government to determine what groups are put on their list, and use this as a point of discussion.
8. Ask students to turn to the Considering the Ethical Dimensions of History feature “Canada–Colombia Free Trade” on page 531. Ask a volunteer to read the feature. After each paragraph, ask a second volunteer to summarize the main ideas.
9. Discuss question 1 as a class. You may wish to assign question 2 for homework as it requires additional research. Consider having students present their research findings to the class.
10. Draw students’ attention to the HTC questions on pages 529, 530, and 532. Ask students to answer these questions using a think-pair-share strategy.

Part II

11. To activate learning from the previous day, ask students to identify ways Canada is connected to an interdependent world. Students should identify aspects such as the economy, human rights, global security, and international development.
12. Ask students to speculate on other issues that interconnect countries around the world. Students may respond that the environment is a global issue that all countries are responsible for. Encourage students to think about which aspects of the environment are global issues.
13. Discuss with students that the focus of this part of the lesson will be about Canada and its responsibilities to a global environment.
14. Distribute BLM 18.3.2, Canada and Global Environmental Responsibility, to students.

15. As a class, read through pages 535–541. After each section, ask volunteers to share details they would record on the BLM, and write these on a transparency or slide of the BLM. Completing this task as a whole-class activity will allow you to answer the HTC questions (pages 535, 537, and 539) as you progress through the chapter, and examine the Analyzing Cause and Consequence feature “Climate Change in Manitoba” (page 536) together.
16. When the class has finished completing the BLM, display a transparency or slide of BLM 18.3.3, Global Interdependence. Ask students to recreate the diagram in their notebooks.
17. Have students form into groups of four or five. Using the diagram, ask students to collaborate with their group members to find two global issues or events that are linked to create an interdependent world. For example, students may link the idea of the demand for lumber products in a global economy with the growing challenges of a global environment. You may wish to use this example with the class and draw arrows between the two headings to show the connection. Encourage groups to see if they can discover ways in which three aspects of an interdependent world are connected through an event or issue.
18. When groups have had time to collaborate, ask a volunteer from each group to come and present their findings to the class using the transparency or slide of the BLM.
19. Assign the “Recall...Reflect...Respond” questions on page 541 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. Have students create a project poster that depicts Canada’s responsibilities in an interdependent world.
2. You may wish students to complete BLM 18.3.2, Canada and Global Environmental Responsibility, individually or with a partner instead of as a whole-class activity.

CHAPTER 18 QUESTIONS AND ACTIVITIES (PAGES 542 AND 543)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

STEPS TO YOUR CHALLENGE (page 543)

Direct students’ attention back to the Cluster Five Challenge they were introduced to on page 431 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. Students will work independently in this challenge. Read aloud to the class the Steps To Your Challenge from page 543. Have students complete the necessary work to fulfill this stage of the challenge and complete the project.

POSSIBLE RESPONSES TO CHAPTER 18 QUESTIONS

Page 518

HTC Cause and Consequence

Student responses should indicate that some of the causes of the failure of the UN peacekeeping mission in Rwanda were: that the peacekeeping force was too small, the UN ignored Dallaire's requests to seize Hutu weapons, and arguments over costs caused a delay in sending more troops and supplies until after the genocide was over.

Page 519

HTC Cause and Consequence

Student responses will vary as they select the most important factor causing the decline of Canada's involvement in UN peacekeeping forces. They may choose such aspects as public opinion, challenging economic times, and the use of peacekeeping forces in hostile regions where disputes are complex and the sides involved do not have mutual truces.

Students' responses will vary related to their opinion of whether Canada should increase its involvement. Students should be encouraged to provide justifiable reasoning for their choice.

Page 521

HTC Ethical Dimensions

Student answers will vary over whether they believe it is ethical for one country to invade another in order to gain access to their resources. You may wish to encourage students to think about the question from a Canadian perspective in terms of the demand for Canada's resources, and how Canadian citizens may feel if Canada was invaded by other countries for the purpose of securing resources for their use.

Page 522

HTC Cause and Consequence

To answer this question, students will have to review the *Clarity Act* on page 472 of *Shaping Canada*. Given that Canada recognized an independent Kosovo, it contradicted what the *Clarity Act* designated would have to happen if Québec were to separate from Canada. Some students may argue that if Québec were to carry out a similar act of independence, Canada would have to recognize it, as with the case of Kosovo.

Other students may argue that the situation with Kosovo and Yugoslavia is so different from that of Québec and Canada that the two situations cannot be compared.

Page 523

Recall... Reflect... Respond

1. Canada's role in international conflicts showed continuity in that despite the decline in its peacekeeping role, Canada continued to be a part of missions that helped countries run elections, monitor peace agreements, train police and military members for foreign countries, and help countries restructure following war and disasters.

Canada showed change in its role in international conflicts in that it increased its military role in engagements such as the 1991 Gulf War, the 1998 NATO strikes in Kosovo, and the involvement in Afghanistan since 2001.

2. Students may provide different examples that show Canada's influence in world affairs since 1982. Some responses may include military involvements where Canada has had influence (Haiti, Sudan, the Middle East, the Balkans, and Afghanistan), the work of Major-General Roméo Dallaire in relation to Rwanda's genocide, and Lloyd Axworthy's work to create a global ban on landmines.

Page 525**Viewpoints on History: Free Trade: Prosperity for All?**

1. NAFTA Now supports the free trade agreement by showing a company that states that NAFTA has created a collaborative business environment, and that small companies now have access to international partnerships because of NAFTA.
Naomi Klein states that many of the promises of free trade, such as tougher environmental standards, better working conditions, and higher wages, have never been met. In fact, she states that in countries such as Mexico, free trade has resulted in higher poverty levels. Klein also argues that while NAFTA has created jobs in Canada, it has not created enough to balance out the number of jobs that have been eliminated because of it.
2. Student responses will vary regarding these questions. In their responses, students may explore ideas involving the volume of trade into and exiting from the nations in question. Do trade deficits exist where countries import more than they export? If so, what are the ramifications?
Student answers will vary as they debate whether countries can engage in trade and still respect the needs of citizens of all countries.

Page 526**HTC Cause and Consequence**

Students may respond that had the Canadian government not agreed to the 2006 Softwood Lumber Agreement, the United States may have kept charging the tariff and this would have further challenged the struggling Canadian lumber industry.

Page 528**Recall... Reflect... Respond**

1. Some students may support the creation of a large North American country, while others will not. Encourage students to examine this issue by looking at the possible social, political, and economic consequences. Students may also wish to examine the various forms of government and the aspects that would require large scale constitutional changes such as recognition of the head of state (prime minister or president), the party system, rights and laws, and the political process. Other consequences students may wish to look at include the place of Québec within this sort of arrangement, the various regional identities within Canada, bilingualism, multiculturalism, and human rights.
2. There are several ways in which 9/11 strengthened and strained the relationship between Canada and the United States. Students may wish to look at how Canada helped the United States in terms of aid following the attacks, and Canada's commitment at strengthening anti-terrorist measures such as the Smart Border Declaration and Action Plan.
The aftermath of 9/11 also created strain in the Canada–United States relationship in that the United States did not believe that Canada was doing enough to help protect North America.

Page 529**HTC Cause and Consequence**

Participating countries in the WTO agree to relinquish some control over their own affairs in exchange for building economic partnerships and generating trade. The benefits are access to global markets, and the ability to participate in a system where, in theory, all members must be treated equal.

Page 530**HTC Continuity and Change**

Students may respond that globalization affects the environment in many ways, such as pollution from container ships or the growing ocean ship traffic that is believed to cause harm to migrating whales. Students may respond that individuals do have the power to affect change in the global economy by doing such things as only eating locally produced and locally grown foods, and buying made-in-Canada goods and services instead of buying goods made in foreign countries.

Page 531**Considering the Ethical Dimensions of History: Canada–Colombia Free Trade**

1. Student responses will vary. Those that approve of free-trade deals may argue that Canada can enter into agreements that present a social agenda within the free-trade policy. Students may offer the idea that increased trade stimulates economies and helps drive progressive economic, political, and social changes. These changes would benefit the people of both societies.
On the other side, students may say that Canada should only enter into a free-trade deal with a country if that country implements steps to improve human rights.
2. Student responses will vary depending on the country they choose to research.

Page 532**HTC Ethical Dimension**

Student responses will vary. The nature of limiting or removing rights so as to keep Canada safe is a complex and sensitive issue. Encourage students to reflect back in Canadian history to times when specific people's rights were taken away for the safety of Canada. How can we apply what we have learned from these occurrences to guide the balance between security and people's rights?

Page 535**HTC Cause and Consequence**

Students may suggest that technology has affected global environment problems in that it has allowed for developments such as the increased drilling and exploration of oil, which in turn, can lead to disasters such as the Gulf oil spill and the issues over the Alberta oilsands. However, technology has also allowed for worldwide, continuous coverage of environmental crises and issues. This spread of information gives rise to greater awareness and the ability of environmental groups to synergistically promote their ideas and causes.

Page 536

HTC Cause and Consequence

- Students' answers will vary depending on the type of graphic organizer they choose. Information that should be explored in the graphic organizers may include:

Changes as a Result of Climate Change in Manitoba	Consequences for the People of Manitoba
Extreme weather events, such as frequent rains or extended periods of drought	- flooding or decreased precipitation may affect farmer's yields - increased erosion
Less snow cover, resulting in less moisture for agriculture	- decreased crop yield - increased topsoil erosion
More forest fires, consuming precious natural resources	- creates strain on the forestry industry - loss of trees affects levels of CO ₂ that are absorbed by leaves
A decline of the polar bear population because of thinning ice in the Arctic and Hudson Bay	- decreases hunting available to Inuit people
Heavier precipitation in spring, resulting in more floods	- people living in flood zones may be forced to move - crops may be damaged
Rising temperatures in the permafrost, which would damage roads, railways, and building foundations	- major expenses for repair or rebuilding
Grasslands spreading farther north, reducing boreal forest.	-loss of jobs related to boreal forest -loss of ecosystems tied to boreal forest

- Students' research on climate change will vary. Be sure that students evaluate the credibility of web sites before using them for research.

Page 537

HTC Cause and Consequence

There are several positive and negative outcomes for only having some provinces and states belonging to the WCI. Students may respond that a positive outcome is that the western provinces and states can generate their own climate initiatives for issues that are affecting the west. A negative outcome of only having western provinces and states belonging to the WCI could be that unless all provinces and states agree to environmental protection initiatives, the entire continent will suffer from environmental problems.

Page 539

HTC Historical Perspectives

Answers will vary, but could include:

Perspectives of First Nations, Métis, and Inuit Peoples	Perspectives of Resource Development Companies
- resources are viewed as gifts from the Creator for the needs of the people	- resources provide jobs, money, and opportunities for people
- First Nations, Métis, and Inuit peoples view their role as being caretakers of the environment	- sustainability practices within industries, and innovative techniques and developments, will allow for better extraction of raw materials with less environmental damage
- resource development can bring jobs and money, which may help to provide opportunity for economic stability within First Nations, Métis, and Inuit communities	- sound environmental practices for resource extraction will provide stable support from local communities which results in profits

Page 541

Recall... Reflect... Respond

1. Student organization of information will vary based on the type of graphic organizer they choose to develop as well as the information they feature in their work.
2. Student responses will vary depending on the change they have focused on, and whether this change represents a challenge or an opportunity, or both.

Pages 542–543

Chapter 18 Questions and Activities

1. Answers will vary but may include some of the following examples:

Topic	What changes have occurred since 1982?	What changes may take place in the future?
Canada's International Roles	Canada has continued to be a part of both military and peacekeeping missions throughout the world -there has been an increase in Canada's commitment to NATO-led expeditions and a decrease in Canada's participation in UN peacekeeping missions -there has been an increase in providing disaster relief, such as the DART initiative	-answers will vary
Canada-United States Relations	-relations between Canada and the United States continue to experience periods of both strain (such as the softwood lumber issue) and cohesion (such as Canada's support after the 9/11 attacks)	-answers will vary
Canada and Global Interdependence	-Canada has developed patterns of co-existence with other nations by way of free-trade agreements, political alliances and congruent policies	-answers will vary

2. Student responses will vary. Possible criteria may be based on the violation of human rights.
3. Student responses will vary to this set of questions. Encourage students to support their opinions with facts and examples.
4. Student research should be done using accurate sources of information. Students may find that Canada did not meet its Kyoto target for the following reasons:
 - the needs of the provinces had to be addressed before any sweeping changes as a result of Kyoto took place
 - the view persisted that thousands of jobs would be lost if the Kyoto protocols were implemented

Answers will vary regarding whether Canada should set an example for the rest of the world by trying to meet its Kyoto commitment.

5. Student responses will vary depending on the event they choose.
6. Student responses may include some of the following information:

The Expansion of Mining Developments in the North of Canada		
Positive Consequences of Mining Development	Negative Consequences of Mining Development	Dilemmas Facing Northern Communities
-some communities with a foundation based on mining may experience growth and economic prosperity	- mining can lead to environmental concerns such as irreparable damage and contamination - when the mine is finished harvesting resources and is closed, there can be negative social and economic consequences for people who have lost their livelihood and the resulting ripple effect for other businesses in the mining community	- Northern communities need to assert their own interests as mining companies propose new mines - this may include economic shares in the company, and guarantees that the mine and mining processes will not erode the landscape or create environmental damage

7. a) Students may suggest that the protestor is trying to send the message that the oilsands produce “dirty oil” and will harm and destroy Canada’s environment.
- b) Student responses will vary as they discuss a way of balancing the environmental costs of the oilsands and the economic benefits they bring to Canada’s economy. Ensure that student responses are logical in that they give consideration to both the environment and Canada’s economy.
- c) Student answers will vary. Some students may argue that ethical blame should be aimed solely at Alberta and Canada, as the resources are on our land, and it is up to the provincial and federal government to create legislation that protects the Canadian environment. Other students may argue that everyone who uses oil products has a vested responsibility in how they are extracted, and that the environment is truly a global issue affecting everyone.
- d) Student research will vary depending on the renewable energy project they have selected to research.