



Waterdown Ribfest Canada150 Commemoration Committee Culminating Assignment

This year sees Canadians commemorating the 150th anniversary of Confederation, an event that directly touches on the big ideas presented in *CHI4U1: Canadian History, Identity and Culture*. With this in mind, our class will be partnering with Garry Flood and the Rotary Club of Waterdown to design and execute a Canada150 event centered around **inclusivity** and **local history (including its links to our national story)** during our community's annual ribfest (**July 1st and 2nd**).

This activity will constitute the course's culminating activity, accounting for **15% of the FINAL MARK**.

Some facts about Waterdown's Ribfest:

- Begun in 2009
- Located in Waterdown's Memorial Park¹
- Run jointly by the Rotary Club's of Waterdown & Flamborough AM
- Attracts approximately 50,000 people

Curriculum expectations met by this assignment²:

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

¹ Learn the history of Memorial Park on pages 70-72 in *The Extraordinary History of Flamborough*.

² The Ontario Curriculum, Grades 11 and 12 | Canadian and World Studies (2013)

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. Canada, Origins to 1774		
B1. Setting the Context: analyse the significance, for different groups in Canada, of various social/cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	The struggles of early European settlers to form political, economic, and social systems, and their impact on Aboriginal ways of life, continue to have ripple effects today.	What do we know about the history of Aboriginal peoples of Canada prior to their contact with Europeans? How has the historiography of the contact experience changed over time?
B2. Interactions and Interdependence: analyse activities of and interactions between various groups in Canada prior to 1774 and how these groups and their interactions contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	The relationship between First Nations peoples and European explorers and early settlers was marked by both conflict and cooperation.	What criteria could we use to judge the long-term impact on Canada and Canadian identity of shifting relationships between First Nations peoples and Europeans?
B3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	The early colonial policies of France and Britain played a role in the development of Canadian heritage and identity.	Have the experiences of all groups been given equal treatment in the narrative of early Canada?
C. Canada, 1774–1867		
C1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments that occurred in or affected Canada between 1774 and 1867, and assess their impact (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	British colonial policies had an impact on the social, economic, cultural, and political development of Canada.	How did British colonial policies help shape events and developments in Canada at this time? How does their legacy continue to play a role in Canada today?
C2. Interactions and Interdependence: analyse the impact on the development of Canada of various interactions between different groups in Canada, as well as between Canada, Great Britain, and the United States, from 1774 to 1867 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Both internal and external conflict played a role in the political evolution of Canada.	What contributed to the deepening divide between British and French in British North America during this period?
C3. Diversity and Citizenship: analyse how various individuals and groups contributed to the social and political development of Canada between 1774 and 1867 and to the evolution of identity and citizenship in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Immigration played a large role in the development of Canada and of Canadian identity.	Was Canada a haven for immigrants during this period?

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. Canada, 1867–1945		
D1. Setting the Context: analyse how various social/cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Government policies as well as popular reform and cultural movements all contributed to the development of Canada during this period.	What criteria could we use to rank the impact of key events, trends, and/or developments from this period on Canadian identity?
D2. Interactions and Interdependence: analyse how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	During this period, Canada's military activities and social reform movements were major factors shaping the new nation.	On balance, did World War I and World War II unify or divide Canadians? Should governments apologize and/or compensate people for past injustices?
D3. Diversity and Citizenship: analyse challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Immigration policies, assimilationist ideas, and regionalism in Canada led to the inclusion of some groups and exclusion of others.	
E. Canada since 1945		
E1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country (FOCUS ON: <i>Cause and Consequence; Continuity and Change;</i>)	International ideas, issues, and developments have presented increasing challenges to Canada's economy, culture, and identity.	In what ways have international trends, issues, and developments helped to shape Canadian political, economic, and social policy and reform movements?
E2. Interactions and Interdependence: analyse how various interactions at both the national and international level since 1945 have contributed to the development of Canada, including the development of identity in Canada (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	As the pace of global change quickens, Canada has had to respond and change with it.	What social and political conflicts came to the fore in these decades? Is Canada's reputation as a humanitarian nation merited?
E3. Diversity and Citizenship: analyse how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	During this period, multicultural and welfare state policies have helped to shape Canadian identity, at home and abroad.	How has Canadian identity changed as a result of modern immigration and multiculturalism policies?

Expectations of the assignment:

- Students will form a committee that will meet regularly (weekly, bi-weekly) during class time with Garry Flood, chief organizer of the Waterdown Ribfest.
 - Students will organize themselves into sub-committees around leadership, outreach, promotion, and design.
- Students will conceive, design and execute an event that embraces inclusivity and local history.³
 - This event must include engaging people within the community, including the Mississaugas of the New Credit First Nation.⁴
 - This event must highlight key sources/events that have influenced how Flamborough has developed itself as a Canadian community.
- Students will complete a 750 word reflection that outlines their involvement, as well as how this event meets the curriculum expectations outlined above. This reflection, as well as their input into the final product, will be evaluated.



Arms of Flamborough

³ These themes were selected by the class during a meeting with Garry Flood on March 8th, 2017.

⁴ Waterdown is located within the territory of the Mississaugas of the New Credit First Nation.

Key Dates:

Details:	Date:
Meetings with Garry Flood	March 22 nd , 28 th , T.B.D.
Presentation to the Rotary Club of Waterdown & Flamborough AM	March 29 th
Reflection DUE	June 16 th
Waterdown Ribfest Canada150 Event	July 1 st & 2 nd