

Curriculum Expectations

Canadian and World Studies: History

As part of the curriculum review process, expectations are being incorporated into many areas of the elementary and secondary curriculum to help teachers bring First Nation, Métis and Inuit histories, cultures and perspectives into the classroom. This document provides teachers with a handy reference to those expectations contained in revised curricula released as of November, 2007. For Aboriginal students, the revised curriculum will help foster a strong sense of identity and a positive self-image. For all Ontario students, and educators, the new expectations add a rich new dimension to Ontario's curriculum, and strengthen opportunities to explore, appreciate, understand, and value the contributions of Ontario's Aboriginal communities to the social and cultural fabric of our province.



CANADIAN HISTORY SINCE WORLD WAR I

GRADE 10, ACADEMIC

(CHC2D)

Communities: Local, National, and Global

Forging a Canadian Identity

- Identify contributions to Canada's multicultural society by regional, linguistic, ethnocultural, and religious communities (e.g., Aboriginal peoples, Franco-Ontarians, Métis, Black Canadians, Doukhobors, Mennonites, local immigrant communities).

Canada's Participation in War, Peace, and Security

- Describe Canada's and Canadian's contributions to the war effort overseas during World War I and World War II (e.g., Ypres, Vimy Ridge, Passchendaele, Hong Kong, Battle of the Atlantic, Dieppe, Sicily, D-Day; contributions of individuals, such as Billy Bishop, Georges Vanier, Tommy Prince; contributions of groups, such as Aboriginal peoples; convoys; liberation of prisoners from Nazi concentration/death camps).

Change and Continuity

Demographic Patterns and Their Effects on Society

- Evaluate the impact of social and demographic change on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate)

Citizenship and Heritage

Social and Political Movements

- Describe the achievements of Aboriginal organizations (e.g., Inuit Tapiriit Kanatami, Assembly of First Nations, National Aboriginal Veterans Association, Union of Ontario Indians) in gaining recognition of the rights of Aboriginal peoples in Canada.

Individual Canadians and Canadian Identity

- Assess the contributions of selected individuals to the development of Canadian identity since 1914 (e.g., Nellie McClung, Aurthur Currie, Thérèse Casgrain, Maurice Richard, Georges and Pauline Vainer, Max Ward, Marshall McLuhan, Rosemary Brown, Matthew Coon Come, Adrienne Clarkson)
- Assess how artistic expression has reflected Canadian identity since World War I (e.g., in the work of Ozias Leduc, the Group of Seven, Gabrielle Roy, Farley Mowat, Joy Kogawa, Oscar Peterson, Chief Dan George, the Guess Who, Toller Cranston, Karen Kain, Michael Ondaatje, Drew Hayden Taylor, Susan Aglukark).



CANADIAN HISTORY SINCE WORLD WAR I

GRADE 10, APPLIED

(CHC2P)

Communities: Local, National, and Global

Forces Shaping Canada's Policies and Canadian Identity

- Identify the contributions made by selected regional, provincial, linguistic, ethnic, and/or religious communities to Canada's multicultural society (e.g., Atlantic Canada, Quebec, Franco-Ontarians, Aboriginal nations, Métis, Inuit, Black Canadians, local Immigrant groups, Doukhobours, Hutterites, Mennonites).

Canada's Participation in War, Peace and Security

- Describe some of the contributions Canada and Canadians made to the war effort overseas during World War I and World War II (e.g., Ypres, Vimy Ridge, Hong Kong, the Battle of the Atlantic, Dieppe, Ortona, D-Day; contributions of individuals, such as Billy Bishop; contributions of groups, such as Aboriginal peoples; liberation of the Netherlands; convoys; liberation of prisoners from Nazi concentration/death camps).

Citizenship and Heritage

Social and Political Movements

- Describe some of the factors shaping the experience of Aboriginal peoples in Canada since 1914 (e.g., relocation, urbanization, education, pressures to assimilate) and ways in which Aboriginal people have worked to achieve recognition of Aboriginal treaty rights.

Individual Canadians and Canadian Identity

- Describe how selected significant individuals have contributed to the growing sense of Canadian identity since 1914 (e.g., Nellie McClung, Arthur Currie, Thérèse Casgrain, Maurice Richard, Georges and Pauline Vainer, Max Ward, Marshall McLuhan, Rosemary Brown, Matthew Coon Come, Adrienne Clarkson);

- Describe how the work of selected artists (e.g., Ozias Leduc, the Group of Seven, Gabrielle Roy, Farley Mowat, Joy Kogawa, Oscar Peterson, Chief Dan George, the Guess Who, Toller Cranston, Karen Kain, Michael Ondaatje, Drew Hayden Taylor, Susan Aglukark) has reflected Canadian identity.

Methods of Historical Inquiry and Communication

Research

- Formulate different types of questions (e.g., *factual*: What were the consequences of the Halifax Explosion?; *causal*: What were the main causes of the Oka crisis?; *comparative*: What are the main differences in the demands of the first- and second- wave women’s movement?; *speculative*: What would be some of the consequences of closer economic ties with the United States?) when researching historical topics, issues, and events.

10 CIVICS

GRADE 10, OPEN

(CHV20)

Informed Citizenship

Democratic Decision Making

- Compare the benefits and drawbacks of democratic and authoritarian forms of decision making, drawing on examples from everyday contexts (e.g., with respect to the rights and responsibilities of citizens; the rule of law; the common good; the preliminary system; majority rule and the rights of minorities, including Aboriginal people)

Citizenship Within the Global Context

- Evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Émile Léger, Jean Vanier, Nelson Mandela, Mother Teresa, Jody Williams, Craig Kielburger, David Suzuki, Stephen Lewis, International Federation of Red Cross and Red Crescent Societies, Doctors Without Borders/Médecins Sans Frontières, YWCA/YMCA and YWHA/YMHA, Greenpeace, Inuit Circumpolar Conference).

Purposeful Citizenship

Democratic Beliefs and Values

- Explain how democratic beliefs and values are reflected in citizen actions (e.g., Remembrance Day services, Montreal unity rally, National Aboriginal Day, December 6 commemorations of the Montreal Massacre, White Ribbon campaign).

Diversity of Beliefs and Values

- Analyse Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes (e.g., constitutional debates, Quebec sovereignty, Oka Crisis of 1990, Native self-governance).

Communities: Local, National, and Global***Community Relations in the United States***

- Describe the experiences of Aboriginal peoples in the United States to the present time (e.g., acculturation, assimilation, relocation, education, discrimination, stereotyping);
- Compare similarities and differences among the Thirteen Colonies (e.g., religion, gender roles, culture, politics, interaction with Aboriginal peoples, economy).

Territorial Expansion

- Assess the causes and effects of American expansion from colonial times to the end of the nineteenth century (e.g., displacement of Aboriginal peoples, continentalism, annexation movements, Trail of Tears, gold rushes, development of infrastructure, homesteads).

Change and Continuity***The Role of Change***

- Describe the roles played by key individuals in the process of change in American history (e.g., George Washington, Frederick Douglass, Harriet Tubman, Abraham Lincoln, Geronimo, Theodore Roosevelt, George Wallace, Betty Friedan, Cesar Chavez);
- Analyse the changing roles played by minority groups in the development of American society (e.g., Aboriginal peoples, African Americans, Irish Americans, Italian Americans, Jewish Americans, Hispanic Americans, Asian Americans, Amish, alternative lifestyle communities).

Understanding Chronology and Cause and Effect

- Explain how the study of cause and effect contributes to our understanding of change and continuity through the course of American history (e.g., westward pioneer migrations and conflict with Aboriginal peoples; abolitionism, the creation of new states, and the Civil War; stock market speculation and economic cycles; electrification and the development of modern factories).

Citizenship and Heritage***American Arts and Culture***

- Describe the conflict of ideas between Aboriginal peoples and European Americans and its development over time (e.g., concept of private property, role of family and clan, concepts of spirituality)

Social, Economic, and Political Structures***American Society***

- Assess the extent to which religion has influenced American social and political life (e.g., Salem Witch Trials, Great Awakening, Lutheranism in the Midwest, Transcendentalism, Woman's Christian Temperance Union, Social Gospel, Creationists debates, "Bible Belt", televangelism, Aboriginal spirituality, Judaism).

Communities: Local, National, and Global***Canadian Peoples***

- Assess the impact of the Charter of Rights and Freedoms on personal and cultural relations in Canada (e.g., Aboriginal and treaty rights; freedom of expression; mobility and employment; linguistic and educational rights for minority groups).

Social Justice

- Analyse the role of government in the development of social justice for Canadians (e.g., Charter of Rights and Freedoms; labour legislation; Youth Criminal Justice Act; public inquiries and royal commissions such as the Royal Commission on the Status of Women, the Royal Commission on Aboriginal Peoples, the Krever Commission, the Walkerton Commission of Inquiry and the Ipperwash Inquiry).

Canada in the World Community

- Describe Canada's participation in international agreements and organizations (e.g., agreements to participate in United Nations peacekeeping operations, World Health Organization [WHO], Universal Declaration of Human Rights, Draft United Nations Declaration on the Rights of Indigenous Peoples, International Campaign to Ban Landmines).

Change and Continuity***Continuity in Canadian Society***

- Explain the difficulties in resolving issues of identity and autonomy involving Aboriginal communities and local, provincial, and federal governments (e.g., Aboriginal self-government, land claims, taxation, justice system).

Citizenship and Heritage***Identity and Self-Expression***

- Assess the importance to Canadian society of the cultural mosaic and the right of individual self-expression, as reflected in government policies and popular attitudes (e.g., changes to the Indian Act, multicultural policies, hate-crime legislation, religious tolerance, rights of individuals who lead alternative lifestyles);
- Describe the significant events that have stirred the Canadian imagination and spirit or have affected Canada's image at home and/or abroad (e.g., Newfoundland's joining Confederation; Montreal hockey riot, 1955; Springhill mine disaster, 1958; Expo 67; October Crisis; the 1972 Summit Hockey Series; Terry Fox Marathon of Hope; Montreal and Calgary Olympics, Oka Crisis; Quebec referendum, 1995; SARS Benefit Concert, 2003);
- Identify significant Canadian individuals who, through their actions, have affected Canada's image at home and/or abroad (e.g., Rosalie Abella, Susan Aglukark, Lincoln Alexander, Louise Arbour, Roberta Bondar, Rosemary Brown, Thérèse Casgrain, Roméo Dallaire, Wayne Gretzky, Rick Hansen, Stephan Lewis, Donald H. Oliver, Lester B. Pearson, Bruny Surin, David Suzuki, Pierre Trudeau).

Social, Economic, and Political Structures

Promoting Democratic Society

- Evaluate the continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., National Action committee on Status of Women, Urban Alliance on Race Relations, ethnic festivals and organizations, cultural centres, CHIN International Radio-Television, Aboriginal Peoples Television Network).

The Role of Opinion in Canadian Democracy

- Assess the effectiveness of the programs and methods of various interest groups in Canada in influencing public policy (e.g., Assembly of First Nations, Canadian Advisory Council on the Status of Women, Chinese Canadian National Council, Sierra Club, Fraser Institute, Hepatitis C Action Group, Canadian Treatment Advocates Council).

Methods of Historical Inquiry and Communication

Interpretation and Analysis

- Analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., the establishment of medicare in Saskatchewan from the perspectives of members of the Douglas government and the province's doctor's; the Oka Crisis from the perspectives of the Quebec government and the Mohawk Warriors)



CANADIAN HISTORY AND POLITICS SINCE 1945

GRADE 11, WORKPLACE PREPARATION

(CHH3E)

Communities: Local, National, and Global

Social Justice

- Identify examples of public inquiries and royal commissions in Canada and describe their focus (e.g., Royal Commission on Bilingualism and Biculturalism, Royal Commission on the Status of Women, Royal Commission on Aboriginal Peoples, Krever Commission, Walkerton Commission of Inquiry, Ipperwash Inquiry).

Canada in the World Community

- Describe key aspects of Canada's participation in international agreements and organizations (e.g., agreements to participate in United Nations peacekeeping operations, World Health Organization [WHO], Universal Declaration of Human Rights, Draft United Nations Declaration on the Rights of Indigenous Peoples, United Nations Declaration of the Rights of the Child).

Change and Continuity

Continuity in Canadian Society

- Describe key unresolved issues of identity and autonomy involving Aboriginal communities and local, provincial, and federal governments (e.g., Aboriginal self-government, land claims, repatriation of Native artifacts, justice system)

Citizenship and Heritage

Identify and Self-Expression

- Describe significant events that have stirred the Canadian imagination and spirit or have affected Canada's image at home and/or abroad (e.g., Newfoundland's joining Confederation; Montreal hockey riot, 1955; Springhill mine disaster, 1958; Expo 67; October Crisis; the 1972 Summit Hockey Series; Terry Fox Marathon of Hope; Montreal and Calgary Olympics; Oka Crisis; Quebec reference, 1995; SARS benefit concert, 2003);
- Identify significant Canadian individuals who, through their actions, have affected Canada's image at home and/or abroad (e.g., Rosalie Abella, Susan Aglukark, Lincoln Alexander, Louise Arbour, Roberta Bondar, Rosemary Brown, Thérèse Casgrain, Roméo Dallaire, Rock Hansen, Stephan Lewis, Donald H. Oliver, Lester B. Pearson, David Suzuki, Pierre Trudeau).

Social, Economic, and Political Structures

Promoting Democratic Society

- Identify and describe continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., National Action Committee on the Status of Women, ethnic festivals and organizations, cultural centres, CHIN International Radio-Television, Aboriginal Peoples Television Network).

The Role of Opinion in Canadian Democracy

- Describe some of the programs and methods of various interest groups in Canada (e.g., Assembly of First Nations, Canadian Advisory Council on the Status of Women, Chinese Canadian National Council, Sierra Club, Fraser Institute, Hepatitis C Action Group) and their ability to influence public policy.

Methods of Historical Inquiry and Communication

Research

- Formulate different types of questions (e.g., *factual*: What important changes in transportation and communication have occurred in Canada since World War II? *Comparative*: How did Pierre Trudeau and Brian Mulroney differ in their approach to Canadian-American relations? *causal*: What were the main causes of the Oka Crisis?) when researching historical topics, issues, and events



11 WORLD HISTORY SINCE 1900: GLOBAL AND REGIONAL PERSPECTIVES

GRADE 11, OPEN

(CHT30)

Citizenship and Heritage

Nationalism and Internationalism

Explain how nationalism has affected existing institutions and the lives of citizens (e.g., growth of Basque and Québécois identities; efforts to establish Jewish and Palestinian homelands; Sikh and Hindu clashes; Cold War rivalries; aspirations of Aboriginal nations; spread of religious fundamentalism; conflicts in the former Yugoslavia)

Communities: Local, National, and Global***Overall Expectations***

- Describe the characteristics of Aboriginal communities before and after contact with Europeans and analyse the significant effects of the interactions between Aboriginal communities and the colonizers.

Specific Expectations***Aboriginal Peoples***

- Describe various aspects of Aboriginal life prior to contact with Europeans (e.g., traditional economies, spirituality, relationship with the environment, political organizations);
- Analyse significant aspects and effects of the interactions between Aboriginal peoples and European colonists (e.g., spread of disease; introduction of new weapons; missions; Aboriginal peoples' sharing of environmental knowledge with Europeans; the Royal Proclamation of 1763; territorial relocation; emergence of the Métis; treaties; Riel Rebellion; movement towards self-government);
- Assess the extent to which Canadian identity and culture have been influenced by Aboriginal peoples.

Immigration and Identity

- Describe how ethnocultural identities have been expressed in different provinces and regions at different times (e.g., Blacks in Nova Scotia, Chinese labourers in British Columbia, Ukrainian grain farmers on the Prairies, post-World War II Italian and Portuguese immigrants in Ontario, Inuit in Nunavut).

Canada's International Role

- Evaluate the extent to which Canada's reputation as a humanitarian nation is merited (e.g., Canadian treatment of Aboriginal peoples, Canada as a destination for escaping slaves in the nineteenth century and refugees in the twentieth century, peacekeeping efforts, United Nations rankings).

Change and Continuity***Rural and Urban Communities***

- Evaluate the changing economic and cultural contributions of Canadian agricultural and resource-based communities (e.g., fishing villages, mining and mill towns, Prairie breadbasket, oil sands; country and Celtic music, folk art; cultural figures such as Thomas Chandler Haliburton, Pauline Johnson, L.M. Montgomery, Ringuet, W.O. Mitchell, William Kurelek).

Citizenship and Heritage***Canadian Citizenship***

- Explain how citizenship rights have been denied to certain groups in Canada at various times since Confederation (e.g., Aboriginal peoples, women, Blacks, Irish, Chinese, Ukrainians, Japanese).

French-Canadian Identity

- Describe the development and changing character of francophone communities across Canada (e.g., Acadians, Québécois, Franco-Ontarians, Franco-Manitobans, Métis).

Culture and Identity

- Analyse how selected writers, visual artists, musicians, composers, filmmakers, actors, and athletes have contributed to Canadian identity (e.g., Susanna Moodie, Gabrielle Roy, Marshall McLuhan, Michael Ondaatje; Emily Carr, Group of Seven, Robert Bateman; Oscar Peterson, Susan Aglukark, Céline Dion; Denys Arcand, Alanis Obomsawin, Deepa Mehta; Mary Pickford, Graham Greene, Mike Myers; Tom Longboat, Ethel Catherwood, Marilyn Bell, Wayne Gretzky).

Human Rights in a Just Society

- Analyse the causes and effects of prejudice and discrimination throughout Canadian history (e.g., expulsion of Acadians, residential schools for Aboriginal children, wartime internment camps, Christie Pits riot, unwillingness to admit Jewish refugees fleeing Nazism, Africville, glass ceiling, discrimination in hiring people with disabilities);
- Evaluate efforts on the part of individuals, groups, and government to promote human rights in Canada (e.g., John Howard Society; J.J. Kelso and children's rights; first- and second-wave women's movement; campaigns for relief for the unemployed; Viola Desmond and civil rights; Canadian Bill of Rights, 1960; Ontario Human Rights Code; movement for Aboriginal self-government; gay rights movement; rights for people with disabilities; reparations for Japanese-Canadian internees and Aboriginal residential school students).

Social, Economic, and Political Structures

Social Programs and Policies

- Assess the extent to which education and health care have shaped regional, provincial, and national identities (e.g., Jesuit schools, Egerton Ryerson's public school system, the Manitoba Schools question, public and separate school systems, residential schools for Aboriginal children, Bill 101; Saskatchewan medicare act, 1961; Canada Health Act, 1984; Romanow Report, 2002)

Political Structures

- Describe past and present Aboriginal political organizations (e.g., Ojibway clan system, Iroquois Confederacy, Inuit Tapirisat of Canada, Assembly of First Nations, Métis National Council);
- Assess the impact of selected political figures (e.g., Jean Talon, George Brown, George-Étienne Cartier, Louis Riel, Wilfrid Laurier, Henri Bourassa, the Famous Five, William Lyon Mackenzie King, Maurice Duplessis, Pierre Trudeau, René Lévesque, Rosemary Brown, Anne Cools, Jeanne Sauvé, Ovide Mercredi, Elijah Harper, Matthew Coon Come, Adrienne Clarkson) on changes in Canadian politics.

Popular Reform Movements

- Analyse the impact of the women's movement in Canada (e.g., married women's property reform, Woman's Christian Temperance Union, Young Women's Christian Association, the Persons Case, paid maternity leave, Royal Commission on the Status of Women, Irene Murdoch and changes to divorce law, Jeannette Corbière Lavell and changes to Aboriginal women's status);

- Analyse the growth of environmentalism (e.g., establishment of national parks, Federation of Ontario Naturalists, work of Jane Jacobs, Greenpeace, Lubicon-Daishowa dispute, James Bay hydroelectric project protests, ratification of the Kyoto Protocol on Climate Change) and its influence on how Canadians live.

Methods of Historical Inquiry and Communication

Interpretation and Analysis

- Analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., early French colonization from the perspective of Aboriginal peoples, Jesuit missionaries, and representatives of the French government; the Red River Rebellion from the perspectives of the followers of Louis Riel, the Canadian Party, and the Macdonald government; the Great Depression from the perspectives of the urban unemployed, farmers in Saskatchewan, and founders of Social Credit and the Co-operative Commonwealth Federation)



WORLD HISTORY: THE WEST AND THE WORLD

GRADE 12, UNIVERSITY PREPARATION

(CHY4U)

Communities: Local, National, and Global

The Nature of Interactions Among Communities

- Analyse the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; exploitation of resources and indigenous populations; cultural transfers; exposure to highly contagious diseases; introduction of non-indigenous species; assimilation and acculturation; ethnic cleansing; revival of commitment to indigenous cultural identities)

Conflict and Cooperation

- Analyse key factors that have led to conflict and war (e.g., demographic pressures, as in the dislocation of Aboriginal populations; religious, cultural, and racial issues, as in the Russian pogroms, the American Civil War, the Mahdist insurrections, the Eritrean crisis; national and imperial rivalries, as in the Seven Years' War, the Napoleonic Wars, World War I, World War II, the Cold War; genocides, including the Holocaust; resource-based conflict, as in the Boer War and the Congo).

Citizenship and Heritage

Western Beliefs, Philosophies and Ideologies

- Describe key examples of the impact of Western Thought on the non-Western world since the sixteenth century (e.g., transformation or loss of indigenous spiritual beliefs, cultures, and economies; creation of new national boundaries and identities, as in Africa and South Asia; adaptation of Western political ideas, such as liberalism, social democracy, and communism, in Japan, India, China, Tanganyika/Tanzania, South Africa).

Ideas and Cultures of the Non-Western World

- Explain the ways in which non-Western cultures have attempted to resist the spread of Western influences (e.g., isolationism in Japan under the Tokugawa, Aboriginal resistance to European settlement, the Opium Wars, Gandhi's passive resistance, the Great Proletarian Cultural Revolution, decolonization, anti-globalization movement).

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WORLD HISTORY: THE WEST AND THE WORLD

GRADE 12, COLLEGE PREPARATION

(CHY4C)

Communities: Local, National, and Global

The Nature of Interactions Among Communities

- Describe aspects of the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; exploitation of resources and indigenous peoples; cultural transfers; exposure to highly contagious diseases; introduction of non-indigenous species; assimilation and acculturation; ethnic cleansing; revival of commitment to indigenous cultural identities)
- Describe pivotal events, issues, and personalities associated with the process of decolonization and nation building from 1945 to the present (e.g., Gandhi and Nehru, Cold War and post-Cold War tensions, Aboriginal land claims, the Arab-Israeli conflict, apartheid and Nelson Mandela, the Khomeini revolution and the rise of Islamic theocracy, rise of multinational corporations).

Citizenship and Heritage

Western Beliefs, Philosophies, and Ideologies

- Describe some key examples of the impact of Western Thought on the non-Western world (e.g., transformation or loss of indigenous spiritual beliefs, cultures, and economies; creation of new national boundaries and identities; adaptation of Western political ideas, such as liberalism, social democracy, and communism).

Ideas and Cultures of the Non-Western World

- Identify key characteristics of and significant ideas and trends emerging from various non-Western cultures, and describe their influence on societies around the world (e.g., tribalism in indigenous societies, Chinese and Indian dynastic absolutism, Ottoman Empire and the spread of Islam, characteristics of Latin American Creole and mestizo culture);
- Describe how non-Western cultures have attempted to resist the spread of western influences (e.g., isolationism in Japan under the Tokugawa, Aboriginal resistance to European settlement, the Opium Wars, Gandhi's passive resistance, the Great Proletarian Cultural Revolution, antiglobalization movement)

Communities: Local, National, and Global***Work and Community***

- Explain the roles and processes of education and skills training in different communities at different times (e.g., learning by example in Inuit or traditional Chinese families, medieval guilds and apprenticeships, modern trade schools and independent learning facilities).

Construction as a Reflection of Community

- Explain how different types of human dwellings reflect the society that produced them (e.g., prehistoric caves, dwellings in Neolithic fishing villages, Roman tenements, castles and châteaux, Huron longhouses, modern detached single-family homes, high-rise apartments)

Citizenship and Heritage***Spiritual expression***

- Compare different perceptions of creation and the afterlife (e.g., Christian, Native North American, Buddhist; as reflected in Egyptian, Chinese, and Incan burials; belief in reincarnation or heaven and hell).

Artistic and Cultural Expression

- Describe the artistic expressions of diverse peoples and cultures (e.g., pottery of the Ming dynasty and silk painting of the Sung dynasty, Islamic poetry and architecture, African and Inuit sculpture, modern Western artistic and literary styles)

ABOUT THE TEACHER'S TOOLKIT

This document is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the series includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website at www.edu.gov.on.ca.

