

Adult Basic Education

## **Adult Oriented Electives**

# **History 3201**

**Canada in the 20<sup>th</sup> Century:  
Up to World War II**

# **Curriculum Guide**

**Prerequisite:** None

**Credit Value:** Two

Text: Newman, Garfield, *Canada: A Nation Unfolding*, Toronto:  
McGraw-Hill Ryerson (2000)

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## **Introduction to History 3201**

History 3201 is one of a series of adult-oriented elective courses developed for exclusive use in the Adult Basic Education program in Newfoundland and Labrador. It is a course that will engage ABE students because it addresses topics that go far beyond the study of names, dates and facts. The course provides an opportunity to integrate a variety of teaching strategies with a variety of student skills. Although the Study and Curriculum Guides allow for independent and self-paced work on the part of the student, the course is equally appropriate to teacher-led groups and classroom-based activities.

### **History 3201**

In **Unit 1**, *Canada's Beginnings*, students will look at Canada from the turn of the century to the onset of World War I. They will come to appreciate Canada's diverse physical regions and their natural resources as well as the ways in which these resources were used to procure economic wealth and entice immigrants to become part of the Canadian mosaic. This unit also follows the changes to Canada's international status that occurred during the first decade of the 20<sup>th</sup> Century and the effects of the economic boom and urbanization on the Reform, Labour, and women's movements. Students will explore the concepts of nationalism, imperialism, and militarism; they will compare English Canada's view of the country as part of a larger imperial entity to the French Canadian concept of Canada as an independent nation.

**Unit 2**, *The Great War*, addresses the reasons why European nations became embroiled in such a deadly and expensive war. Students will identify the main causes of the war, the alliances formed, how the war was initiated, and Canada's involvement. They will trace the steps of Canadian troops from the home front to the camp on Salisbury Plain in England and on to the Western Front in Belgium. Learners will also examine the effects of the war on the Canadians that remained to support the war effort at home, the problems fueled by xenophobia, and the ways in which the government used propaganda to shape public opinion in support of Canada's involvement of the war. World War I is very important to the history of Newfoundland and Labrador, which wasn't part of Canada at the time, but could easily be made an integral part of this portion of study. The Unit ends with the conclusion of the war, the signing of the peace treaty at Versailles, and the aftermath effects to Canada.

**Unit 3**, *Canada in the 1920s and 1930s* examines the economic booms and busts in the various regions of Canada and their effect on the lives of citizens as well as the way in which various levels of government reacted to the economic conditions created by the Great Depression. Students will focus on the politics of the era along with the political advances made by women and the rise of new parties. The Unit includes a look at social and cultural history; this will give the student an opportunity to compare post-war Canada to the country that they know today. The Unit finishes with a look at the issues that led to the passage of the Statute of Westminster and Canadian independence. Students will recognize the strengthening bonds between Canada and the United States and the shift away from Britain that followed the assertion of Canada's autonomy.

## **Recommended Resources**

### **Textbook**

The textbook, *Canada: A Nation Unfolding*, is written for courses that are offered in Ontario high schools. It is organized to tell the story of Canada and its citizens by moving from the events that shaped the nation (both national and international) to the challenges and triumphs of regions, groups, and individuals. It is very inclusive and represents the history of all Canadians.

Text: Newman, Garfield, et al, *Canada: A Nation Unfolding*, Toronto: McGraw-Hill Ryerson (2000) ISBN 0-07-560903-7

### **Teacher's Resource**

The Teacher's Resource for the textbook is a conveniently divided binder that provides support material for the course that is offered in Ontario for both academic and applied graduation. It includes background information, suggestions for teaching and teaching methods, Blackline Masters, and answers to textbook questions. The resource also includes assessment and evaluation strategies and rubrics. For instructors who prepare and present lectures, there is a selection of colored overheads from the text that provide an excellent focus for the teacher-led class.

The Teacher's Resource also contains the *Applied Handbook* that was developed to aid in the teaching of the applied course in Ontario. History 3201 is designed to emulate the applied course and the handbook contains suggested teaching activities, many of which are included in the Study Guide for History 3201. The guide includes learning activities, teaching/learning strategies, and assessment/evaluation activities that are ideal for teacher-led ABE classes. The Blackline Masters for the student portfolio will be supplied from the *Applied Handbook*, pages 34-55.

Laura Gini-Newman, et al, *Teacher's Resource Canada: A Nation Unfolding*, Toronto: McGraw-Hill Ryerson (2001) ISBN 0-07-560901-0

## **Optional Resources**

McGraw-Hill Ryerson also produces a computerized test bank that has 1500 questions including completion, multiple choice, short and long answers, chart and map analysis; these questions may be selected by unit, chapter or course outcome and may be manipulated in several ways to change test formats.

***Computerized Assessment Bank for Canada: A Nation Unfolding*** ISBN 0-07-560902-9

A VHS video tape has been put together in 2-5 minute segments that allow for discussion of the topics. The tape contains 60 minutes of content from CBC productions and includes the following excerpts that related to each unit of the textbook:

*The Whitecomers: The Promised Land*

*Canada and the Great War: The Tomb of the Unknown Soldier*

*Residential Schools*

*Return to Ortona*

*Post Traumatic Stress Disorder*

*Pierre Eliot Trudeau 1919-2000*

***Video Canada: A Nation Unfolding, CBC (2001)*** ISBN 0-07-086353-9

## To the Instructor

### Curriculum Guides

*History 3201* has a Curriculum Guide for the instructor and a Study Guide for the student. The Curriculum Guide includes the specific curriculum outcomes for the course. Suggestions for teaching, learning, and assessment are provided to support student achievement of the outcomes. Each course is divided into units. Each unit comprises a **two-page layout of four columns** as illustrated in the figure below. In some cases the four-column spread continues to the next two-page layout.

#### Curriculum Guide Organization: The Two-Page, Four-Column Spread

Unit Number – Unit Title		Unit Number – Unit Title	
<b>Outcomes</b>  Specific curriculum outcomes for the unit	<b>Notes for Teaching and Learning</b>  Suggested activities, elaboration of outcomes, and background information.	<b>Suggestions for Assessment</b>  Suggestions for assessing students' achievement of outcomes.	<b>Resources</b>  Authorized and recommended resources that address outcomes.

### Study Guides

The Study Guide provides the student with the name of text and other resources required for the course and specifies the chapters and pages that the student will need to refer to in order to complete the required work for the course. It guides the student through the course by assigning relevant reading under the heading **Readings and References** and then assigning questions from the text along with supplementary exercises in the form of Blackline Masters (from the Teacher's Resource) under a column labeled **Portfolio Work**. Sometimes the study guide also provides important points for students to note. (See the *To the Student* section of the Study Guide for a more detailed explanation of the use of the Study Guides.) The Study Guides are designed to give students some degree of independence in their work. Instructors should note, however, that there is much material in the Curriculum Guides in the *Notes for Teaching and Learning* and *Suggestions for Assessment* columns that is not included in the Study Guide and instructors will need to review this information and decide how to include it.

**Recommended Evaluation**

Students are responsible for answering questions labeled “Understanding Historical Facts” that appear at certain points throughout the textbook. These questions are based on the course outcomes and are used to determine whether the learner has read and understood the content and concepts presented in the assigned text; the answers to these questions can be found in the Teacher’s Resource for *Canada: A Nation Unfolding*, and may be assessed for the achievement of student knowledge and understanding. Students will submit these questions as part of the portfolio portion of the coursework.

The portfolio will also contain completed exercises in the form of Blackline Masters (BLMs); these should be reproduced from pages 35-55 of the *Applied Handbook* at the back of the Teacher’s Resource. In classrooms that utilize a self-paced method of delivery, instructors may wish to reproduce all of the appropriate BLMs and present them to students as an appendix to the Study Guide; they may then be completed as the student progresses through the assigned work. These BLMs have been chosen to satisfy the outcomes for *History 3201*. These exercises were designed to provide a more interactive approach to the study of Canadian history; ABE students, like the Applied Stream students in Ontario, should respond well to this approach. *The Applied Handbook* would make an excellent guide for instructors who lead their classes through lessons as a group. The handbook provides a chapter-by-chapter lesson plan for the teaching of the course on which *History 3201* is based.

Students may choose to complete the course by either writing a comprehensive exam or completing a major project based on material studied in the course; the parameters for this project are described in this Curriculum Guide (see Appendix A)

The recommended evaluation for *History 3201* is as follows:

Portfolio (questions from textbook/Blackline Masters).....	70%
Exam/Project.....	<u>30%</u>
	100%





## To the Instructor

### General Learning Outcomes

<p>Demonstrate an understanding of the elements of Canadian Identity</p> <p>Demonstrate an understanding of the way in which outside forces and events have shaped Canada's policies</p> <p>Demonstrate an understanding of the main steps in the development of French-English relations</p> <p>Demonstrate an understanding of Canada's participation in war, peace, and security</p> <p>Demonstrate an understanding of the changing demographic patterns within Canada from the start of the century to the 1930s</p> <p>Demonstrate an understanding of the impact of technological developments on Canadians</p> <p>Explain how and why Canada's international status and foreign policy have changed during the 20<sup>th</sup> Century</p> <p>Demonstrate an understanding of the contributions of various social and political movements to Canadian history during the 20<sup>th</sup> Century</p> <p>Demonstrate an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity</p> <p>Evaluate how and why changing economic conditions and patterns have affected Canadians</p>	<p>Demonstrate an understanding of the changing role of Canadian governments from World War I to World War II, including the emergence of new social support programs</p> <p>Effectively use historical research methods to investigate topics and issues in history in order to solve problems and answer questions that arise</p> <p>Use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and organize the information in a meaningful way</p> <p>Analyze and evaluate information when researching historical topics or issues: identify different view points and explicit biases, distinguish between primary and secondary sources of information, distinguish between fact and inference in primary and secondary sources, use relevant and adequate supporting evidence to draw conclusions</p> <p>Analyze and create maps, charts, diagrams, and timelines to determine the relationship between time and location</p>
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# **History 3201**

## Unit 1: Canada's Beginnings

Outcomes	Notes for Teaching and Learning
<p>1.1 Assess the key elements that made Canada a nation at the turn of the century.</p> <p>1.1.1 Explain how government policies were designed to help the growth of Canada under Laurier's leadership.</p> <p>1.1.2 Examine the role of immigration in the 1900's and its role in the growing diversity of Canada.</p> <p>1.2 Describe the growth of Canada's economy in the first part of the 20<sup>th</sup> Century.</p> <p>1.2.1 Analyze how the development of the West fueled an economic boom that lasted for more than a decade.</p> <p>1.2.2 Explain how the economic boom resulted in railroad expansion, increased exports of crops and raw materials, and an expansion of the industrial economy.</p> <p>1.3 Explore methods of historical inquiry</p> <p>1.4 Represent information in graphic form on a map.</p>	<p>This portion of the Unit serves as an introduction to Canada's history. In order to appreciate and understand the readings, students must be able to locate the diverse physical regions of Canada on a map.</p> <p>A wall map of current-day Canada would also be a useful resource for all students and for instructors of teacher-led groups.</p> <p>Using <b>BLM LF-1</b>, students will label the provinces and territories, their capitals and major sources of revenue (these are listed on <b>BLM LF-2</b>). <b>BLM LF-3</b> requires students to look at the economy and levels of prosperity for various regions of Canada. Instructors should discuss with students the concepts of regional disparity, regional economic disparity, and the differences between resource based, industrial-based, and technology and service-based industries.</p> <p>The overhead transparencies included in the Teacher's Resource are designed to introduce chapter topics and would make a good introduction to teacher-led classes.</p>

## Unit 1: Canada's Beginnings

Suggestions for Assessment	Resources
<p>Instructors should discuss the readings from <i>Canada: A Nation Unfolding</i> with students and provide formative assessment by using descriptive feedback, additional instruction, or the use of models or examples to aid in student accomplishment.</p> <p>Student answers to the questions from the textbook should be reviewed as part of the Portfolio for the course. The “Understanding Historical Facts” and “Expressing Your Opinion” questions are designed to aid in the evaluation of the outcomes for the course and should be assigned a mark to be used as part of the final evaluation for History 3201.</p> <p>The Blackline Masters that make up the remainder of the student portfolio should be assessed for adherence to instruction and successful completion of the assigned task. These worksheets are also designed for the assessment of achievement of outcomes and should be completed in the order that they are presented in the Study Guide under “Readings and References”.</p> <p>An overall mark of 70% is recommended for completion of the assigned readings and the portfolio (questions from the textbook and Blackline Masters).</p> <p>The answers to questions from page 28 of the textbook can be found on pages 63-65 of the Teacher’s Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapters 1 and 2, pages 2-27</p> <p><b>BLMs LF-1, LF-2, and LF-3</b> from the Applied Handbook – Teacher’s Resource.</p> <p>Atlas of Canada Suggestions:</p> <p><i>Canadian Oxford School Atlas – 9<sup>th</sup> Edition</i>, 2008, ISBN-13: 9780195429244</p> <p><i>Nelson Canadian Atlas</i>, 2001, ISBN-13: 978017200107</p> <p><b>Online Resources:</b></p> <p><a href="http://atlas.nrcan.gc.ca">http://atlas.nrcan.gc.ca</a></p> <p><a href="http://canadiangeographic.ca/atlas/">http://canadiangeographic.ca/atlas/</a></p> <p>Suggested Websites for a description of industry in the various regions of Canada:</p> <p><a href="http://canadaonline.about.com/cs/provinces/p/">http://canadaonline.about.com/cs/provinces/p/</a></p> <p><a href="http://www.workingin-canada.com/info/999">http://www.workingin-canada.com/info/999</a></p> <p><a href="http://speaq.qc.ca/Yo_Canada/texts_on_pr ov.pdf">http://speaq.qc.ca/Yo_Canada/texts_on_pr ov.pdf</a></p> <p>Overhead Transparency 1 – <i>Canadian immigration poster</i> (may be used to discuss the wave of immigration to Canada at the turn of the 20<sup>th</sup> Century).</p>

## Unit 1: Canada's Beginnings

Outcomes	Notes for Teaching and Learning
<p>1.5 Compare rates of development in the various regions of Canada in 1900.</p> <p>1.5.1 Explain how Ontario benefited from the prosperity in the rest of Canada.</p> <p>1.5.2 Examine the growth of the prairie economy.</p> <p>1.5.3 Compare the economic growth of coastal communities to that of the rest of Canada.</p> <p>1.5.4 Assess how economic changes in 1900 affected French Canada.</p> <p>1.6 Outline the growth of French Canadian nationalism.</p> <p>1.7 Examine the immigration process at the turn of the 20<sup>th</sup> Century.</p> <p>1.7.1 Describe the experiences of the following groups of immigrants upon arrival in Canada:</p> <ul style="list-style-type: none"><li>• Jewish Canadians</li><li>• Black Canadians</li><li>• Asian Canadians</li><li>• Ukrainian Canadians</li></ul> <p>1.7.2 Identify the barriers that were faced by non-white newcomers to Canada.</p> <p>1.7.3 Recognize the contribution made by immigrant communities to the development of Canada.</p> <p>1.7.4 Explain how increasing immigration affected Canada's Aboriginal Communities.</p>	<p>In this section of the Unit, students will learn about the emerging diversity in Canada in the early 1900s and examine the growth and economics of various regions of the country during that time. The focus of the required reading is on the various groups that made up the Canadian Mosaic, their contribution to economic growth, and their varied status with regard to political and economic power.</p> <p>As the students complete <b>BLM LF-1</b> and <b>BLM 1-1</b>, instructors should discuss with them the National Policy (see pages 11 and 36 of the text) and its effect on the smaller regions of Canada. Students might benefit from a discussion on the economy of Newfoundland and Labrador at the time (even though it was not yet part of Canada). Students should be aware of regional economic disparity and the way in which government policies played a role in shaping those disparities in the 1900's.</p>

## Unit 1: Canada's Beginnings

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>Using <b>BLM LF-1</b> and <b>BLM 1-1</b>, students are asked to design a map showing Canada's economic diversity in the early 1900's. Students should draw a legend and develop symbols to represent the resources found in each region of Canada. These worksheets should be assessed for completion of the assigned activity as well as appropriateness of the symbols chosen to represent the resources in each area.</p> <p>Symbols may include such examples as:</p> <ul style="list-style-type: none"><li>• Prairies – a sheaf of wheat, bread</li><li>• Maritimes – a fish, a miner's headlamp</li><li>• British Columbia – a fish, a tree, a miner's headlamp</li></ul> <p>Note: <i>For further examples, see page 5 of the Applied Handbook in the Teacher's Resource.</i></p> <p>Questions from the textbook should</p> <ul style="list-style-type: none"><li>• Be in response to the question as asked</li><li>• Be clearly organized, accurate and concise</li><li>• Be written in the student's own words and not merely copied from text</li></ul> <p>The answers to questions from page 43 of the textbook can be found on pages 65-67 of the Teacher's Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 3, pages 29-42.</p> <p><b>BLMs LF-1</b> and <b>1-1</b> from the Applied Handbook – Teacher's Resource.</p> <p>Websites for exploring diversity in Canada in the 1900's:</p> <p><a href="http://www.chrc-ccdp.ca/en/getBriefed/1900/immigrants.asp">www.chrc-ccdp.ca/en/getBriefed/1900/immigrants.asp</a></p> <p><a href="http://www12.statcan.ca/english/census01/Products/Analytic/companion/etoimm/imm.cfm">www12.statcan.ca/english/census01/Products/Analytic/companion/etoimm/imm.cfm</a></p> <p><a href="http://www.ccrweb.ca/history.html">www.ccrweb.ca/history.html</a></p> <p>Note: Students should be encouraged to go to the McGraw-Hill Website as directed in the "Web Connections" sections of the textbook. These links provide extra information related to the topics studied in the chapter..</p>



Outcomes	Notes for Teaching and Learning
<p>1.8 Describe the inequality in standard of living in the various regions of Canada during the Laurier years.</p> <p>1.9 Examine how the spread of new technologies in the home and workplace transformed the lives of Canadians in the early 1900's.</p> <p>1.9.1 Assess how mass production and farm mechanization affected the Canadian population.</p> <p>1.9.2 Explain how many of the economic and technological changes affected family life in Canada.</p> <p>1.10 Describe working conditions in Canada in the early 1900's.</p> <p>1.11 Examine how various reform movements responded to the changing living and working conditions in Canada in the early 1900's.</p> <p>1.11.1 Describe religious and social reform in Canada in the early 1900's</p> <p>1.11.2 Describe urban reform in Canada at the beginning of the 20<sup>th</sup> Century.</p> <p>1.11.3 Describe reform in education in Canada in the early 1900's.</p> <p>1.11.4 Identify the activities of the womans movement in early 20<sup>th</sup> Century Canada.</p> <p>1.11.5 Examine the growth of the labour movement in Canada at the turn of the 20<sup>th</sup> Century.</p>	<p>Students will investigate Canadian life in 1900 and the major shifts in technology, industry, and lifestyle that affected different economic levels in different ways. Chapter 4 looks at working conditions in the newly emerging factories and the effect of urban pull on the farms of Western Canada. The rise of the women's movement and organized labour and their attempts to promote a better life for all of society provide interesting topics for reflection and discussion.</p> <p>Instructors should discuss with students some of the changes that technology brought to the world of work (refer to pages 49-52 of the textbook), before the students complete <b>BLM 1-2</b> and <b>BLM 1-3</b>. <i>The Turn of the Century Budget</i> (BLM1-3) can be completed referring to page 48 of <i>Canada: A Nation Unfolding</i>. These activities give the student a practical view of the uneven distribution of wealth during the Laurier Era.</p>

## Unit 1: Canada's Beginnings

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p><b>BLM 1-2</b> and <b>BLM 1-3</b> should be completed according to the instructions provided in the Study Guide.</p> <p>In completing <b>BLM 1-3</b>, <i>Turn of the Century Budget</i>, students should make appropriate use of the information provided on the worksheet as well as the data on page 48 of the textbook. They should accurately calculate the percentages of weekly expenses and subtract this amount from the calculated weekly wage (derived from the yearly wage given). As students attempt to account for other expenses (based on prices provided on page 48 of the textbook), they should quickly realize that worker's wages in the early 1900's were not sufficient for the purchase of such items and that major purchases such as an automobile were far out of the reach of the average Canadian family.</p> <p>Instructors should evaluate student answers to questions from the textbook as part of the 70% total allotted to the "Portfolio Work".</p> <p>The answers to questions from page 57 of the textbook can be found on pages 67-70 of the Teacher's Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 4, pages 44-56.</p> <p><b>BLMs 1-2</b> and <b>1-3</b> from the Applied Handbook – Teacher's Resource.</p> <p>Websites for commodities in the 1900's.</p> <p>Toys: <a href="http://www.archives.gov.on.ca/ENGLISH/exhibits/toys/1900s.htm">www.archives.gov.on.ca/ENGLISH/exhibits/toys/1900s.htm</a></p> <p>Hardware, Catalogue Price List for 1908: <a href="http://vancouver.ca/archives/digitized/McMcHTML/02PriceList02.htm">http://vancouver.ca/archives/digitized/McMcHTML/02PriceList02.htm</a></p> <p>Overhead Transparencies 2 – <i>a social reform poster</i> and 3 – <i>The painting "Harvesting" by Clarence Gagnon</i></p> <p>(May be used to discuss the probable lifestyles of farmers and immigrants at the turn of the last century and the inequitable distribution of wealth in Canada at the time.)</p>

## Unit 1: Canada's Beginnings

Outcomes	Notes for Teaching and Learning
<p>1.12 Examine the concepts of nationalism and imperialism as they related to Canada in the early 1900's.</p> <p>1.12.1 Explore the ways in which Canada felt "caught" between the power of Britain and that of the United States.</p> <p>1.12.2 Explain how Canada's support of Britain during the Boer War and naval crisis with Germany created friction between French and English Canadians.</p> <p>1.13 Describe Canada's relations with the United States during the Laurier years.</p> <p>1.13.1 Examine the concept of expansionism and its connection to Canada – U.S. relations in the early 1900's.</p> <p>1.13.2 Compare the arguments presented by pro-reciprocity and anti-reciprocity groups in 1910.</p>	<p>This portion of Unit 1 foreshadows the next Unit, The Great War. Students will explore the concepts of nationalism, imperialism, and militarism and their effects on Canada as part of the larger world. They will understand how, once again, French and English Canada have different visions of their nation and its alliances. Canada's quest for autonomy despite its connections to Britain and the threat of American imperialism become overshadowed by the impending danger of a world war.</p> <p>Before students complete <b>BLM 1-4</b>, instructors should discuss with them the events listed on the worksheet and the effect that these events had on Canada's relationship with other nations and on the relationship between French and English Canadians. Students should be made aware of the roots of French Canadian Nationalism and recognize its long history. They should also see that Canada's relationship with the U.S. started prior to the 20<sup>th</sup> Century and that, although the British connection was strong enough to bring Canada into World War I, it could not prevent Canada's growing quest for autonomy.</p>

## Unit 1: Canada's Beginnings

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p><b>BLM 1-4</b>, <i>Canada in the World in the Early 1900s</i> should be completed according to the instructions given to students in the Study Guide. Students should analyze the effects of the given events on Canada's relationships internally as well as her relationships with Britain and the United States.</p> <p>Instructors should discuss the events with students to assure that they understand the ramifications of each and that they have gained an understanding of how Canada's past colonial relationship with Britain was formative in turn-of-the century French-English relations in Canada as well as the developing reciprocity with the United States. The students' grasp of these concepts should be evident in the completed worksheet.</p> <p>Students should be encouraged to access sources, other than the textbook pages given, in order to successfully complete this exercise.</p> <p>All questions assigned from the textbook should be evaluated for content and organization of thought.</p> <p>The answers to questions from page 69 of the textbook can be found on pages 70-72 of the Teacher's Resource</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 5, pages 58-68</p> <p><b>BLM 1-4</b> from the Applied Handbook – Teacher's Resource</p> <p>Websites that may be useful in the completion of BLM 1-4:</p> <p><a href="http://www.lermuseum.org/ler/mh/boerwar/index.html">http://www.lermuseum.org/ler/mh/boerwar/index.html</a></p> <p><a href="http://www.navy.gc.ca/project_pride/history/history_e.asp?section=1&amp;category=5&amp;title=3">www.navy.gc.ca/project_pride/history/history_e.asp?section=1&amp;category=5&amp;title=3</a></p> <p><a href="http://atlas.nrcan.gc.ca/site/english/maps/historical/territorialevolution/1912/1">http://atlas.nrcan.gc.ca/site/english/maps/historical/territorialevolution/1912/1</a></p> <p><a href="http://www.mta.ca/about_canada/study_guide/debates/reciprocity.html">www.mta.ca/about_canada/study_guide/debates/reciprocity.html</a></p> <p>Overhead Transparency 4 – <i>One Flag, One Army, One Country</i> from the <i>Globe and Mail</i></p> <p>(a good source of discussion of how this image would be interpreted by French Canadians, Britons, and Canadians and how each group perceived the war.)</p>

## Unit 2: The Great War

Outcomes	Notes for Teaching and Learning
<p>2.1 Describe the major factors that led to the outbreak of World War I.</p> <p>2.1.1 Analyze the relation of imperialism to the outbreak of WWI.</p> <p>2.1.2 Analyze the relation of nationalism to the outbreak of WWI.</p> <p>2.1.3 Analyze the relation of militarism to the outbreak of WWI.</p> <p>2.2 Describe the alliance system that developed in the early 20<sup>th</sup> Century Europe.</p> <p>2.2.1 Differentiate among the countries that belonged to each of the Triple Entente, The Triple Alliance, and those that remained neutral.</p> <p>2.2.2 Create a graphic depiction of the alliance system.</p> <p>2.3 Explore the reasons for Canada’s involvement in WWI.</p> <p>2.4 Examine the ways in which modern technology radically altered the nature of warfare in 1914.</p>	<p>This Unit focuses on the Great War of 1914-1918. In this section of the Unit, students will look at causes of WWI including imperialism, nationalism, militarism, the formation of the alliance system, and the final events that triggered the onset of the “war to end all wars”.</p> <p>To be prepared for this portion of study, students need to be made familiar with the map of Europe and understand which countries were associated with each alliance, as well as how their territories and colonies were involved.</p> <p>Instructors should discuss the concepts that are attributed with causing World War I and the various alliances that were formed before students complete <b>BLMs 2-1, 2-2, and 2-3</b>. Students should understand why Canada was drawn into the war along with the European nations.</p>

Suggestions for Assessment	Resources
<p><b>BLM 2-1</b>, The Main Causes of World War I, once completed should show the students’ grasp of the concepts given and their impact of those concepts on the onset of the first World War.</p> <p>Both <b>BLM 2-1</b> and <b>BLM 2-2</b>, <i>Europe-1914</i>, should be completed according to the instructions given in the Study Guide. The map (BLM 2-2) should clearly delineate the Triple Entente powers and those of the Triple Alliance by the use of different colors to symbolize each. A legend should be provided to indicate what each color represents and the countries involved must be clearly labeled.</p> <p><b>BLM 2-3</b>, <i>The Spark and the Flame</i>, asks students to briefly recount the assassination of Sarajevo. They should reduce the story to 4-6 main points and follow up by explaining why each of the countries listed joined the war effort.</p> <p>Questions from the textbook should be evaluated for accuracy of response as part of the 70% total allotted to “Portfolio Work”.</p> <p>The answers to questions from page 85 of the textbook can be found on pages 94-96 of the Teacher’s Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 6, pages 72-84</p> <p><b>BLMs 2-1, 2-2, and 2-3</b> from the Applied Handbook – Teacher’s Resource.</p> <p>Websites that may be useful for completion of BLMs:</p> <p><a href="http://www.spartacus.schoolnet.co.uk/FWWarchduke.htm">www.spartacus.schoolnet.co.uk/FWWarchduke.htm</a></p> <p><a href="http://www.spartacus.schoolnet.co.uk/FWWtriple.htm">www.spartacus.schoolnet.co.uk/FWWtriple.htm</a></p> <p><a href="http://www.spartacus.schoolnet.co.uk/FWWentente.htm">www.spartacus.schoolnet.co.uk/FWWentente.htm</a></p> <p><a href="http://www.schoolshistory.org.uk/firstworldwar2.htm">www.schoolshistory.org.uk/firstworldwar2.htm</a></p>

Outcomes	Notes for Teaching and Learning
<p>2.5 Explore the reasons why the contributions of all Canadians to the war effort were not equally welcomed in WWI.</p> <p>2.6 Explain why some Canadians were declared “enemy aliens” during WWI.</p> <p>2.7 Describe the enforcement of the Military Service Act of 1917.</p> <p>2.7.1 Explain why the issue of conscription divided Canadians and left bitter feelings between French and English Canada.</p> <p>2.7.2 Examine forms of propaganda designed to enlist the support of all Canadians in the war effort.</p>	<p>The reading for this section focuses on Canadian contributions to the war effort and the controversies that Canada’s involvement sparked at home. As students complete the assigned reading, they will assess the roles played by all Canadians in support of the war effort. They will also see that many problems exacerbated by xenophobia, racism, sexism, militarism, and greed began to emerge at home and the government used various forms of propaganda to sway public opinion in support of the war effort.</p>

## Unit 2: The Great War

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>For this portion of the unit, students will look at the mobilization of Canadian soldiers to join the war effort in Europe. After reading the required pages in the textbook, they should demonstrate an understanding that many war issues were very complex and that, during war time, human rights may take a “back seat” to the more pressing issues that are perceived at the time. Instructors should discuss with students the issues of conscription, bias and racism in recruitment, and the use of moral suasion and propaganda to bring citizens into a war. Students need to fully understand these concepts in order to complete <b>BLM 2-4</b>, <i>Who Went to War?</i></p> <p>The completed BLM should contain a short summary (may be in point form) of the experiences of each group of Canadians listed</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 7, pages 86-102.</p> <p><b>BLM 2-4</b> from the Applied Handbook – Teacher’s Resource.</p>



Outcomes	Notes for Teaching and Learning
<p>2.8 Examine the role of women in Canada during WWI.</p> <p>2.8.1 Describe the contributions of Canadian women to the wartime economy</p> <p>2.8.2 Assess the role of women in relation to Canadian public life during WWI.</p> <p>2.8.3 Describe the suffragist campaign and its advances during, and beyond WWI.</p>	<p>Prior to the students' completion of <b>BLM 2-4</b>, instructors should discuss with them the conscription issue and its impact on Canadian unity. Students should also be made aware of the bias and racism that existed in recruitment, the suspension of human rights in wartime, and the use of propaganda and moral influence in order to call citizens to support a war. Students will come to understand the diverse experiences of ethnic, cultural, and gender groups in Canada during WWI.</p>
<p>2.9 Assess Canada's overall contribution to WWI.</p> <p>2.9.1 Examine Canada's production of food for the war effort in Europe</p> <p>2.9.2 Examine Canada's munitions industry and its impact on the war effort during WWI.</p>	
<p>2.10 Examine the methods used by the Canadian Government to raise money to pay for the war effort.</p>	

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>Questions from the textbook should be assessed for accuracy and organization as part of the “Portfolio Work” portion of the course.</p> <p>The answer to questions from page 103 of the textbook can be found on pages 96-98 of the Teacher’s Guide.</p>	<p>Websites:</p> <p><a href="http://www.vac-acc.gc.ca/remembers/Sub.cfm?source=history/FirstWar">www.vac-acc.gc.ca/remembers/Sub.cfm?source=history/FirstWar</a></p> <p><a href="http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-4001-e.html">www.collectionscanada.gc.ca/aboriginal-heritage/020016-4001-e.html</a></p> <p><a href="http://manitobia.ca/cocoon/launch/en/themes/ww1/4">http://manitobia.ca/cocoon/launch/en/themes/ww1/4</a></p> <p><a href="http://www.vac-acc.gc.ca/general/sub.cfm?source=feature/yearofveteran05/yov_media/women_contrib">www.vac-acc.gc.ca/general/sub.cfm?source=feature/yearofveteran05/yov_media/women_contrib</a></p> <p><a href="http://www.heroines.ca/gallery/ww1.html">www.heroines.ca/gallery/ww1.html</a></p> <p>Overhead Transparencies 5 – <i>Canadian war propaganda poster for World War I</i> and 6 – <i>Prime Minister Borden visiting wounded soldiers overseas.</i></p> <p>(May be used to open discussion on the expectations of volunteers at the beginning of the war and the sad reality of battle)</p>

Outcomes	Notes for Teaching and Learning
<p>2.11 Explore the effects of technology on modern warfare.</p> <p>2.12 Describe the actions of Canadians in major WWI battles.</p> <p>2.13 Assess the impact of Canadian heroics on the battlefield on the growing sense of Canadian Nationalism.</p> <p>2.14 Explain how the withdrawal of Russia and the entry of the United States into the war in 1917 shifted the balance of power and altered the course of the war.</p>	<p>This portion of the Unit has students study the events at the Western Front and Canada's contributions in battle, particularly those of the Battle of Ypres, Somme, Vimy Ridge, and Passchendaele. Students will examine the feats of Canadians as they waged war in the air, on land, and at sea and the sense of pride and patriotism that would carry over in the post-war years as Canada's independence became more imminent.</p> <p>To complete <b>BLM 2-5, <i>War in the Trenches</i></b>, students will require some knowledge of the technology developed for World War I and an understanding of the conditions that soldiers faced while engaging in trench warfare. Instructors should discuss with students the information on pages 106-109 of the textbook.</p> <p>The Overhead Transparency 7 - <i>The Second Battle of Ypres</i>, may give students an appreciation for the rigors of trench warfare. It was during this battle that German troops first used poison gas on a large scale against the allies. Instructors may wish to have students investigate further the life of the artist, Richard Jack, Canada's first official war artist.</p>

Suggestions for Assessment	Resources
<p>Students should demonstrate an understanding of World War I technology and trench warfare. They should have an increased appreciation for the nature of suffering that soldiers had to endure during the prolonged period of the war.</p> <p><b>BLM 2-5</b> requires that students design a glossary of French Warfare terms by defining words given and answer the questions that follow.</p> <p>The terms should be clearly defined and placed in alphabetical order. Students should be encouraged to write the definitions in their own words, based on the information they have acquired from pages 106-108 of the textbook.</p> <p>The questions on BLM 2-5 should consist of short answers that concisely address the question as asked.</p> <p>Questions from “Understanding Historical Facts” and “Expressing Your Opinion” should be assessed as part of the “Portfolio Work” section of History 3201.</p> <p>Answers to questions from page 123 of the textbook can be found on pages 98-100 of the Teacher’s Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 8, pages 104-122.</p> <p><b>BLM 2-5</b> from the Applied Handbook – Teacher’s Resource.</p> <p>BBC animated tour of a typical day in the trenches:</p> <p><a href="http://www.bbc.co.uk/history/worldwars/wwone/launch_vt_trench_life.shtml">www.bbc.co.uk/history/worldwars/wwone/launch_vt_trench_life.shtml</a></p> <p>Overhead Transparencies 7 – <i>Painting, “The Second Battle of Ypres</i>, by Richard Jack and 8 – <i>Major Canadian Battles of World War I</i>.</p> <p>(The painting represents a primary interpretation of WWI Warfare and is representative of war on the Western Front and of trench warfare. The map outlines Canada’s involvement in the war.)</p>

Outcomes	Notes for Teaching and Learning
<p>2.15 Describe the circumstances faced by returning soldiers in 1919.</p> <p>2.15.1 Explain why most soldiers did not return home immediately after the end of WWI.</p> <p>2.15.2 Explore the challenges faced by soldiers in adjusting to civilian life after WWI.</p> <p>2.16 Identify bias in historical information.</p> <p>2.16.1 Use questions to assess sources</p> <p>2.16.2 Assess the value of primary documents based on tone and other factual evidence.</p> <p>2.17 Examine labor in Canada in the aftermath of WWI.</p> <p>2.17.1 Explore the changing role of women in Canadian society at the end of WWI.</p> <p>2.17.2 Assess the effects of the Winnipeg General Strike of May, 1919.</p> <p>2.18 Explain how technological advances made during the war affected post-war society and industry in Canada.</p> <p>2.19 Discuss the impact of the Paris Peace Conference.</p> <p>2.19.1 Analyze the conditions of the Treaty of Versailles.</p> <p>2.19.2 Compare a map of pre-war Europe to one made after the treaty.</p> <p>2.19.3 Explain how Canada’s contribution to the war earned her a seat at the Paris Peace Conference and international status.</p>	<p>The reading from pages 124-140 of the textbook examines the end of WWI and the conditions of the Treaty of Versailles Post-War issues such as the demobilization of Canadian troops are covered as well as the social and economic adjustments that had to be made in order for Canada to return to a peacetime society. Students will learn how Canada achieved international acclaim for its contribution to the war effort. They will also explore the role of women in post-war Canadian society and the adjustments that had to be made in the early 1920s.</p> <p>To fill in <b>BLM 2-6, <i>Europe – 1919</i></b>, students will need to refer to the map on page 129 of the textbook as well as the work they completed on <b>BLM 2-2, <i>Europe 1914</i></b> (see Readings and References #3). Instructors should discuss with students the changes that have occurred to boundaries as a result of World War I.</p> <p>The questions on <b>BLM 2-7, <i>The Treaty of Versailles</i></b>, are primarily based on the changes to the map of Europe referred to above. Instructors should ask students to articulate their opinions about the treaty:</p> <ul style="list-style-type: none"> <li>• Should Germany have taken full blame for WWI?</li> <li>• Does the treaty seem overly hard?</li> <li>• Could the terms of the treaty have created consequences that led to WWII?</li> </ul>

## Unit 2: The Great War

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>The readings and activities for this portion of the Unit should give students an understanding of how World War I ended and the outcome of the war, including the Treaty of Versailles.</p> <p>Students should demonstrate, through completion of <b>BLM 2-6</b>, an understanding of the boundary changes to the map of Europe as a result of World War I. Instructors should have students compare <b>BLM 2-6</b>, Europe 1919, to <b>BLM 2-2</b>, Europe 1914 (completed previously in the portfolio). Countries should be clearly labeled, using the map on page 129 of the textbook as a guide.</p> <p>The questions on <b>BLM 2-7</b> can be answered using the maps contained in BLMs 2-6 and 2-2 as a comparison aid. Students should show awareness that the Treaty of Versailles had consequences that would eventually lead to World War II.</p> <p>All questions from the textbook should be answered clearly and concisely; these make up a portion of the mark for “Portfolio Work”.</p> <p>Answers to question from page 141 of the textbook can be found on pages 100-102 of the Teacher’s Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 9, pages 124-140.</p> <p><b>BLMs 2-6</b> and <b>2-7</b> from the Applied Handbook – Teacher’s Resource.</p>

Unit 3: Canada in the 1920s and the 1930s

Outcomes	Notes for Teaching and Learning
<p>3.1 Explore the growth of a new national economy in Canada in the 1920s.</p> <p>3.1.1 Explain how new industries such as newsprint manufacturing, mineral production, and consumer based manufacturing improved economic conditions in post-war Canada.</p> <p>3.1.2 Compare economic prosperity for some regions of Canada to the economic disparity in other areas of Canada in the 1920s and 1930s.</p> <p>3.2 Explore the factors that led to the Great Depression.</p> <p>3.2.1 Examine the massive stock-market speculation that ultimately ended in the crash of 1929.</p> <p>3.2.2 Relate the stock-market crash of 1929 to the downturn in the Canadian economy.</p> <p>3.2.3 Explore how other factors such as overproduction, high tariffs and low wages contributed to the onset of the Great Depression.</p>	<p>Unit 3 opens with an examination of the industries that fuelled the boom in the Canadian economy in the 1920s. A look at the Maritimes region and Newfoundland and Labrador (not yet a part of Canada) will show students that the economic boom was not experienced by all Canadians. They will also analyze the underlying causes of the economic collapse that led to the Great Depression and review personal stories of Canadians who lived during these difficult times.</p> <p>In the process of completing <b>BLM 3-1, <i>The Automobile: Scavenger Hunt</i></b>, students will be made aware of some of the economic concepts that were part of the “boom to the bust” cycle in Canada in the 1920s and the 1930s. Instructors may wish to discuss the concept of the car as a symbol of economic standing in Canada. Overhead Transparencies 9 and 10 may be used to initiate discussion and aid in the writing of the paragraph at the end of <b>BLM 3-1</b>.</p> <p>Page 151 of the textbook contains a short discussion about Newfoundland and Labrador in the 1920s and the 1930s. Instructors may wish to expand this portion of the lesson, if student interest so dictates.</p>

Unit 3: Canada in the 1920s and the 1930s

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>Students should be seen to grasp the concept of the “boom-bust cycle” model.</p> <p>To aid in the teaching of this concept, instructors will ask students to complete <b>BLM 3-1, <i>The Automobile: Scavenger Hunt</i></b> (3 pages). This exercise has students read assigned passages throughout the textbook in order to evaluate the automobile as an economic indicator for Canada throughout the history of this single commodity.</p> <p>The paragraph to be written at the end of BLM 3-1 should be evaluated for clarity of thought and organizational skills. The paragraph should indicate the student’s reflection on the entire exercise and the economic connections between production, export, employment, and standards of living in Canada in the 1920s through to the Great Depression.</p> <p>Questions from the textbook should be answered clearly and concisely in the student’s own words.</p> <p>Answers to questions from page 159 of the textbook can be found on pages 121-122 of the Teacher’s Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 10, pages 144-158.</p> <p><b>BLM 3-1</b> (3 pages) from the Applied Handbook – Teacher’s Resource.</p> <p>Related Websites:</p> <p><a href="http://www.canadianeconomy.gc.ca/English/economy/1929_39depression.html">www.canadianeconomy.gc.ca/English/economy/1929_39depression.html</a></p> <p><a href="http://faculty.marianopolis.edu/c.belanger/nfldhistory/NewfoundlandHistory.htm">http://faculty.marianopolis.edu/c.belanger/nfldhistory/NewfoundlandHistory.htm</a></p> <p>“The Economic Collapse of Newfoundland and the Loss of Responsible Government”.</p> <p>Overhead Transparencies 9 – A <i>Blacksmith’s Family During the Great Depression</i> and 10 – <i>Ford Assembly Line</i>.</p> <p>(May be used to initiate discussion of the automobile as both a symbol of prosperity and economic depression in Canada in the 1920s and 1930s).</p>



Outcomes	Notes for Teaching and Learning
<p>3.3 Explore the emergence of new political parties and movements that were created in response to the Great Depression.</p> <p>3.3.1 Outline the development and policies of the Progressive Party.</p> <p>3.3.2 Describe the rise and fall of the Maritime Rights Movement.</p> <p>3.3.3 Describe the founding of the Co-Operative Commonwealth Federation (CCF).</p> <p>3.3.4 Describe the rise of the Social Credit Party in Alberta in 1934.</p> <p>3.3.5 Describe the formation of the Union Nationale in Quebec in 1936.</p> <p>3.3.6 Outline the activities of the Communist Party of Canada in the 1930s.</p> <p>3.4 Analyze the role of women in Canadian politics in the 1920s.</p> <p>3.5 Examine the process undertaken to have women recognized for legal equality in the “Persons case” of 1929.</p>	<p>This portion of the Unit provides students with an explanation of the major political issues and developments in the 1920s and 1930s at both federal and regional levels, including the formation of new political parties and movements throughout the country. Students will examine the advances made by women in the area of Canadian politics as well as the monumental “Persons Case” of 1929.</p> <p>In this portion of the Unit, Students will review the inequities in human rights that occurred in Canada during the time between the two World Wars. Instructors should emphasize the fact that some groups and regions of Canadian society had little access to the growing resources of the 1920s and the diminished resources of the 1930s. In particular, instructors should discuss with students the stereotypical roles assigned to women, Aboriginal Peoples, and Black Canadians and their struggles to compete, despite having access to fewer economic and political rights than other Canadians. <b>BLM 3-2</b> helps students to assess the political responses to these inequities.</p> <p>Note: Instructors may wish to have students read Chapter 12 as well as Chapter 11 before completing BLM 3-2.</p>

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>Using <b>BLM 3-2</b>, students will focus on three groups that were given stereotypical roles in society and the political responses, groups, and activities developed in order to address their problems.</p> <p>The worksheet should be completed in the student’s own words (may be in point form) using information found on the appropriate pages from the textbook. This organizer should indicate the student’s understanding of the inequities to the political and social rights of Aboriginal Canadians, Black Canadians, and Canadian women in the 1920s and 1930s. Students should exhibit an appreciation for the organizations developed to respond to the needs of each group.</p> <p>Questions from the textbook should be evaluated for accuracy and organization of thought as part of the 70% allotted to “Portfolio Work”.</p> <p>Answers to questions from page 173 of the textbook can be found on pages 122-124 of the Teacher’s Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 11, Pages 160-172.</p> <p><b>BLM 3-2</b> from the Applied Handbook – Teacher’s Resource.</p> <p>Websites for possible review:</p> <p><a href="http://library.usask.ca/herstory/person.html">http://library.usask.ca/herstory/person.html</a></p> <p><a href="http://stpaulscalgary.ca/Black%20Canadians-%20History.pdf">http://stpaulscalgary.ca/Black%20Canadians-%20History.pdf</a></p> <p><a href="http://www.hopesite.ca/remember/history/racism_canada_1.html">http://www.hopesite.ca/remember/history/racism_canada_1.html</a></p>

Unit 3: Canada in the 1920s and the 1930s

Outcomes	Notes for Teaching and Learning
<p>3.6 Explore the emerging Canadian cultural identity of the 1920s and 1930s.</p> <p>3.6.1 Explain how Canadian artists like the Group of Seven helped establish a distinctive Canadian culture.</p> <p>3.6.2 Describe how institutions like the CBC contributed to Canadian culture.</p> <p>3.7 Explain how technological changes in transportation and communication contributed to social and cultural changes in Canada in the 1920s and 1930s.</p> <p>3.8 Explore the experiences of Aboriginal Canadians, Black Canadians, and Canadian women during the 1920s and 1930s</p> <p>3.9 Describe the challenges faced by immigrants to Canada in the 1920s and 1930s.</p>	<p>The reading on pages 174-190 focuses on the social and cultural aspects of history. It examines the emerging Canadian cultural identity through an examination of the arts and a look at how advances in technology were impacting on Canada’s society, culture, and sense of identity. Students will relate to this portion of the Unit as they explore the rise of spectator sports and the effect of American prohibition on Canadians. They will assess the plight of the poor and the racism still faced by Aboriginal and Black Canadians.</p> <p><b>BLMs 3-3 and 3-4, <i>Technological Innovations of the 1920s and 1930s</i>. And <i>Images of Canada in the 1920s and 1930s</i>,</b> help students gain a sense of technological and cultural changes that were taking place in Canada during that time period. This exercise uses the various visual images included in the textbook to support the concept of an emerging Canadian cultural identity. Instructors should discuss with the students the various images that depict advances in technology, transportation, entertainment, sport, and fashion. It may prove beneficial to discuss with students the relevance of the visuals to Newfoundland and Labrador society at the time (although we were not yet part of Canada).</p>

Suggestions for Assessment	Resources
<p>Students should record on <b>BLM 3-3</b> their findings about the various technologies listed and their impact on Canadian society.</p> <p>Responses may be listed in point form or in paragraph form using the student's own words and interpretation.</p> <p><b>BLM 3-4</b>, Images of Canada in the 1920s and 1930s, requires that students summarize the impact on Canadian society of art, music, fashion, sports, and air travel. Students should accurately summarize information from the appropriate readings into short paragraphs or point form.</p> <p>Questions from the textbook should be answered in a concise and accurate manner. Answers should be in direct response to the question asked and be written in the student's own words, as opposed to copied directly from the source material.</p> <p>Answers to questions from page 191 of the textbook can be found on pages 124-126 of the Teacher's Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 12, pages 174-190.</p> <p><b>BLMs 3-3</b> and <b>3-4</b> from the Applied Handbook – Teacher's Resource.</p> <p>Suggested Websites for further investigation:</p> <p><a href="http://www.groupofsevenart.com/history.html">www.groupofsevenart.com/history.html</a></p> <p><a href="http://www.nrc-cnrc.gc.ca/aboutUs/nrc90/timeline/flash/timeline_e.html">www.nrc-cnrc.gc.ca/aboutUs/nrc90/timeline/flash/timeline_e.html</a></p> <p><a href="http://www.musiccentre.ca/mus.cfm?subsection=cls">http://www.musiccentre.ca/mus.cfm?subsection=cls</a></p> <p><a href="http://gci.wrdsb.on.ca/library/assignments/History/twenties.html">http://gci.wrdsb.on.ca/library/assignments/History/twenties.html</a></p> <p>Overhead Transparencies 10 – <i>Ford Assembly Line</i> (introduced in previous section: and 11 – <i>Radio Station</i>.</p> <p>(May be used to contrast life in the 1920s and 1930s to that of the 1900's and the war years.)</p>

Unit 3: Canada in the 1920s and the 1930s

Outcomes	Notes for Teaching and Learning
<p>3.10 Explore the factors that contributed to Canada's growing autonomy.</p> <p>3.10.1 Explain how war-weariness and the Chanak Affair were factors in Canada's need for independence from Britain.</p> <p>3.10.2 Explain how the Balfour Declaration represented a step toward autonomy for Canada.</p> <p>3.10.3 Describe the King – Byng Affair and explain how it represented another step toward independence from Britain.</p> <p>3.10.4 Evaluate the impact of the Statute of Westminster as a major milestone to Canada's sovereignty.</p> <p>3.11 Explore the changes in Canadian-American relations in the 1930s.</p> <p>3.12 Differentiate between primary and secondary documents.</p> <p>3.13 Describe the process for examining and evaluating primary sources.</p>	<p>The Unit ends with a look at Canada's continuing struggle for complete autonomy and the eventual passage of the Statute of Westminster in 1931. Students will examine Canada's ever-increasing ties with the United States that further distanced her from Britain and made America her main trading partner and source of foreign investment.</p> <p>The concepts presented in this portion of the Unit are somewhat complex; <b>BLM 3-5</b>, <i>Canada's Growing Autonomy</i>, has students exploring the events that led to Canada's independence and summarizing them in their own words. Instructors should discuss with students the implications of the events that led Canada to her gradual independence from Britain; in particular, the signing of the Treaty of Versailles, the Balfour Declaration and finally the Statute of Westminster in 1931.</p>

Unit 3: Canada in the 1920s and the 1930s

<b>Suggestions for Assessment</b>	<b>Resources</b>
<p>Using <b>BLM 3-5</b>, <i>Canada's Growing Autonomy</i>, students should read the appropriate pages as referenced on the worksheet and then, in their own words, record how each of the listed events changed Canada as a nation and made her more independent.</p> <p>Students should exhibit, through this exercise, an understanding of the process that enabled Canada's gradual independence from Britain.</p> <p>Answers to questions from the textbook should be concise and well organized. These will be evaluated as part of the 70% allotted to "Portfolio Work".</p> <p>The answers to questions from page 201 of the textbook can be found on pages 126-127 of the Teacher's Resource.</p>	<p><i>Canada: A Nation Unfolding</i>, Chapter 13, pages 192-200.</p> <p><b>BLM 3-5</b> from the Applied Handbook – Teacher's Resource.</p> <p>Websites to support the completion of <b>BLM 3-5</b> (in addition to pages recommended from the textbook):</p> <p><a href="http://www.queensu.ca/secretariat/History/people/borden.html">www.queensu.ca/secretariat/History/people/borden.html</a></p> <p><a href="http://www.schoolshistory.org.uk/ASLevel/History/week4_versailles.htm">http://www.schoolshistory.org.uk/ASLevel/History/week4_versailles.htm</a></p> <p><a href="http://dsp-psd.tpsgc.ca/Collection-R/LoPBdP/BP/bp283-e.htm">http://dsp-psd.tpsgc.ca/Collection-R/LoPBdP/BP/bp283-e.htm</a></p> <p><a href="http://faculty.marianopolis.edu/c.belanger/quebechistory/federal/1931.htm">http://faculty.marianopolis.edu/c.belanger/quebechistory/federal/1931.htm</a></p> <p><a href="http://www.pch.gc.ca/special/jdn-nfd/hist/voice-voix-eng.cfm">www.pch.gc.ca/special/jdn-nfd/hist/voice-voix-eng.cfm</a></p>



# **History 3201**

Canada in the 20<sup>th</sup> Century:  
Up to World War I

## **Appendix A**

**Potential Topics for Major Assignment to be  
Done in Lieu of Exam for History 3201**





Students must either write a final comprehensive exam or complete a major assignment to satisfy 30% of the grade for History 3201. The following pages contain a list of potential projects and assignments that may be used in lieu of the final exam option. Instructors may develop their own assignment topics or collaborate with individual students to create projects or assignments related to topics of interest to the student. In evaluating the assignment option, instructors should use the following **parameters** to ensure that quality work is presented:

- *The submitted work should be of a caliber and maturity adequate to represent high school graduation level*
- *The student must adhere to the specific format of the chosen assignment or project*
- *Students should include specific references to support their interpretations, where applicable*
- *The student should commit considerable time and effort to the completion of the task, and the work must be original (except for photographs)*
- *the submitted assignment or project should represent an interpretation of a portion of Canadian history related in some way to the first half of the 20<sup>th</sup> Century*

**Formal Essays (May be given as oral presentations)**

Is there a uniquely Canadian Culture or have Canadians merely traded British culture for American culture?

Do Canadians identify with their region/province more than with their country?

Write a short biography of a prominent Canadian (such as Frederick Banting, Emily Carr, Mackenzie King, and Dr. Cluny MacPherson, among many others)

The Challenges that Faced Canadian Women (or Black or Aboriginal Canadians) in the 1920s and 30s

Life in Newfoundland and Labrador during the Great Depression as compared to life in Canada at the time

Newfoundland and Labrador's Involvement in WWI

The Group of Seven and their representations of Canada

Any topic agreed upon by instructor and student that meets the aforementioned parameters

## **Graphic Interpretations**

Draw 2 political cartoons to show different perspectives on an issue from Canadian history (1900-1939)

Create a photo essay of historical monuments in your community dedicated to events dated from 1900 to the 1930s. Include a short write-up with each photograph that describes the significance of the monument **OR** design and build a scale model of a memorial commemorating the sacrifices made by a specific group in Canada's history (Instructors: see page 246 of the Teacher's Resource, Activity 10)

Draw or gather pictures of 5 symbols that you feel reflect Canadians or Canada in general. Defend your choices in writing.

Draw a timeline of Canada from 1900 to the 1930s indicating major events such as the Laurier Era, World War I, the Roaring Twenties, and the Great Depression. Illustrate each event on the line with pictures or symbols and a written description.

Create a propaganda poster, in the style of a World War I poster in Canada that uses symbols, colour, visual images and catchy slogans to sway public opinion on an issue.

Make a collage to capture the essence of Canadian culture and identity. Be sure to represent all areas of Canada and all Canadians

Any graphic interpretation, that meets the aforementioned parameters, agreed upon by the instructor and student

## **Movie and Book Reviews**

Using a standard format, write a movie review using a movie set in a time between 1900 and the 1930s. Evaluate how well the movie depicts life in the time period.

Movies related to the first half of the 20<sup>th</sup> century:

Passchendaele (WWI)  
Gallipoli (WWI)  
Flyboys (WWI)  
Paper Moon (1930s)  
Chariots of Fire (1920s)

Using a standard format, write a review of a book written or set in the time period between 1900 and the 1930s. Discuss how the book is representative of the time in which it is written or set.

Books related to the first half of the 20<sup>th</sup> century:

*Your Daughter Fanny* War letters of Frances Cluett, VAD, by Bill Rompkey and Bert Riggs (WWI)

*No Man's Land*, by Kevin Major (WWI)

*All Quiet on the Western Front*, by Erich Maria Remarque (WWI)

*The Grapes of Wrath*, by John Steinbeck (Great Depression)

Instructors and students may find other movies and books set in the time period that would be suitable for review.

### **Other Interpretations of the history of Canada 1900 to 1939**

Create a cookbook for the Depression Era based on foods that were available and affordable at the time (could be done for Newfoundland and Labrador at the time)

Write a radio script or newspaper article about life in the 1920s; title it "A View from \_\_\_\_\_" (one of Canada's regions). You may deliver your radio broadcast to the class, if you wish.

Create a 1-page biography for a fictional Canadian in the early-to-mid 1900s. Produce an "historical fiction" 2-page journal entry combining imagination with probable historical facts to show what life was like for your character. You will need to do some research to give historical accuracy to your fiction. Some possible points of view are:

- An immigrant coming to Canada in the early 1900s (See *Ah Sing's Wife Remembers* on pages 38-39 of the textbook)
- A child factory worker in Toronto
- A Jewish immigrant in Montreal
- A French Canadian farmer in Quebec
- A Black Canadian domestic servant in Halifax
- An Aboriginal Canadian on the prairies
- A miner in Cape Breton
- A suffragist in Manitoba
- A teenager in Newfoundland and Labrador (though not a Canadian at the time)
- A Chinese railway worker
- A relief camp worker

Write a song or poem that captures the challenges faced by one of the following groups in Canada: Aboriginal people, Jewish Canadians, Black Canadians, Immigrants, and the poor.



# **History 3201**

Canada in the 20<sup>th</sup> Century:  
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## **Appendix B**

# Student Achievement Record



## Student Achievement Record

<b>Student Name</b>  _____		<b>History 3201</b> Canada in the 20 <sup>th</sup> Century: Up to World War II	
<b>Portfolio Work</b>			<b>Culminating Activity (Exam or Assignment)</b>
	<b>Questions</b>	<b>BLMs</b>	
<b>Unit I</b>			
<b>Unit II</b>			
<b>Unit III</b>			

$$\frac{\quad}{70\%} + \frac{\quad}{30\%} = \frac{\quad}{100\%}$$

Final Grade \_\_\_\_\_



