

Adult Basic Education

## **Adult Oriented Electives**

# **History 3201**

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

# **Study Guide**

**Prerequisite:** None

**Credit Value:** Two

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





## **Introduction to History 3201**

*History 3201* is an adult-oriented elective course that may be used to satisfy the graduation requirements for Adult Basic Education. *History 3201* focuses on the history of Canada from the beginning of the 20<sup>th</sup> Century up to the start of World War II. The course combines the use of a textbook, photographs and illustrations, maps, political cartoons, and the Internet in order to give you, the student, a clear picture of Canada from 1900 to the end of the 1930s. Unlike many earlier courses in history, this one does not concentrate on the study of dates, names and facts but rather on how the Canadian identity has evolved and how our lives today relate to those earlier on the time line of our country.

In **Unit 1**, *Canada's beginnings*, starts at the turn of the century and explores the external forces that shaped Canada, French-English relations, the increasing influence of the United States, and Canada's emerging diversity. In this Unit, you will also look at family life and working conditions in Canada in the early part of the 20<sup>th</sup> Century.

In **Unit 2**, *The Great War*, focuses on Canada's place in the British Empire and its enthusiastic alliance with Britain in World War I. You will evaluate the causes of the war and the ways in which technology altered the nature of modern warfare. You will be interested to learn that the contributions of all Canadians to the war effort were not equally welcomed and that some immigrants to Canada were viewed with suspicion and many were placed in internment camps. This part of the course also looks at Canadian women and how they made their contribution to the wartime economy as their men folk endured horrible conditions in the trenches of Europe.

In **Unit 3**, *Canada in the 1920s and 1930s*, explores the economic boom and bust in some regions of Canada during that time as well as events that led up to the Great Depression. You will see how Prime Minister Mackenzie King lead Canada for most of this period in history and how many regional political parties emerged in response to the Depression. Women in Canada finally achieved legal equality through the Person's Case in 1929; in this Unit, you will discover what life was like for those women and for new immigrants, Black Canadians, and Aboriginal peoples in a time when art and technology were making great strides in helping to establish a Canadian identity. You will see how Canada's growing autonomy and her trading and investing with the United States begin to distance her from Britain.

### **Resources**

The principal resource for this course (History 3201) is the textbook, *Canada: A Nation Unfolding*, from McGraw-Hill Ryerson Publishing. Other resources include Internet references and Portfolio worksheets.

## To the Student

### Using the Study Guides

Before beginning *History 3201* do a quick scan of this Study Guide and ensure that you have a copy of the textbook at your disposal.

As you work through the Study Guide, you will notice that it is divided into three distinct parts or Units. Each Unit has the following components:

#### **Reading for this Unit:**

Here you will find the chapters and pages of the textbook that make up the readings for the Unit. By studying these pages, you will cover the necessary material to achieve the outcomes for this part of the course. When you begin a Unit, you should skim the recommended readings, look at the bolded headings, scan any figures and photographs present and read any material in the margins. Read the *Inquiring into the Past* section at the start of each chapter in the textbook. When you have done this precursory look at the readings, you will be ready to study the specific pages of required reading and complete the written work that is assigned.

#### **Readings and References**

This left hand column guides you through the material to read from the textbook and other sources in order to achieve the desired outcomes for the course. Opposite these **Readings and References**, is a description of written work to be completed that is based on the pages you have read (**Portfolio Work**). As you read the assigned passages from the text, you will occasionally come across a section titled **Web Connections**. These text features guide you to Web sites that expand on the knowledge you gain through the readings; if you have computer access, you should go to the Website and read the supplementary material.

#### **Portfolio Work**

This right hand column consists of instructions that guide you through the written work that you must pass in throughout the course. The text provides a series of “Understanding Historical Facts” questions that reinforce the learning you have accomplished; these questions (as listed in this column of the guide) form the basis of your written work, along with the worksheets that your instructor will provide to you. Most of your grade for this course will be based on the “Portfolio” you will create from this written work. A good way to create the portfolio would be to answer your questions on loose leaf and keep them in a small binder. You could then hole punch the worksheets and add them to the binder at the appropriate place as your instructor gives them to you.

**To the Student**

**Recommended Evaluation for History 3201**

Portfolio: questions in textbook, and worksheets .....	70%
Exam/Project.....	<u>30%</u>
	100%

**\* When you have finished all of the readings and written work and submitted your portfolio for the course, you will complete either a comprehensive exam or a major project based on your work.**



## Unit 1: Canada's Beginnings

Reading for this Unit:	<i>Canada: A Nation Unfolding</i> Chapters 1 and 2: Pages 2-27 Chapter 3: Pages 29-42 Chapter 4: Pages 44-56 Chapter 5: Pages 58-68
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Readings and References	Portfolio Work
<ol style="list-style-type: none"><li>1. Read pages 2-27</li><li>2. Read <i>Chapter Summary</i> on page 28 ➡</li><li>3. Ask your instructor for the following ➡ pages: Blackline Master LF-1: <i>Blank Map of Canada</i>. Blackline Master LF-2: <i>List of Provinces, Territories, Capitals and Major Sources of Revenue</i>. Blackline Master LF-3: <i>Prosperity for all of Canada in the 2000's?</i></li></ol>	<p>Answer “Understanding Historical Facts” questions 1, 2, 3 and 4 on page 28.</p> <p>Choose and complete <b>one</b> “Expressing your Opinion” question on page 28.</p> <p>Using an atlas or map of Canada, re-arrange the lists on Blackline Master LF-2 so that the capital matches the correct province or territory and the correct revenue sources.</p> <p>* You may need to use another source such as the Internet.</p> <p>Next label the map (Blackline Master LF-1) with the names of the provinces and territories and their capitals.</p> <p>Create a symbol for each revenue source (e.g. A cow for dairy farming). Make a legend at the bottom of the map to show each of your symbols and what they represent.</p> <p>Place the symbols, representing revenue sources, in each province or territory on the map.</p> <p>Using Blackline Master LF-3, <i>Prosperity for All of Canada in the 2000's?</i> Describe the economy of each region listed and its level of prosperity. Use the information from your map, Blackline Master LF-1.</p>

## Unit 1: Canada's Beginnings

Readings and References	Portfolio Work
4. Read pages 29-42	
5. Read <i>Chapter Summary</i> on page 43 ➔	Answer "Understanding Historical Facts" questions 1, 2, 3 and 4 on page 43. Choose and complete <b>one</b> "Expressing your Opinion" question on page 43.
6. Ask your instructor for the following ➔ worksheets:  Blackline Master LF-1: another copy of the <i>Blank Map of Canada</i> . Blackline Master 1-1 <i>Prosperity for All of Canada in the Early 1900's?</i>	Using the information on pages 30-36 of the textbook, design the map (Blackline Master LF-1) to show Canada's economic diversity during the early 1900's. Draw a legend of symbols to represent the resources (e.g. tracks for railroads).  Next fill out Blackline Master 1-1: <i>Prosperity for All of Canada in the Early 1900's?</i> , using the information from your map and the readings from the textbook.
7. Read pages 44-56	
8. Read <i>Chapter Summary</i> on page 57 ➔	Answer "Understanding Historical Facts" questions 1, 2, 3 and 4 on page 57. Choose and complete <b>one</b> "Expressing your Opinion" questions on page 57.
9. Your instructor will give you these pages:  Blackline Master 1-2: ➔ <i>The Struggle to Share the Wealth</i> .  Blackline Master 1-3: ➔ <i>Turn of the Century Budget</i> .	Complete Blackline Master 1-2 using information found on pages 30 and 49-52 of the text.  Next fill in the <i>Turn of the Century Budget</i> (Blackline Master 1-3) using the shopping information on page 48 of the textbook as a guideline.



## Unit 1: Canada's Beginnings

### Readings and References

10. Read pages 58-68.
11. Read *Chapter Summary* on page 69 ➡
12. Your instructor will give you the following worksheet:  
  
Blackline Master 1-4, ➡  
*Canada in the World in the Early 1900's*

### Portfolio Work

Answer "Understanding Historical Facts" questions 1, 2, 3, 4, 5 and 6 on page 69.  
Choose and complete **one** "Expressing your Opinion" question on page 69.

Use the information from the textbook to describe the events in the boxes on the left side of the page, and then explain how these events connect to the relations listed on the right side of the page. (The corresponding pages from the textbook are listed on the sheet).



## Unit 2: The Great War

<b>Reading for this Unit:</b>	<i>Canada: A Nation Unfolding</i> Chapter 6: Pages 72-84 Chapter 7: Pages 86-102 Chapter 8: Pages 104-122 Chapter 9: Pages 124-140
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Readings and References	Portfolio Work
<p>1. Read pages 72-84</p> <p>2. Read <i>Chapter Summary</i> on page 85 ➔</p> <p>3. Ask your instructor to provide you with these 3 sheets:</p> <p>Blackline Master 2-1: ➔ <i>The Main Causes of World War I.</i></p> <p>Blackline Master 2-2: <i>Europe – 1914.</i></p> <p>Blackline Master 2-3: <i>The Spark and the Flame</i></p>	<p>Answer “Understanding Historical Facts” questions 1, 2, 3, 4 and 5 on page 85.</p> <p>Choose and complete <b>one</b> “Expressing your Opinion” question on page 85.</p> <p>Use pages 77-80 of the textbook to define each word listed on Blackline Master 2-1 and its relationship to the start of World War I.</p> <p>Next, use two different colored pencils to indicate on the map (Blackline Master 2-2) the countries that belonged to the Triple Entente and those that belonged to the Triple Alliance. Label the countries that existed in 1914. Be sure to place a legend on the map that indicates which color represents each alliance. (The map on page 79 of the text will give you the information you need.)</p>

## Unit 2: The Great War

Readings and References	Portfolio Work
4. Read pages 86-102	
5. Read <i>Chapter Summary</i> on page 103 ➡	Answer “Understanding Historical Facts” questions 1, 2, 3, 4 and 5 on page 103. Choose and complete <b>one</b> “Expressing your Opinion” question on page 103.
6. You instructor will provide you with the following sheet:  Blackline Master 2-4: ➡ <i>Who Went to War?</i>	Using the information on the indicated pages of the textbook, complete Blackline Master 2-4: <i>Who Went to War?</i> Write a brief description of the enlistment experiences of the groups listed on the worksheet.
7. Read pages 104-122 ➡	Answer “Understanding Historical Facts” questions 1, 2, 3, 4, 5 and 6 on page 123.
8. Read <i>Chapter Summary</i> on page 123 ➡	Choose and complete <b>one</b> “Expressing your Opinion” question on page 123.
9. Ask your instructor for the following worksheet:  Blackline Master 2-5: ➡ <i>War in the Trenches</i>	To complete Blackline Master 2-5, reread pages 106-109 in the textbook. Write definitions for the terms on the worksheet and answer the questions that follow

## Unit 2: The Great War

Readings and References	Portfolio Work
10. Read pages 124-140	
11. Read <i>Chapter Summary</i> on page 141 ➔	Answer “Understanding Historical Facts” questions 1, 2, 3, 4, 5 and 6 on page 141.  Choose and complete <b>one</b> “Expressing your Opinion” question on page 141.
12. Ask your instructor for the following portfolio worksheets:	Label all of the countries on the map (Blackline Master 2-6); use the map on page 129 of the textbook as a guide. Review your work on Blackline Master 2-2: <i>Europe – 1914</i> (Readings and References # 3) and on the back of the 1919 map list the changes that occurred as a result of World War I.
Blackline Master 2-6: ➔ <i>Europe – 1919</i>	Next answer the questions on Blackline Master 2-7 <i>The Treaty of Versailles</i> .
Blackline Master 2-7: <i>The Treaty of Versailles</i>	



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

**Readings for this Unit:** *Canada: A Nation Unfolding*  
Chapter 10: Pages 144-158  
Chapter 11: Pages 160-172  
Chapter 12: Pages 174-190  
Chapter 13: Pages 192-200

<b>Readings and References</b>	<b>Portfolio Work</b>
1. Read pages 144-158	
2. Read <i>Chapter Summary</i> on page 159 ➡	Answer “Understanding Historical Facts” questions 1, 2, 3 and 4 on page 159. Choose and complete <b>one</b> “Expressing your Opinion” question on page 159.
3. Your instructor will provide the following pages:	
Blackline Master ➡ 3-1: <i>Scavenger Hunt</i> (3 pages)	Answer the questions on the worksheets (Blackline Master 3-1). Use the textbook pages indicated in order to find the answers.
4. Read pages 160-172	
5. Read <i>Chapter Summary</i> on page 173 ➡	Answer “Understanding Historical Facts” questions 1, 2, 3, 4 and 5 on page 173. Choose and complete <b>one</b> “Expressing your Opinion” question on page 173.
6. Ask your instructor for the following portfolio worksheet:	
Blackline Master 3-2: ➡ <i>Political Responses to Inequity in the 1920s and 1930s</i>	Use the pages indicated on the worksheet to find the information about Women, Aboriginal Peoples, and Black Canadians. Think about how these three groups, in particular, were assigned stereo typical roles in society and denied many rights.

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

<b>Readings and References</b>	<b>Portfolio Work</b>
7. Read pages 174-190	
8. Read <i>Chapter Summary</i> on page 191 ➔	Answer “Understanding Historical Facts” questions 1, 2, 3, 4 and 5 on page 191.
9. Ask your instructor for the following worksheets:	Choose and Complete <b>one</b> “Expressing Your Opinion” question on page 191.
Blackline Master 3-3: ➔ <i>Technological Innovations of the 1920s and 1930s.</i>	Use the textbook pages indicated to find the information necessary to complete Blackline Masters 3-3 and 3-4.
Blackline Master 3-4: <i>Images of Canada in the 1920s and 1930s.</i>	
10. Read pages 192-200. ➔	Answer “Understanding Historical Facts” questions 1, 2, 3 and 4 on page 201.
11. Read <i>Chapter Summary</i> on page 201 ➔	Choose and complete <b>one</b> “Expressing your Opinion” question on page 201.
12. Your instructor will provide the following worksheet for completion:	Find the information on the appropriate pages of the textbook and in your own words, explain how the events listed helped to make Canada more autonomous (able to self-govern).
Blackline Master 3-5: ➔ <i>Canada’s Growing Autonomy.</i>	



