

# CANADA IN THE TWENTIETH CENTURY

Student Course Workbook  
Grades 10-12  
by Donna Ward

# Outline - Canada in the 20th Century

In this outline there are 36 weeks with lessons four days per week, the fifth day given to review and living resources. In a 40 week school year this gives a four week allowance for adjustments for statutory holidays, stretching lessons to enjoy living resources, or finishing up assignments. A balance of flexibility and structure is needed. Assignments marked with \* are those suitable for submitting to the author for sample student work.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Lesson 1 <b>Introduction &amp; Review</b>	Lesson 2 <b>Canadian Identity</b>	Lesson 3 con't <b>Historical Thinking</b>	Lesson 3 con't
	<b>Assignments</b>	Map Review, Quizzes	Proud to be Canadian	Critical Thinking Part 1 Proud to be Canadian	Critical Thinking Part 2 Proud to be Canadian
Week 2	Lesson 3 con't	Lesson 4 <b>Primary Sources</b>	Lesson 5 <b>Laurier Days</b>	Lesson 6 <b>Growth of the Cities</b>	
	Critical Thinking Part 3	Primary Sources	Notetaking	Text	Living Resources
	Proud to be Canadian		Text		
Week 3	Lesson 7 <b>New Beginnings</b>	Lesson 8 <b>Immigrants</b>	Lesson 9 <b>Historical Significance</b>	Lesson 10 <b>Laurier's Loss</b>	
	Primary Sources Applying the Skill	Challenges of Aboriginals Text	Defining Moments	Defining Moments	Living Resources
Week 4	Lesson 11 <b>Boer War</b>	<b>Unit Test</b>	Lesson 12 <b>MANIA</b>	Lesson 12 con't	
	Text Defining Moments		Text Kaiser Wilhelm II MANIA	* <b>Defining Moments</b>	Living Resources
Week 5	Lesson 13 <b>Schlieffen Plan</b>	Lesson 13 con't <b>Schlieffen Plan</b>	Lesson 14 <b>Canadians at Front</b>	Lesson 14 con't	
	Text Schlieffen Plan Defining Moments	<b>Map-Western Front</b> Living Resources	Timeline of Major Battles, Text Map-Western Front	Battle of Somme	Review notes/study Living Resources
Week 6	Lesson 15 <b>Life in the Trenches</b>	Lesson 15 con't <b>Life in the Trenches</b>	Lesson 15 con't <b>Life in the Trenches</b>	Lesson 15 con't <b>Life in the Trenches</b>	
	Research Mind Map	Research Primary Source Letters from the Front	* <b>Letter From the Front</b> Assignment	Living Resources	Review notes/study Living Resources
Week 7	Lesson 16 <b>Vimy Ridge</b>	Lesson 16 <b>Vimy Ridge</b>	Lesson 17 <b>Royal Air Force</b>	Lesson 17 con't <b>Royal Air Force</b>	
	Timeline of Major Battles Map-Western Front	Animated Map Living Resources	Text Pilots' Conflicting Emotions	Living Resources	Review notes/study Living Resources
Week 8	Lesson 18 <b>Halifax Explosion</b>	Lesson 18 con't <b>Halifax Explosion</b>	Lesson 19 <b>Finally, The End</b>	Lesson 19 con't <b>Finally, The End</b>	
	Propaganda Posters - p. 1 Text	Propaganda Posters - p. 2	Timeline of Major Battles Map-Western Front Text	Timeline of Canadian Autonomy	Review notes/study Living Resources

# TABLE OF CONTENTS

How to Use This Study.....	ii
Living Resources - Books.....	iii
Living Resources - DVDs.....	iv

## *Unit 1: The Great Transformation – 1896 to 1915*

Lesson 1	Introduction & Review .....	1
Lesson 2	Canadian Identity.....	3
Lesson 3	Historical Thinking .....	4
Lesson 4	Primary Sources .....	5
Lesson 5	Laurier Days .....	6
Lesson 6	Growth of the Cities.....	7
Lesson 7	New Beginnings .....	8
Lesson 8	Immigrants .....	9
Lesson 9	Historical Significance .....	10
Lesson 10	The Boer War .....	11
Lesson 11	Laurier's Loss .....	12

## *Unit 2: Ordeal by Fire – 1915 to 1929*

Lesson 12	MANIA .....	13
Lesson 13	Schlieffen Plan .....	15
Lesson 14	Canadians at the Front .....	16
Lesson 15	Life in the Trenches .....	17
Lesson 16	Vimy Ridge .....	18
Lesson 17	Royal Air Force .....	19
Lesson 18	Halifax Explosion .....	20
Lesson 19	Finally! The End! .....	21
Lesson 20	Winnipeg General Strike .....	22
Lesson 21	Famous Five .....	23
Lesson 22	Canadian Autonomy .....	24

## *Unit 3: Hard Times – 1929 to 1940*

Lesson 23	The Crash .....	25
Lesson 24	Hard Times for Workers .....	26
Lesson 25	Harder Times to Come .....	27
Lesson 26	Spanish Civil War .....	28
Lesson 27	Trouble Again.....	29

## *Unit 4: The Crucible – 1940 to 1946*

Lesson 28	Dunkirk .....	30
Lesson 29	Battle of Britain.....	31
Lesson 30	Life in the Navy .....	32
Lesson 31	Dieppe.....	33
Lesson 32	Italian Campaign .....	34
Lesson 33	Beaches of Juno .....	35
Lesson 34	Conscription Again.....	36

## *Unit 5: Comfort and Fear – 1946 to 1964*

Lesson 35	Benchmarks in History .....	37
Lesson 36	Changing Nation .....	38
Lesson 37	Changing Landscape .....	39
Lesson 38	Red Fear .....	40
Lesson 39	Suez Crisis .....	41
Lesson 40	Diefenbaker Times .....	42
Lesson 41	Medicare and Nuclear War .....	43

## *Unit 6 - Years of Hope and Anger – 1964 to 1975*

Lesson 42	The Sixties .....	44
Lesson 43	A New Flag .....	45
Lesson 44	October Crisis .....	46
Lesson 45	Division.....	47
Lesson 46	Foreign Policy .....	48

## *Unit 7 - In An Uncertain World – 1976 to 1990*

Lesson 47	Quebec Referendum .....	49
Lesson 48	Recession .....	50
Lesson 49	Canadian Constitution .....	51
Lesson 50	Environmentalists.....	52
Lesson 51	Meech Lake and Free Trade .....	53

## *Unit 8 - The Twenty-first Century – 1990 to present*

Lesson 52	Canada and the World.....	54
Lesson 53	Twenty-first Century .....	55

## *Unit 9: Citizens Effecting Change*

Lesson 54	Influencing Government .....	56
Lesson 55	Political Ideologies .....	57
Lesson 56	Guide to Government .....	58
Lesson 57	Choosing Government .....	59

## *Unit 10: Protecting Human Rights*

Lesson 58	Protecting Human Rights .....	60
Lesson 59	Human Rights in Canada .....	61

## *Unit 11: Population Trends and Issues*

Lesson 60	Population.....	62
Lesson 61	Population Models .....	63
Lesson 62	Where in the World?.....	64

## *Unit 12: Living Standards for a Changing World*

Lesson 63	Living in the World .....	65
Lesson 64	The Vulnerable.....	66
Lesson 65	Helping the World .....	67

## *Unit 13: The Environment*

Lesson 66	Caring for the Earth .....	68
Lesson 67	Doing Our Part .....	69

## *Exam Skills*

Lesson 68	Getting Ready for Exams.....	68
-----------	------------------------------	----

# HOW TO USE THIS STUDY

**Please read this. It is important!**

## *Required Materials*

*Canada: A People's History* (DVDs) Series 3 & Series 4  
*Counterpoints* hardcover text or etext

## *Living Resources*

Living resources include

- Books for all ages have been included as there is value in a quick read to whet the appetite for stories of the time period being studied.
- DVDs—drama, docudrama, documentary
- Web pages include collections of enticing online videos, stories, web pages which have been vetted for high interest value.

Bundled packages include our best recommendation for available Living Resources.

\*Key: Author, Topic, IP - in print, L-get from library, Age level, B-biography, F-fiction, NF-non-fiction, publication date, pp-number of pages

## *Assignments and Handouts*

- A link to the Assignment Library, and all Answer Keys will be emailed. *These are copyrighted and licensed for use by the original and single purchaser only.*
- Assignments are either in PDF or WORD format to allow work to be done digitally.
- Questions During Viewing *Canada: A People's History* are listed with each lesson and should be completed by hand in this workbook. Be prepared to pause the videos as needed.
- Timelines—Tiki-Toki has been determined by the author as the best online time line tool currently. Students will be provided with a class code for one 'bronze' account allowing for up to 5 timelines, group editing, embedding on blog or web site, with no advertisements. A Group Time line Project is encouraged and facilitated. Please contact [info@donnaward.net](mailto:info@donnaward.net) to add your name for the possibility of getting into a group and to make your timeline accessible to a group with Tiki-Toki.

## *Historical Thinking Skills*

History content—or facts about the past—and historical thinking skills enable students to interpret, analyze and use information about past events. Critical thinking skills and historical thinking skills are woven throughout the course and in the assignments. The author is indebted to *The Historical Thinking Project*, an initiative of the University of British Columbia's Centre for the Study of Historical Consciousness for assignment and template concepts.

# INTRODUCTION

**Bill Bradford**, at 12 years old, has just been proclaimed Maclean's sales champion for eastern Ontario. If he looks a little serious, even troubled, for a contest winner, it's because his job was serious business. It was 1934—the Great Depression. Bill worked the streets to support his impoverished parents and three younger siblings.

With his father unable to find work and often absent, young Bill worked endlessly, hauling luggage at the rail station or selling Maclean's magazine. He stole fuel from the coal yard whose sympathetic proprietor would feign inattention.

In later years Bill asked his son, Bruce, "Do you think you'd steal for your family to be warm?"

"No, I don't think so," Bruce replied.

Bill looked at his son and said, "Yes. You would!"<sup>1</sup>



**Captain Arthur Roy Brown** was a Canadian World War I flying ace. He was noted for never losing a pilot on his command, since he required inexperienced pilots to view battles from above.



*Captain Roy Brown*

Newcomer, Lt. Wop May, was doing just that when he noticed an enemy pilot doing the same thing. That pilot was cousin to the famed Red Baron, Germany's hero—their top ace fighter pilot. May attacked, suddenly finding himself in the main fight, when abruptly his guns jammed. May dived and the Red Baron gave chase. Brown saw May in trouble, dived steeply and attacked.



*Manfred von Richthofen  
The Red Baron*

Instead of climbing out of reach of ground fire and heading for home as he would normally have done, Richthofen (the Red Baron) remained at a low altitude and pursued May's zigzag. Brown fired a long burst at Richthofen before pulling up to avoid collision. Richthofen crashed to the ground. Brown was officially credited for the victory over the most notorious, albeit respected, enemy. Brown wrote home "I cursed the war. If he (Richthofen) had been my dearest friend, I could not have felt greater sorrow."

In the following weeks you will encounter many tales of intrigue, courage, and ingenuity as you discover Canadians vigorously facing the trials of their day. In this course you will not only learn about people and events, but you will gain historical thinking skills and engage in critical thinking which will serve you in further education and life competency.

The online pages connected to this study hold the stories, videos, and living resources promised to make Canadian history fascinating. Take time to explore, feel the emotion, and discover Canada's amazing path towards the twenty-first century!

<sup>1</sup>"A reminder, on Canada Day, of how far we have come." Macleans. Maclean's Magazine, 1 July 2011.

Web. 14 Aug. 2012. <<http://www2.macleans.ca/2011/07/01/a-reminder-on-canada-day-of-how-far-we-have-come/>>.

# PRIMARY SOURCES

Journals, letters, documents, or pictures from the past are bits of evidence that help the historian discover more of the real story, just like evidence at a crime scene that leads to solving the mystery. Primary sources, created during or shortly after an event, are keys to understanding the past.

Secondary sources such as textbooks, biographies, or other stories, are a way for readers to look up information about an event.

## QUESTIONS DURING VIEWING

1. Are the characters portrayed in the series *Canada: A People's History* factual or fictional?
2. What kinds of resources do you think would be used to create the words the characters speak in the film series?
3. Why do you think first-hand accounts are important in the study of history?

### VIDEO

*Canada: A People's History*  
Series 3  
EPISODE 10  
– TAKING THE WEST –  
Special Opening

### TEXT

—

### ONLINE

- Assignment Library
- Defining Primary & Secondary Sources

### LIVING RESOURCES

—

## ASSIGNMENTS

1. View video *TC2 Evidence and Interpretation* ~ Assignment Library
2. Read *Defining Primary and Secondary Sources* by Michael Eamon, historian and archivist, Library and Archives Canada.
3. While you are viewing *Canada: A People's History* DVDs in the following lessons record answers to the questions listed. Space is limited so write small or use a notebook.

# SCHLIEFFEN PLAN

When France and Britain created an alliance and then included Russia, Germany became alarmed. Germany lay between these countries. A combined attack would leave Germany with too many borders to defend. In the event of an invasion on two fronts, the German Army Chief of Staff, General von Schlieffen, had previously devised a strategy to knock France out of the war early, calculating that it would take six weeks for Russia to organize its large army. If France was defeated, Schlieffen surmised that Britain and Russia would be unwilling to continue any contest. The plan became known as the Schlieffen Plan.

The Schlieffen Plan called for ninety percent of the German troops to concentrate on the French front with ten percent left to defend a Russian advance on the Eastern Front. The German army was to sweep through Belgium and Luxembourg. It was argued that Belgium's small army would not provide significant resistance.

On August 2, 1914, the Schlieffen Plan was put into action as the German army marched into Belgium and Luxembourg. The Germans were surprised by the resistance of the Belgian army which slowed German troops considerably. In the east, the speed to which the Russian army organized and attacked was unexpected and finally, the Germans did not anticipate Britain to mobilize so quickly and honour their 1839 agreement with Belgium. The Schlieffen Plan was not successful and resulted in years of trench warfare which accomplished very little in territory gained on either side.

## VIDEO

*Canada: A People's History*  
Series 3  
EPISODE 12  
– ORDEAL BY FIRE –  
Episode Beginning

## TEXT

*Counterpoints* pp. 35

## ONLINE

- Maps
- Assignment Library

## LIVING RESOURCES

–

## ASSIGNMENT

1. *Schlieffen Plan Worksheet* ~ Assignment Library
2. Map of Western Front: See animated WWI Map. Read text and view animation on slides up to the end of 1914 "First Battle of Ypres"
3. Use an atlas or online maps to create a map of Western Front. Mark countries, place names, rivers and battle places as you work through the lessons

## Lesson 19

## FINALLY, THE END

## QUESTIONS DURING VIEWING

## A PAINFUL PEACE

1. When did the WWI end?
2. Name some of the hardships faced by returning soldiers.

## VIDEO

*Canada: A People's History*  
Series 3  
EPISODE 12  
—ORDEAL BY FIRE—  
A Painful Peace

## TEXT

*Counterpoints* p. 52-57

## ONLINE

- Canadian Autonomy
- Treaty of Versailles

## LIVING RESOURCES

*Canada, An Illustrated History* pp. 209-210

*Paris 1919* (DVD)

3. What important step for independence does Canada receive with the Treaty of Versailles?

## ASSIGNMENT

1. Take notes on reading
2. Add the following battles to your *Timeline of Major Battles of WWI* and put the place names and dates on your *Map of the Western Front*. Amiens, Arras and Canal du Nord, Mons
3. Create a *Timeline of Canadian Autonomy* showing steps to Canada's independence from Britain. This will be a cumulative and ongoing assignment throughout the course. Include relevant notes, links, and pictures. Use Tiki-Toki online time line tool as per instructions in *How to Use This Study* p. ii.  
Record:
  - date
  - name of the event
  - how the event contributed to Canadian autonomy

Make the first event on your timeline The British North America Act, 1867. Record the importance of Vimy Ridge in relation to Canadian autonomy. Record the Treaty of Versailles and what happened that promoted Canadian autonomy.



## Lesson 21

## FAMOUS FIVE

## QUESTIONS DURING VIEWING

## WE'LL HOE OUR OWN ROW

1. Why did farmers feel they needed to unite and what was their solution?
2. Name the first woman to sit in the House of Commons (federal) and the political party she represented.
3. Name the "Famous Five" also called the "Alberta Five"

## VIDEO

*Canada: A People's History*  
Series 3  
EPISODE 12  
—ORDEAL BY FIRE—  
We'll Hoe Our Own Row  
At The Mercy of Our  
Neighbours

## TEXT

*Counterpoints* p. 63,  
66-71, 72-78

## ONLINE

- Assignment Library

## LIVING RESOURCES

*Canada, An Illustrated History*  
pp. 211-213  
*Champion of Women's Rights*  
/M. Chakrabarty

## AT THE MERCY OF OUR NEIGHBOURS

1. In what ways did the influence of the United States threaten Canadian autonomy and identity?

## ASSIGNMENT

1. TC2 Video ~ *Cause & Consequence* ~ Assignment Library
2. Take notes on reading
3. Use a 'cause and consequence organizer' to record important facts about The Person's Case. See *Cause and Consequence Template 2* in Assignment Library.
4. From the reading in *Counterpoints*, create a mind map to record the challenges faced by women, First Nations, and immigrants in the period between the wars.

# BEACHES OF JUNO

## QUESTIONS DURING VIEWING OF ELEPHANTS AND CHICKENS

1. What did Canadians fear with the end of the war, and what did they do about it?
2. Who was the leader of the Cooperative Commonwealth Federation (CCF) in Saskatchewan, and what were his fundamental beliefs?
3. What was the significance of the provincial election of Saskatchewan in 1944 and what were the results?
4. In the face of CCF popularity and another possible economic depression, Prime Minister Mackenzie King offered families additional social assistance. What was this?

### VIDEO

*Canada: A People's History*  
Series 4  
EPISODE 14  
—THE CRUCIBLE—  
Of Elephants and Chickens  
The Cauldron

### TEXT

*Counterpoints* pp. 146,  
150-151

### ONLINE

- 1944~D-Day: Canada's 24 Hours of Destiny
- 1944-45~Major Currie & More Stories of the Normandy Campaign
- 1940-45~Life in Hitler's Germany

### LIVING RESOURCES

*Canada, An Illustrated History*  
pp 237-238  
*Assault on Juno/Mark Zuehlke*  
*D-Day, My Story Series/Bryan Perrett*  
*Because We are Canadians, A Battlefield Memoir/Charles Kipp*  
*Canadian Spies, Amazing Stories/Tom Douglas*  
*On Juno Beach/H. Brewster*  
*Unsung Heroes of the Canadian Army/C. Faryon*

*Storming Juno (DVD)*  
*Liberation of Holland (DVD)*

### THE CAULDRON

1. How many Allied troops were involved in the campaign of DDay, and how many Canadians were involved?
2. What was the code name of the D-Day offensive and what was the date?
3. What were the results for the Canadians of the first six days of Operation Overlord?
4. What task was allotted to Major David Currie and the South Alberta Regiment?

### ASSIGNMENT

1. Take notes on reading
2. Add to cumulative annotated *Timeline of Major Events of WWII*. Juno Beach
3. Ethical Judgement. *Counterpoints* - "Are Weapons of Mass Destruction Ever Justified?" (pp. 150-151). Read this article, write answers to the questions, weigh the issues listed, and write a statement giving your ethical judgement regarding the use of weapons of mass destruction in wartime with reasons for your position.

# QUEBEC REFERENDUM

## QUESTIONS DURING VIEWING

### EPISODE BEGINNING

1. Describe some of the mandates in the National Energy Program (NEP)?
2. What is the response of various groups?

### VIDEO

*Canada: A People's History*  
Series 4

EPISODE 17

—IN AN UNCERTAIN WORLD—

Opening Vignette  
Episode Beginning  
The Choice

### TEXT

*Counterpoints* pp. 225,  
240-243, 257

### ONLINE

- 1980~Quebec Referendum

### LIVING RESOURCES

—

### THE CHOICE

1. Which two speeches encouraged the strongest support for the “No” side?
2. Trudeau made a speech suggesting constitutional changes to satisfy Quebec’s issues. How close was the vote and what was the result?

## ASSIGNMENT:

1. Take notes on reading
2. Cumulative annotated *Postwar Years Timeline* Project: Complete key events for the 1970s.

**CANADA**  
IN THE  
**TWENTIETH**  
**CENTURY**

Student Course Workbook

**Answer Key**

Grades 10-12

by Donna Ward

# FAMOUS FIVE

## QUESTIONS DURING VIEWING

### WE'LL HOE OUR OWN ROW

1. Why did farmers feel they needed to unite and what was their solution?

Their sons were conscripted in the war, there was an economic slump, young adults were moving to cities (urbanization), and farmers worked hard without fair remuneration

The farmers organized themselves. W.C. Good organized the United Farmers of Ontario which became active in politics.

2. Name the first woman to sit in the House of Commons (federal) and the political party she represented.

In the 1921 federal election Agnes McPhail became the first woman elected to the House of Commons and the Progressive Party becomes the official opposition.

3. Name the "Famous Five" also called the "Alberta Five"

- Emily Murphy
- Nellie McClung
- Irene Parlby
- Louise McKinney
- Henrietta Edwards

### AT THE MERCY OF OUR NEIGHBOURS

1. In what ways did the influence of the United States threaten Canadian autonomy and identity?

The investment of American funds into natural resources and manufacturing helped the economy but Canadians risked losing control of her resources. The popularity of American made movies and radio shows threatened Canadian identity.

### VIDEO

*Canada: A People's History*  
Series 3

EPISODE 12

—ORDEAL BY FIRE—

We'll Hoe Our Own Row  
At The Mercy of Our  
Neighbours

**CANADA**  
IN THE  
**TWENTIETH**  
**CENTURY**

**Sample Assignment**

Grades 10-12

by Donna Ward

# Cause & Consequence

**SAMPLE**

**STUDENTS RECEIVE THIS IN WORD FORMAT FOR DIGITAL ENTRY**

Name: Click here to enter text.

Date: Click here to enter text.

