

# CANADA

## IN THE 20TH CENTURY

HIGH SCHOOL COURSE



NORTHWOODS PRESS  
— DONNA WARD —

# CANADA IN THE TWENTIETH CENTURY

Student Course Workbook  
For Grades 10, 11 or 12

by Donna Ward

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*Canada, My Country*  
*Canada's Natives Long Ago*  
*Courage & Conquest: Discovering Canadian History*  
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*Guide to Canadian Government Learning Modules*  
*War of 1812 Unit Study*  
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# HOW TO USE THIS STUDY

**PLEASE READ THIS. IT IS IMPORTANT!**

## DAILY OUTLINE

The daily outline is at the end of the book so it easy to flip to for daily reference.

## LIVING RESOURCES

Living resources are not essential to the course, but will greatly enhance learning, interest and retention. 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. Check both stores and libraries for available titles.

- DVDs—drama, docudrama, documentary. Check both stores and libraries for available titles.
- Web pages include collections of enticing online videos, stories, and web pages which have been vetted for high interest value. As third-party material, the current status of these resources is out of this author's control. Inform us of out-of-date websites and we will attempt to keep this area as up-to-date as possible.
- Bundled packages from [www.donnaward.ca](http://www.donnaward.ca) 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

- You'll find your assignments both in this workbook and in the online section of this course. *These are copyrighted and licensed for use by the original and single purchaser only.*
- Assignments online may be available in PDF or WORD format to allow work to be done both written and digitally.
- Questions During Viewing *Canada: A People's History (CPH)* are listed with each lesson and should be completed by hand in this workbook. Be prepared to pause the videos as needed.
- Quizzes are available online for each unit for review.

## 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.



## Lesson 4

## PRIMARY SOURCES

☐ *Canada: A People's History (CPH), Series 3 Episode 10 (1:00-4:48)*

☐ Complete or discuss: Questions During Viewing

### Assignments

☐ Defining Primary and Secondary Sources

☐ View: Evidence and Interpretation Video

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

All the events portrayed in this series actually happened. All the people you see actually lived. All the words they speak were spoken or written by them.

This is the story of one of the great human migrations in history, of the landless and the dispossessed, driven by hunger and by hope to a turbulent adventure in a landscape of terrifying beauty.

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?

# LIFE IN THE TRENCHES

You will be taking several days to research, and then complete your assignment of writing a letter from the front. See the online course content for resources.

## Assignments

- ☐ Life in the Trenches Research Project.
- ☐ Letter from the Front

## ASSIGNMENT

1. Life in the Trenches - Research Project  
Research what life was like in the trenches and organize your data into a mind map.
2. Letter from the Front: Using your research along with primary source material from the online page *Letters from the Front*, write a letter describing some day to day experiences as if you were living in the trenches. Your letter should exhibit a clear understanding of the issues touching on at least three aspects with clarity. You may choose to “age” the paper by burning the edges, crinkling, and using soya sauce to make “stains”.

# 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"

### AT THE MERCY OF OUR NEIGHBOURS

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

☐ CPH, Series 3  
Episode 12  
We'll Hoe Our Own  
At The Mercy of Our  
Neighbours  
(1:26:39-1:46:12)

☐ Complete Questions  
During Viewing

## Assignments

☐ TC2 Video ~ Cause &  
Consequence

☐ The Person's Case  
Cause & Consequence

☐ Textbook

*Canada, An Illustrated  
History* pp. 212-213

*Counterpoints* pp. 70-78

*Think History* pp. 66-74



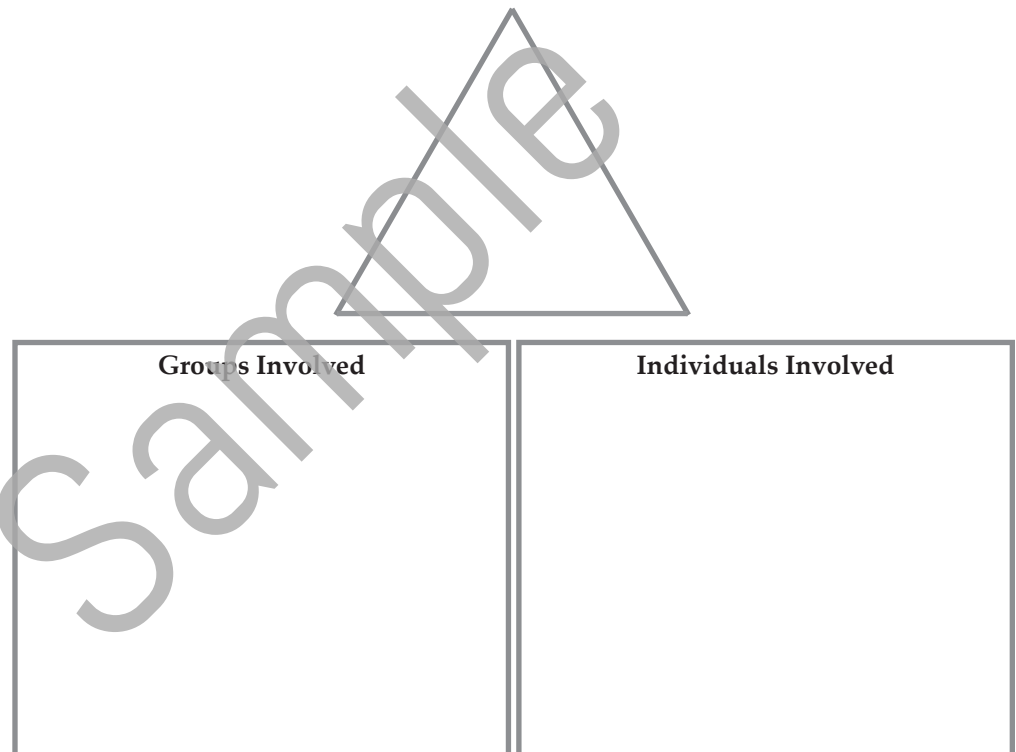
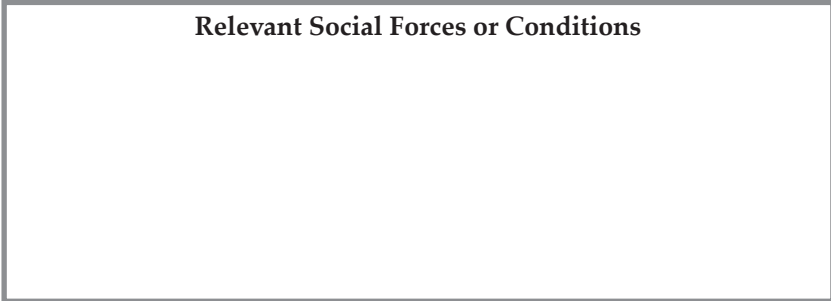
## Lesson 21 Assignment

### THE PERSONS CASE

# CAUSE & CONSEQUENCE

Decide what individuals, groups, and social forces were involved, then consider to what extent they influenced the event or trend. Place an X inside the triangle to indicate the extent to which the event/trend was influenced by these three factors. The closer the X is to one of the three factors, the more you think that factor was influential.

Relevant Social Forces or Conditions



Groups Involved

Individuals Involved

Why did you place the X where you did? What role did each of these factors play?

# CANADIAN AUTONOMY

## Assignments

☐ Research and write notes

☐ Add events & synopsis to *Timeline of Canadian Autonomy*

☐ Textbook

*Counterpoints* pp. 80-81, 83-85

*Think History* pp. 76-77, 79-81

Research and write notes below about the following events and what they contributed to Canadian autonomy. Record these events in a short synopsis on your annotated *Timeline of Canadian Autonomy* (see Lesson 19). See Lesson 19 & 22 Online Resources.

1. The Chanak Affair
2. The Halibut Treaty
3. The King-Byng Crisis
4. The Balfour Report
5. The Statute of Westminster

Write an explanation of why Canada did not choose to implement full autonomy available under the Statute of Westminster in 1926.

## DUNKIRK

## TIME LINE OF EARLY GERMANY VICTORIES

- 1938 - Austria
- March 1939 - Czechoslovakia
- September, 1939 - Poland
- April – May, 1940 - Norway and Denmark
- May - July, 1940 – Netherlands, Belgium, France

## QUESTIONS DURING VIEWING

## EPISODE BEGINNING

1. Germany planned to invade England and Canada feared this war may reach Canada itself. What is the National Resources Mobilization Act and what do Quebecers think of it?
2. What new alliance did Canada make and what is the significance of this?

☐ CPH, Series 4  
Episode 14  
Opening Vignette  
Episode Beginning  
(00:00-12:17)

☐ Complete or discuss  
Questions During  
Viewing

**Assignment**

☐ Map of Europe -  
Second World War

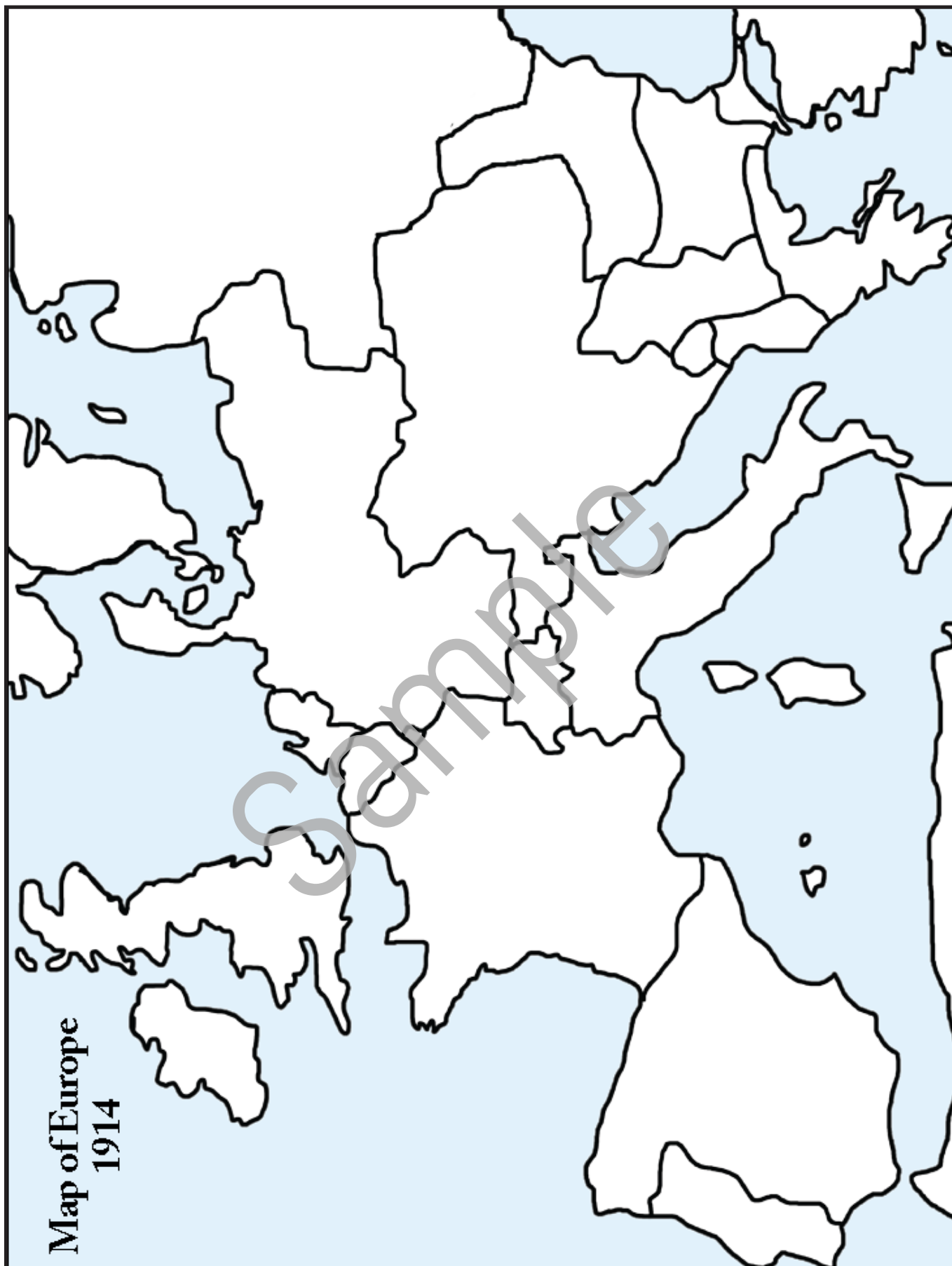
☐ Textbook

*Counterpoints* pp. 127-133.  
See map p. 124

*Think History* pp. 129-135.  
See map p. 126

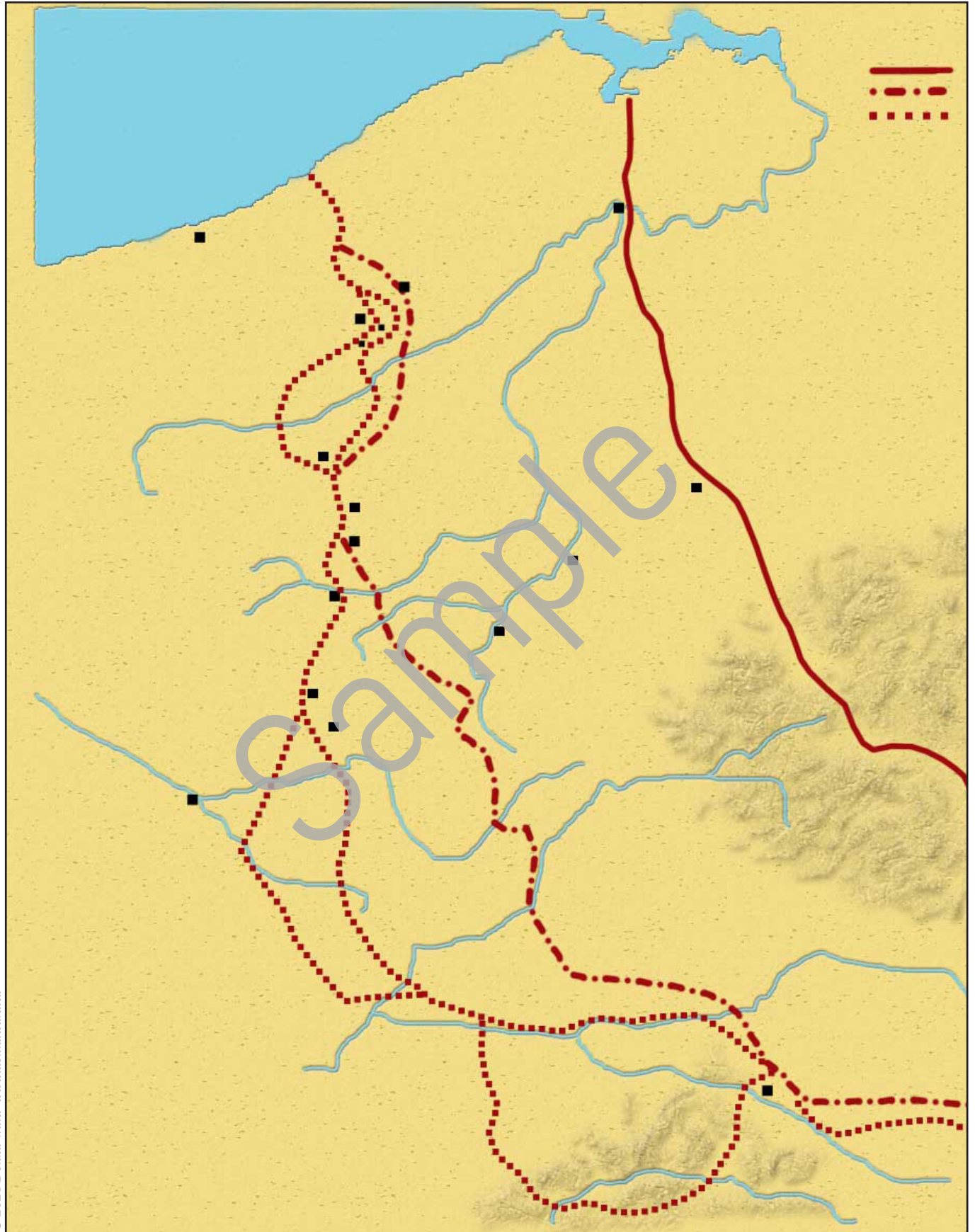
# CANADA IN THE TWENTIETH CENTURY

Student Appendix



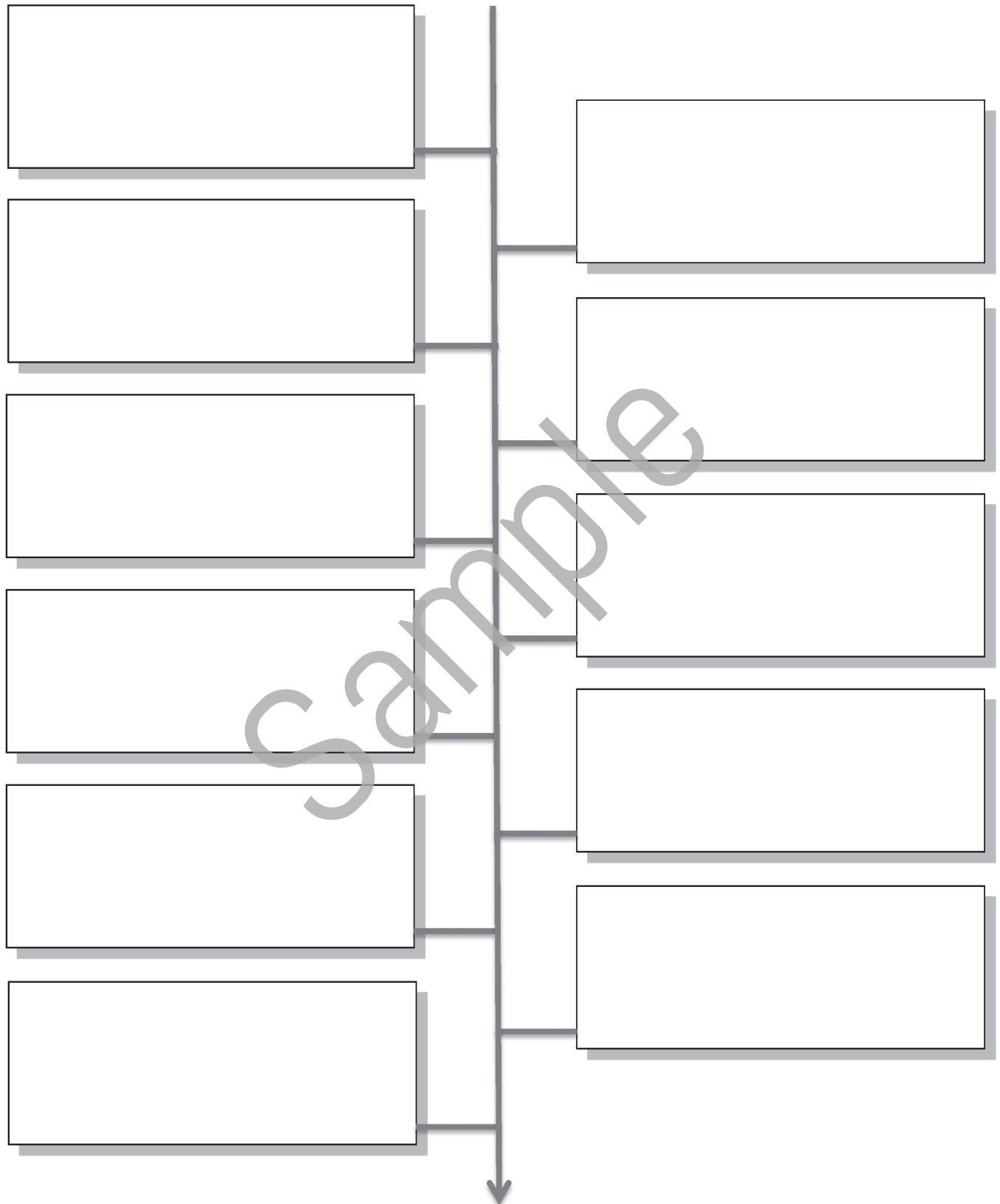
**Map of Europe  
1914**

# MAP OF THE WESTERN FRONT





# MAJOR BATTLES OF THE FIRST WORLD WAR



# APPENDIX - DAILY SCHEDULE

This 28 week, 4 day per week schedule gives allowance for holidays, stretching lessons to enjoy living resources, finishing up assignments, and allowing for study time and tests. Adjust the weeks to your own calendar for a balance of flexibility and structure. Students completing the course in one semester will want to double up lessons to accomplish the course in a shorter number of weeks.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 1</b>		<b>Lesson 1</b> Online Canada Quizzes Map Review	<b>Lesson 2</b> Online Canada Quizzes Canadian Identity	<b>Lesson 3</b> Critical Thinking Assignment One Canadian Identity	Use this day for review, catch-up, online & living resources
<b>WEEK 2</b>	<b>Lesson 3 con't</b> Critical Thinking Assignment 2 Canadian Identity	<b>Lesson 4</b> Primary Sources TC2 Video Evidence	<b>Lesson 5</b> Critical Thinking Assignment 3	<b>Lesson 6</b> Finish Canadian Identity	
<b>WEEK 3</b>	<b>Lesson 7</b> Primary Sources and Immigration pp. 1-2	<b>Lesson 8</b> Primary Sources and Immigration pp. 1-2	<b>Lesson 9</b> Defining Moments in My History	<b>Lesson 10</b> Defining Moments in My History	Unit 1 Quizzes
<b>WEEK 4</b>	<b>Lesson 11</b> Defining Moments	<b>Unit Test</b>	<b>Lesson 12</b> Map of Europe	<b>Lesson 12 con't</b> Kaiser Wilhelm II	
<b>WEEK 5</b>	<b>Lesson 13</b> Schlieffen Plan	<b>Lesson 13 con't</b> Map - Western Front	<b>Lesson 14</b> Map - Western Front	<b>Lesson 14 con't</b> Timeline of Major Battles	
<b>WEEK 6</b>	<b>Lesson 15</b> Research	<b>Lesson 15 con't</b> Research Primary Sources	<b>Lesson 15 con't</b> Letter From the Front Assignment	<b>Lesson 15 con't</b> Letter From the Front Assignment	
<b>WEEK 7</b>	<b>Lesson 16</b> Timeline of Major Battles	<b>Lesson 16 con't</b> Map-Western Front	<b>Lesson 17</b> TC2Video Historical Perspective	<b>Lesson 17 con't</b> Pilots' Conflicting Emotions	
<b>WEEK 8</b>	<b>Lesson 18</b> Propaganda in WWI	<b>Lesson 18 con't</b> Timeline of Major Battles Western Front Map	<b>Lesson 19</b> Timeline of Major Battles Western Front Map	<b>Lesson 19 con't</b> Timeline of Canadian Autonomy	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 9</b>	<b>Lesson 20</b> Analysis Strike with 5Ws Template	<b>Lesson 21</b> TC2 Video - Cause & Consequence	<b>Lesson 21 con't</b> Cause & Consequence	<b>Lesson 22</b> Timeline of Canadian Autonomy	Unit 2 Quizzes
<b>WEEK 10</b>	<b>Lesson 22 con't</b> Treaty of Versailles	<b>Unit Test</b>	<b>Lesson 23</b>	<b>Lesson 24</b> Employment Insurance Part 1	
<b>WEEK 11</b>	<b>Lesson 25</b> TC2 Video Continuity & Change	<b>Lesson 25 con't</b> Employment Insurance Part 2	<b>Lesson 26</b> TC2 Video- Explain the	<b>Lesson 26 con't</b> Dr. Bethune Research	Unit 3 Quizzes
<b>WEEK 12</b>	<b>Lesson 27</b> Rise of the Nazis	<b>Lesson 27 con't</b>	<b>Lesson 28</b>	<b>Unit Test</b>	
<b>WEEK 13</b>	<b>Lesson 29</b> Timeline of Major Events of WWII	<b>Lesson 29 con't</b> Online Resources	<b>Lesson 30</b> Timeline of Major Events of WWII	<b>Lesson 30 con't</b> Online Resources	
<b>WEEK 14</b>	<b>Lesson 31</b> Timeline of Major Events of WWII	<b>Lesson 31 con't</b> Essay	<b>Lesson 32</b> Timeline of Major Events of WWII	<b>Lesson 32 con't</b> Essay	
<b>WEEK 15</b>	<b>Lesson 32 con't</b> Online Resources  Essay	<b>Lesson 32 con't</b> Online Resources  Essay	<b>Lesson 32 con't</b> Online Resources  Essay	<b>Lesson 32 con't</b> Essay	
<b>WEEK 16</b>	<b>Lesson 33</b> Timeline of Major Events of WWII	<b>Lesson 33 con't</b> Online Resources	<b>Lesson 33 con't</b> Online Resources	<b>Lesson 33 con't</b>	Unit 4 Quizzes
<b>WEEK 17</b>	<b>Lesson 34</b> T2C Video Ethical Judgement	<b>Lesson 34 con't</b> Timeline of Major Events of WWII	<b>Unit 4 Quizzes</b>  Essay Completed	<b>Unit Test</b>	
<b>WEEK 18</b>	<b>Lesson 35</b> T2C Video Historical Significance	<b>Lesson 35 con't</b> Postwar Years Timeline Project	<b>Lesson 36</b> Timeline of Canadian Autonomy	<b>Lesson 36 con't</b> Online Resources	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 19</b>	<b>Lesson 37</b> Postwar Years Timeline Project	<b>Lesson 37 con't</b> Online Resources	<b>Lesson 38</b> Iron Curtain Speech	<b>Lesson 38 con't</b> Online Resources	
<b>WEEK 20</b>	<b>Lesson 39</b> Lesson 39 Assignment Question 1	<b>Lesson 39 con't</b> Lesson 39 Assignment Question 2	<b>Lesson 39 con't</b> Lesson 39 Assignment Question 3	<b>Lesson 40</b>	Unit 5 Quizzes
<b>WEEK 21</b>	<b>Lesson 41</b> Online Resources	<b>Lesson 41 con't</b> Online Resources	<b>Unit 5 Quizzes</b>	<b>Unit Test</b>	
<b>WEEK 22</b>	<b>Lesson 42</b> Postwar Years Timeline Project	<b>Lesson 42 con't</b> Online Resources	<b>Lesson 43</b> Timeline of Canadian Autonomy	<b>Lesson 43 con't</b> Online Resources	
<b>WEEK 23</b>	<b>Lesson 44</b> Postwar Years Timeline Project	<b>Lesson 44 con't</b> Online Resources	<b>Lesson 45</b> Postwar Years Timeline Project	<b>Lesson 45 con't</b> Online Resources	Unit 6 Quizzes
<b>WEEK 24</b>	<b>Lesson 46</b> Foreign Policy under Pierre Trudeau	<b>Lesson 46 con't</b> Online Resources	<b>Unit 6 Quizzes</b>	<b>Unit Test</b>	
<b>WEEK 25</b>	<b>Lesson 47</b> Postwar Years Timeline Project	<b>Lesson 47 con't</b> Postwar Years Timeline Project	<b>Lesson 48</b>	<b>Lesson 49</b> Postwar Years Timeline Project	
<b>WEEK 26</b>	<b>Lesson 49 con't</b> Timeline of Canadian Autonomy	<b>Lesson 49 con't</b> Online Resources	<b>Lesson 50</b> Postwar Years Timeline Project	<b>Lesson 51</b> Postwar Years Timeline Project	
<b>WEEK 27</b>	<b>Lesson 51</b> Postwar Years Timeline Project	<b>Lesson 51 con't</b>	<b>Lesson 52</b> Online Resources	<b>Lesson 52 con't</b> Online Resources	Unit 7 Quizzes
<b>WEEK 28</b>	<b>Lesson 52</b> Online Resources	<b>Lesson 52 con't</b> Online Resources		<b>Unit Test</b>	

*Your students will love learning Canadian History*

# Canada in the Twentieth Century

High School Course ~Suitable for Grades 10, 11 or 12

## For the student

Single student consumable course workbook includes:

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- Assigned viewing & questions for Canada, A People's History
- Assigned reading from recommended student textbooks
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- Curated online videos and resources

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