

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

**Teacher Coursebook**  
and  
**Answer Key**

by Donna Ward

**For use with:**

*Canada, in the 20th Century*

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Canada in the Twentieth Century  
Student Course Workbook Answer Key

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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 is 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 Inform us of out-of-date websites and we will attempt to keep this area as up-to-date as possible.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 in the online section of this course. *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 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.

# LIVING RESOURCES—BOOKS

This is a recommended reading list. Understanding there are different types of readers, the following gives additional guidance.

- Donna's pick [1940s style fiction] - Includes 1940s gender roles, softer content
- Donna's pick [quick read] - Short, anecdotal style for those limited time
- Donna's pick [mature] - For strong readers - have to push through some parts, may have mature content such as war violence
- Donna's pick [easy] - Geared for younger reader with informative value for teens/adults

## *A Secret Gift*

Ted Gup, Depression, IP, 12 and up, , 2010, 368 pp  
Shortly before Christmas 1933 in Depression-scarred Ohio, a small newspaper ad offered \$10, no strings attached, to 75 families in distress. This is an inspiring account of America at its worst-and Americans at their best-woven from the stories of Depression- era families who were helped by gifts from the author's generous and secretive grandfather.

## *Above Suspicion* Donna's pick [1940s style fiction]

Helen MacInnes, WWII, IP, 12 and up, F, 1941, 320 pp  
In the heightened atmosphere of pre-war Europe, nobody is above suspicion, in fact the husband and wife team are being carefully monitored by shadowy figures. Great fiction which helps show the mood of pre-war Europe.

## *Assault on Juno* Donna's pick [quick read]

Mark Zuehlke, WWII, IP, 12 and up, NF, 2012, 160 pp  
With his trademark you-are-there style, acclaimed military historian Mark Zuehlke plunges readers into a vivid account of the battle that put the Allies on the road to victory. Rapid Read-read in a sitting!

## *Assignment in Brittany* Donna's pick [1940s style fiction]

Helen MacInnes, WWII, IP, 12 and up, F, 1942, 320 pp  
*He stared at the unfamiliar watch on his wrist. Three hours ago he had stood on English soil, a British Intelligence agent. Now he was in Nazi-occupied France, posing as Bertrand Corlay. From now on he was one step away from death...* The author's husband worked in British Intelligence & stories are realistic and clean. This book, reportedly, was required reading for undercover operatives going into France in WWII.

## *Battle of Britain, My Story Series* Donna's pick [easy]

Chris Priestley, WWII, IP, 8 and up, F, 2006, 141 pp  
Harry joins the RAF to protect his country, only to be called a coward by those who do not understand the battles raging in the air above. He loses friends and nearly loses his life when his plane goes down in the Channel.

## *Because We are Canadians, A Battlefield Memoir* Donna's pick [mature]

Charles Kipp, WWII, IP, 12 and up, B, 2005, 304 pp  
This work stands out from other WWII battlefield journals by its unadorned attention to details, horrific & beautiful. "Of all the reading I have done on the war, this is the most memorable."-P. Berton

## *Behind Enemy Lines, A Young Pilot's Story*

H.R. Demallie, WWII, IP, 12 and up, B, 2000, 178 pp  
When a pilot's plane goes down a group of heroic Dutch resistance fighters try to hide him. He is captured and endures hunger & brutality until the Allies free him. Years later, he returns.

## *Behind Enemy Lines, I Am Canada Series* Donna's pick [easy]

Carol Matos, WWII, IP, 10 and up, F, 2012, 208 pp  
A young WWII gunner from the Prairies sees the horrors of war firsthand when he is captured by the Gestapo.

## *Billy Higgins Rides the Freights* Donna's pick [easy]

G. Montero, Great Depression, IP, 8 and up, F, 1982, 119 pp  
The Great Depression strikes and Billy ends up with the men riding the rails in the On-To-Ottawa Trek. Billy learns a lot--about the Depression and himself.

## *Brothers Far From Home, Dear Canada Diary Series* Donna's pick [easy]

Jean Little, WWI, IP, 10 and up, F, 2003, 224 pp  
It has been two years since Eliza's brother went to war. Caught up in his enthusiasm, she couldn't understand her parent's regrets. Now her other brother has enlisted and she yearns for their return.

## *Canada at War, A Graphic History of World War Two*

by Paul Keery, Illustrated by Michael Wyatt, WWII, IP, 12 and up, 176 pp  
In graphic-novel format, fully illustrated and in full colour, *Canada at War* shows the growth of a nation's army, navy, and air forces through movingly depicted triumphs and tragedies. Aimed at a general audience of both adults and young adults, this human history tells the stories behind some of this country's most distinguishing military moments.

## *Canada, An Illustrated History*

Derek Hayes, All Lessons, IP, 12 and up, NF, 2008, 288 pp  
A visually spectacular saga of the events, people and experiences that shaped a nation and the Canadian psyche. Well worth having on the bookshelf.

## *Canada's Peacekeepers, Amazing Stories* Donna's pick [quick read]

Sheila Johnston, IP, 12 and up, NF, 2006, 144 pp  
In an era of civil wars, ethnic cleansings, and genocides, Canada's peacekeepers work feverishly for the salvation of thousands. In the midst of chaos, turmoil and desperation, heroes cross barbed wire, language barriers, and ethnic divides to enforce peace.

## *Canada's Wars: An Illustrated History* Donna's pick [easy]

Jonathan Webb, WWI, IP, 10 and up, NF, 2010, 128 pp  
Moving accounts of lives saved and lives lost are ultimately what war stories are about. Through vivid photographs, memorabilia and staggering statistics, readers are given a fascinating look at an aspect of our country's ongoing history — the aspect that is often the most difficult to address

## *Canadian Spies, Amazing Stories* Donna's pick [quick read]

Tom Douglas, WWII, IP, 12 and up, NF, 2003, 144 pp  
Tales of Espionage in Nazi-Occupied Europe. Always in danger of being exposed and subjected to torture and imprisonment, these stories are chilling accounts of bravery and luck.

## *Canadian Spies and Spies in Canada* Donna's pick [quick read]

Peter Boer, Cold War, IP, 12 and up, NF, 2005, 140 pp  
Canada has its own fascinating history of cloak-and-dagger, as you'll discover in this entertaining book of various spies operating in Canada during the Cold War years.

## *Champions of Women's Rights, Amazing Stories*

Moushumi Chakrabarty, IP, 12 and up, NF, 2011, 160 pp  
From the mid 1800s to the 1920s when women had few civil rights in Canada. This changed with the Famous Five, and women like Lea Roback, Charlotte Whitton, Anna Leonowens and Emily Stowe. Their stories are told in this lively book.

## *D-Day, My Story Series* Donna's pick [easy]

Bryan Perrett, WWII, IP, 8 and up, F, 2008, 191 pp  
Andy is younger than the men in his platoon but he earns their respect as their officer. Then he finds himself in charge of a unit that has to keep the Germans from occupying a strategic French town.

## *Deadly Hunt, Sinking of the Bismark*

William Shirer, WWII, IP, 12 and up, L, 2006, 176 pp  
The Bismark was the greatest warship ever built, with guns so powerful and accurate it could destroy an enemy ship while safely staying outside the line of fire. The Allies had to sink it...or risk losing the war. William Shirer, famed World War II correspondent and author of *The Rise and Fall of the Third Reich*, captures every suspenseful moment of the perilous mission.

*Desert Danger, My Story Series* Donna's pick [easy]  
Jim Eldridge, WWII, IP, 8 and up, F, 2008, 160 pp  
Tim's job as a sapper in North Africa is extremely dangerous. He clears out enemy land mines so the Allied forces can proceed. The sappers' success was crucial in allowing Allied forces to proceed. When they did, Rommel's forces were routed.

*Dieppe: Canada's Darkest Day of World War II*  
Hugh Brewster WWII, IP, 10 and up, NF, 2009, 48 pp  
Hugh Brewster has created a fascinating and haunting historical tour of this tragic raid and its aftermath. Included are sections about the evacuation and the POW experiences.

*Dreadnought*  
Robert Massie, WWI, L, Adult, NF, 1992, 1040 pp  
Pulitzer Prize-winning author, Robert K. Massie has written a richly textured and gripping chronicle of the personal and national rivalries that led to the twentieth century's first great arms race.

*Eyewitness World War I* Donna's pick [easy]  
Simon Adams, WWI, IP, 10 and up, NF, 2007, 72 pp  
In typical EyeWitness style readers will be mesmerized with the colour photos and interesting facts in this enticing presentation.

*Eyewitness World War II* Donna's pick [easy]  
Simon Adams, WWI, IP, 10 and up, NF, 2007, 72 pp  
Another EyeWitness masterpiece.

*Factory Girl* Donna's pick [easy]  
Barbara Greenwood, IP, 8 and up, F & NF, 2007, 136 pp  
At the dingy garment factory, Emily stands for 11 hours a day but is caught between desperation and hope. Rarely seen archival photos.

*Fighting the Flying Circus*  
Eddie Rickenbacker, WWI, IP, 12 and up, B, 1919, 386 pp  
Memoirs from the American Ace of Aces, Eddie Rickenbacker whose 26 aerial victories while flying with France in WWI came in only two months of combat flying, a spectacular achievement.

*Flying Ace, My Story Series* Donna's pick [easy]  
Jim Eldridge, WWI, IP, 8 and up, F, 2007, 160 pp  
When Jack's best friend is shot down by German Ace pilots, he vows to avenge him. Even older students will enjoy this quick read and understand better the life of fighter pilots of WWI.

*Ghosts Have Warm Hands* Donna's pick [mature]  
Will R. Bird, WWI, L, 12 and up, B, 2008, 182 pp  
One of the most powerful memoirs ever written about the First World War capturing the sacrifices, humour, and terror.

*God Does Not Forget: Boer War Commando* Donna's pick [mature]  
Reitz, Deneys, IP, 12 and up, B, 1919, 280 pp  
In 1899, Deneys Reitz was of a Boer Commando Unit was outmanned, outgunned, and under-supplied but nevertheless checked the British at almost every turn. The descriptions of war & adventure are regarded as among the best in the English language.

*Grapes of Wrath*  
John Steinbach, IP, Adult, F, 1939, 544 pp  
In a conflict between the powerful and the powerless, this novel captures the horrors of the Great Depression in a classic novel.

*Great Depression*  
Pierre Berton, Depression, IP, 12 and up, NF, 2001, 560 pp  
With formidable story-telling powers, Berton reconstructs engrossing events vividly: the Regina Riot, the Great Birth Control Trial, the black blizzards of the dust bowl and the rise of Social Credit. A child of the era, Berton writes passionately of people starving in the midst of plenty.

*Great Escape, Tunnel to Freedom*  
Mike Meserole, WWII, L, 12 and up, NF, 2008, 240 pp  
A spine-tingling, suspenseful true story of escape during World War II. Kids will hang on to every word.

*Great War as I Saw It*  
Frederick Scott, WWI, IP, online, 12 and up, B, 1924, 250 pp  
Scott served with the 1st Canadian Division from the early days at Valcartier, through to 1918. His chapters on searching for his son's grave on the Somme, and on trying to stop the execution of Alexander are Great War classics. Throughout the book the reader senses Scott's absolute faith in God and his devotion to the honour of the British Empire.

*Great War*  
Robert Livesey, WWI, IP, 8 and up, NF, 2006, 90 pp  
Young readers will learn about life in the trenches, the first tanks, U-boats and convoys, aces and dog fights, machine guns and cavalry charges, gas warfare, and more. Includes hands-on activities.

*Guns of August*  
Barbara Tuchman, WWI, IP, Adult, NF, 1994, 540 pp  
This classic brings to life the people and events that led up to World War I. "More dramatic than fiction...*The Guns of August* is a magnificent narrative--beautifully organized, elegantly phrased, skillfully paced and sustained....The product of painstaking and sophisticated research."

*High Adventure, Narrative of Air Fighting in France*  
James Hall, WWI, L, 12 and up, B  
This is an amazing first hand account of an American fighter pilot with the French Air Force during WWI. Public Domain - read online

*Irish Chain* Donna's pick [easy]  
Barbara Haworth-Attard, Halifax Explosion WWI, IP, 8 and up, F, 2002, 214 pp  
Rose Dunlea is slow. She desperately prays that she won't have to go to school anymore. One day later, two ships explode in Halifax's harbour, resulting in the greatest human tragedy Canada has ever seen. Rose's life changes forever--and she's sure it's all her fault.

*Man Called Intrepid (A)* - Donna's pick [mature]  
William Stevenson, IP, 12 and up, NF, 1976, 528 pp  
The incredible World War II narrative of the hero whose spy network and secret diplomacy changed the course of history. A classic about real-life WWII espionage, as conducted by its modern master \* A Man Called Intrepid is the classic true story of Sir William Stephenson (codenamed Intrepid) and the spy network he founded that would ultimately stall the Nazi war machine and help win World War II. Ian Fleming, bestselling author of the James Bond novels, once remarked, James Bond is a highly romanticized version of a true spy. The real thing is William Stephenson. This book describes the infamous Camp X spy training center in Ontario; the breaking of the Ultra Code used by Enigma; and countless tales of assassinations, clandestine activities, guerrilla armies, resistance support, and suicide missions. This modern classic, which reads like fiction, was a national bestseller when first published in 1976.

*Marching As to War: Canada's Turbulent Years, 1899-1953*  
Pierre Berton, IP, 12 and up, NF, 2001, 640 pp  
In this monumental work, Pierre Berton brings Canadian history to life once again, relying on a host of sources, including newspaper accounts and first-hand reports, to tell the story of the Boer War, WWI, WWII, and the Korean War through the eyes of the privates in the trenches, the generals at the front, and the politicians and families back home. By profiling the interwar years, Berton traces how one war led to the next, and how the country was changed in the process.

*No Safe Harbour, Dear Canada Diary Series* Donna's pick [easy]  
Julie Lawson, Halifax Explosion WWI, IP, 10 and up, F, 2006, 256 pp  
Suddenly orphaned by the Halifax explosion, Charlotte turns to her diary to help her cope with the events that killed her entire family - leaving her older brother, still fighting in the trenches of WWI, as her only surviving relative. This is an affecting story of loss and recovery, powerfully told by award-winning author Julie Lawson

*Only This: A War Retrospect, 1917-1918*  
James H. Pedley, WWI, L, 12 and up, B, 1927, 235 pp  
James Pedley served as a Lieutenant in the 4th Canadian Infantry from 1917 to the end of the war. The book is unique in its detail about life behind the lines, and the infighting in a battalion. His descriptions of his trench tours at Lens, Hill 70, the Quarry, Telegraph Hill, and Feuchy are without comparison.

*Ortona Street Fight* Donna's pick [quick read]  
Mark Zuehlke, WWII, IP, 12 and up, NF, 2011, 144 pp  
Rapid Read dynamic account of the Canadian's who fight their way building by building through the ancient coastal town of Ortona.

*Pray for a Brave Heart*

Helen MacInnes, Cold War, IP, 12 and up, F, 1951, 320 pp  
Set against the breathtaking mountain backdrop of Switzerland, this novel of international intrigue unfolds the powerful story of a young American's search for a priceless cache of hidden Nazi loot. Here is a richly authentic, spine-tingling tale of suspense, filled with vivid characters who spring to life with stunning impact. Clean cold war story of espionage.

*Prisoner of Dieppe, I Am Canada Series* Donna's pick [easy]

Hugh Brewster, WWII, IP, 10 and up, F, 2010, 232 pp  
Alistair "Allie" Morrison lets his friend Mackie talk him into enlisting for WWII, even though he's only 18. After months of endless training Allie's eager for battle. But his first action is not just any battle... its the disastrous raid on the German-held port of Dieppe. Historian Jack Granatstein vetted Prisoner of Dieppe to ensure historical accuracy.

*Promised Land: Settling the West 1896-1914*

Pierre Berton, IP, 12 and up, NF, 2002, 400 pp  
A million people filled a thousand miles of prairie in a single generation.

*Railway Kid; Prairie Childhood in Great Depression*

Esther Paul, Depression, L, 12 and up, B, 2004, 224 pp  
A girl moves from childhood innocence to find her place with its opportunities, perils, and challenges. Its about daring to assert oneself in spite of a strict upbringing in a small railway town in Manitoba during the depression.

*Shake Hands with the Devil*

Roméo Dallaire, IP, 14 and up, B, 2004, 592 pp  
Lt. Gen. Roméo Dallaire flew home from Africa, broken, disillusioned and suicidal, having witnessed the slaughter of 800,000 Rwandans in only a hundred days. He vividly recreates the events the world turned its back on. This book is an unsparing eyewitness account of the failure by humanity to stop the genocide, despite timely warnings

*Shot at Dawn, I Am Canada Series*

John Wilson, WWI, IP, 10 and up, F, 2011, 208 pp  
Alan enthusiastically signed up but after months in the trenches something snaps. After a week of wandering aimlessly, Alan finds himself charged with desertion — a charge punishable by death.

*Spies in Our Midst, Amazing Stories* Donna's pick [quick read]

L.D. Cross, Cold War, IP, 12 and up, NF, 2005, 128 pp  
Igor Gouzenko was a former clerk in the Soviet embassy in Ottawa who defected to the West in 1945. His story was so astounding that, at first, no one believed him. But the evidence he smuggled from the embassy eventually led to the arrest of a large Soviet spy ring in Canada, and sent Gouzenko into hiding for the rest of his life. His revelations reverberated throughout the world and ignited the Cold War.

*Spy Smuggler, My Story Series* Donna's pick [easy]

Jim Eldridge, WWII, IP, 8 and up, F, 2007, 192 pp  
Paul lives in a French village which has been occupied by Nazis since 1940. One night Paul's best friend is taken away. Then Paul decides to join the Resistance against the German occupation of his country, helping to get Allied prisoners of war and agents out of the country. Will he ever find out what happened to his good friend?

*Ten Lost Years 1929-1939*

Barry Broadfoot, Depression, L, 12 and up, 1973, 389 pp  
Surprising first hand memories of Canadians who survived the Great Depression. You'll read one after the other.

*The Trenches, My Story Series* Donna's pick [easy]

Jim Eldridge, WWI, IP, 8 and up, F, 2006, 144 pp  
Billy Stevens joins the military and is initially disappointed when he is assigned to the Royal Engineers but soon he is sent to the Front and the terrible sights and sounds of the trenches. Told in the first person, this exciting book lets young readers feel what it was like to live during the Great War.

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*U-Boat Hunter, My Story Series* Donna's pick [easy]

Bryan Perrett, WWII, IP, 8 and up, F, 2007, 176 pp  
Peter Rogers is called up to join the navy and he gets the post of signalman. He's there when German submarines sink merchant ships and the boats escorting them, and he finally has the satisfaction of helping sink the U-boat captained by the notorious German officer Von Schliegen — one that has sunk many Allied ships.

*Unsung Heroes, Canadian Army, Amazing Stories* Donna's pick [quick read]

Cynthia Faryon, WWII, IP, 12 and up, NF, 2006, 112 pp  
With a completely selfless indifference to enemy fire, the quiet heroes featured in this book faced danger and atrocity. From the whistling of enemy shells and pounding of explosives come these inspiring stories of friendship, loyalty, and bravery. Meet the heroes who helped shape life as we know it today.

*Unsung Heroes of the RCAF, Amazing Stories* Donna's pick [quick read]

Cynthia Faryon, WWII, IP, 12 and up, NF, 2003, 128 pp  
More than 250,000 courageous men and women were enlisted in the Royal Canadian Air Force during World War II. These Canadians fought valiantly in every major air operation from the Battle of Britain to the bombing of Germany. Thousands lost their lives. Those who survived to tell their stories were forever changed. Here are some of their incredible stories.

*Unsung Heroes of the RCN, Amazing Stories* Donna's pick [quick read]

Cynthia Faryon, WWII, IP, 12 and up, NF, 2005, 144 pp  
At the outbreak of World War II, the Royal Canadian Navy consisted of just 13 warships and about 3000 permanent and reserve members. By the war's end, however, it had grown into the third largest navy in the world. Read the stories of heroes of the RCN.

*Usborne Young Readers, The First World War* Donna's pick [easy]

Conrad Mason, WWI, IP, 8 and up, NF, 2010, 64 pp  
Beautifully laid out, with photos on every page. Good quick read for an overview.

*Usborne Young Readers, The Second World War* Donna's pick [easy]

Conrad Mason, WWI, IP, 8 and up, NF, 2010, 64 pp  
Full of colour, with photos on every page, this quick read is great for older students to get a short overview of the Second World War prior to tackling the subject in depth.

*Vienna Prelude, Zion Chronicle Series*

Bodie & Brock Thoene, WWII, IP, 12 and up, Christian F, 2005, 496 pp  
In 1936 Nazi darkness descends upon Europe. Jewish, blond Elisa Lindheim, a violinist with the Vienna Philharmonic Orchestra, adopts an Aryan stage name for protection. But her friend does not have the same advantage. There are those who choose to fight Hitler's madness. But will all their efforts be enough to stop the coming madness?

*Vimy*

Pierre Berton, IP, 12 and up, NF, 2001, 360 pp  
Drawing on unpublished personal accounts and interviews, Berton brings home what it was like for the young men, some no more than sixteen years old, who clawed their way up the sodden, shell-torn slopes in a struggle they innocently believed would make war obsolete. He tells of the soldiers who endured horrific conditions to secure this great victory, painting a vivid picture of trench warfare.

*Vimy Ridge (At)*

Hugh Brewster, WWI, IP, 10 and up, NF, 2007, 48 pp  
At Vimy Ridge, Canadian soldiers achieved what more experienced soldiers from Britain and France could not — taking the strategic position of Vimy Ridge from the Germans. With fascinating photographs and attention to detail Brewster gives an intriguing look at one of Canada's monumental achievements.

# LIVING RESOURCES—DVDs

Check our website or your library to find titles below.

## *All Quiet on the Western Front*

WWI, 1930, IP, 12 and up, 4 stars

Based on Erich Maria Remarque's timeless anti-war novel, this film follows German recruits during as they make their journey from patriotism to disillusionment. Shot on an epic scale, the film's realism and visual art created a sensation when the film was released.

## *Battle of Britain*

WWII, 1969, IP, All Audiences, 4 stars

The Battle of Britain broadly relates the events of the Battle of Britain in a film drama endeavoring to be an accurate account of battle. The film is notable for its spectacular flying sequences. More than 100 Canadians fought with the RAF in the Battle of Britain

## *Bear Named Winnie*

WWI 2004, IP, 8 and up, 3.5 stars

When a veterinarian with the Canadian Army is sent overseas in the WWI, he smuggles his pet bear. Eventually the bear goes to the London Zoo and becomes a star attraction and the inspiration of Winnie the Pooh stories. Sam Hughes is well portrayed in the story.

## *Black October*

FLQ Crisis in Quebec, 2004, IP, 12 and up, 5 stars.

This is a riveting two-hour documentary that chillingly recounts one of the most explosive periods in Canadian history. Using dramatic re-creations, archival black and white film, news reports and interviews, *Black October* brings into focus the contradictions, misapprehensions and strengths of the decision-makers of the day

## *Flyboys*

WWI, 2006, IP, PG13-Wartime violence, minor sexual content, 4 stars

An American drama based on a true story of young Americans who volunteer to be fighter pilots in the French Airforce in 1916. Notable for flying sequences this ends with an epilogue about each real-life Lafayette Escadrille figure on whom the movie was based.

## *Great Escapes of WWII History Channel*

WWII, IP, 10 and up, 4 stars

Former POWs, resistance fighters, soldiers and guards tell their thrilling adventures of escape. Stories are told through dramatic re-creations, rare photographs & films. Includes *The Great Escape*, *Escape from Dunkirk*, *Escape from Arizona* and *from Oklahoma*.

*Liberation of Holland, Canadian Experience* WWII, 2005, L, All Audiences, 5 stars.

This is a superb documentary featuring a stunning mix of painstaking re-enactments and rich archival footage. Excellent visual story of the battle of the Scheldt estuary and the suffering of the Dutch people under German occupation.

## *Paris 1919*

WWI, 2009, L, All Audiences, 5 stars.

In an expert blend of re-enactments with archival footage this dramatic video transports us the writing of the Treaty of Versailles, 1919. The film chronicles the event that dissolved empires, redrew maps, and created consequences that continue to afflict today.

## *Storming Juno*

WWII, 2011, IP, 12 and up, Language, War violence, 5 stars

This landmark 90-minute History channel docudrama is based on true stories and events through the eyes of three young Canadians, the stories are interwoven to provide viewers with a real-time experience of the day - from the Channel crossing, to the landing, into the heart of battle. Outstanding!

## *The Arrow*

Avro Arrow, 1998, IP, 12 and up, Language, 5 stars

This film tells the story of the passion, the betrayal and the players behind the building of the stunning fighter-interceptor jet constructed to defend Canada's vast territory during the Cold War. The Avro team races to break all performance records with the Arrow. But the dream begins to unravel in a dark and tragic tale of political ambition, international espionage, subversion and deceit. 2 hours of special features with real story information.

## *The Great Escape*

WWII, 1969, IP, 10 and up, 5 stars

Based on a true story, a group of allied POWs tunnel their way to freedom. Includes comedy as the prisoners outwit their jailers, and high adventure as they use boats and trains and planes to get out of occupied Europe. Nine of the real escapees were Canadian. Special features include historical authenticity of making of the movie.



# INTRODUCTION

**B**ill 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>

The Canadians we will learn about in this course have faced both trouble and prosperity. Many of them tackled their circumstances with resilience, courage, and ingenuity. Others made choices which, while compatible to the culture of the time, seem unacceptable by modern standards. By understanding the past, we can recognize ourselves as part of the history, and track our path into the future.



Bill Bradford



Captain Roy Brown

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.

Newcomer, Lt. Wop May, was observing the battle from above when he noticed an enemy pilot doing the same thing. He decided to attack! In his inexperience, he suddenly found himself in the midst of the fray. The German pilot May had attacked was the cousin of Manfred von Richthofen—Germany's famed Red Baron.

## Lesson 1

Now the Red Baron was after May and May's guns were jammed. He dived and Richthofen plummeted steeply after him. Captain Brown, seeing May in trouble, chased after Richthofen.

May zigzagged low to the ground over allied territory. Richthofen, following, was now in danger of anti-aircraft ground fire which began an assault. Instead of climbing out of reach and heading for home as he would normally have done, Richthofen remained at a low altitude pursuing May. Brown tailed them and fired a long burst at Richthofen before pulling up to avoid a collision. Richthofen's plane crashed to the ground. Who would believe this legendary conqueror was now defeated? Brown was officially credited for the victory.



Manfred von Richthofen  
The Red Baron

The respect that pilots had for each other caused Brown to write 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 more tales of intrigue, courage, conflicting emotions, and ingenuity as you discover the stories of real Canadians vigorously facing the trials of their day. You will also gain historical and critical thinking skills 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!

Continue your lesson on the next page....

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

# INTRODUCTION

*Let me tell you, my fellow Canadians, that all the signs point this way, that the twentieth century shall be the century of Canada.*

—Wilfred Laurier—

*As we enter our centennial year we are still a young nation, very much in the formative stages. Our national condition is still flexible enough that we can make almost anything we wish of our nation. No other country is in a better position than Canada to go ahead with the evolution of a national purpose devoted to all that is good and noble and excellent in the human spirit.*

—Lester Pearson—

## Assignments

Online Canada Quizzes

Map of Canada Review

Canada has been a place where thousands have come to find a new life and hope.

As you complete this course, listen to the voices to discover the past so as to be a citizen who can actively shape the future.

## KEY TERMS

Decide on a method for learning key terms & recording them for study purposes. Continue a list as you work through the text book.

## QUESTIONS DURING VIEWING

The purpose of these questions throughout this course is to help you look for important information as you watch the *Canada, A People's History* videos.

Talk with your teacher about the best method to retain information such as hand-writing the answers to these questions, discussing the content in each lesson with the questions as discussion points, or writing summaries of your viewing in a separate notebook. If you are not sure which method works best, write answers to the questions as you view the videos, pausing the video as needed.

## ASSIGNMENT

Assignments, based on the Six Historical Thinking Concepts, encourage students to think critically about history. Go to the online course material for instructions about your assignment.

## TEXTBOOK

The videos present a *popular* view of history drawing from primary sources. The textbook presents a more *academic* view of history, encouraging students to analyze events and think critically about history. Both are important.

# CANADIAN IDENTITY

Canadian nationalism is expressed through the symbols and beliefs we have about what distinguish our country from another, and gives our citizens a unique place in the world.

Some of the distinguishing characteristics are:

## Assignments

More Online Canada Quizzes

Canadian Identity

- French-English relations throughout Canada's history
- Multiculturalism and ethnic uniqueness
- Geography, nature, weather
- Civility associated with a British heritage and the desire for 'peace, order, and good government'
- Desire to maintain uniqueness next to a dominant neighbour

How much do you know about your country that makes you proud? In this course you will learn about many outstanding Canadians, you will learn about the themes that permeate our culture, and the actions of courageous Canadians which have built the lifestyle we enjoy today.

In the next lessons watch for ways to add to your list of why you are proud to be a Canadian.

In recent years, those who laid the foundation of Canada have come under attack. How do we think through the imperfections of our country's past? Go to the online course material of this course for more on this topic, and instructions about your assignment.

# HISTORICAL THINKING

## Assignment

### Critical Thinking

Is studying history just learning about events, dates, and places? How do we become historically literate with the ability to think logically about our past? For instance, how would you challenge one of today's conspiracy theories—that the holocaust never happened?

Along with learning important events in Canadian history in the 20th century, this course will help you gain critical thinking skills in relation to the study of history with the following six historical thinking concepts.

Read the introduction of the six concepts below. You will be learning more about these in future lessons.

- Establish historical significance—How do we establish what is worth learning and remembering?
- Use primary source evidence—What evidence is available from those who were there?
- Identify continuity and change—What characteristics were continuous and what change is evident?
- Analyze cause and consequence—What kinds of ideas, attitudes, conditions, and actions led to an event and what were the consequences?
- Take historical perspectives—How did ideologies and circumstances of the times affect people's actions in ways that may be difficult to understand today?
- Understand the ethical dimension—What can we learn from our past that helps us make ethical judgements for today? <sup>1</sup>

Go to the online course material for instructions about your assignment.

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<sup>1</sup> The Historical Thinking Project. <http://historicalthinking.ca>

## Lesson 3

### Assignment

*Critical Thinking: What It Is and Why It Counts*  
by Peter A. Facione

# CRITICAL THINKING

## ASSIGNMENT ONE

READ PP. 1-5P1

1. What are some consequences caused by a failure to think critically? (See image page 3)  
*Answers will vary.*
2. What can strong critical thinkers do which weak critical thinkers have trouble doing? *Think logically, thoughtfully, examine all the data, listen to others, is open to alternatives.*

## ASSIGNMENT TWO

Read pp. 5p2 - 8

Look up and record dictionary definitions of the following words. Use these definitions to help you understand the deeper definition in the article.

1. Interpretation: to understand and articulate the significance or meaning of something
2. Analysis: identify the relationship between such information as statements, questions, descriptions, or beliefs
3. Evaluation: assess the credibility and strength or bias of information given
4. Inference: to secure what is needed to come to reasonable conclusions
5. Explanation: representing in a clear way the results of reasoning
6. Self-regulation: self-examination and self-correction to evaluate one's own bias

## ASSIGNMENT THREE

READ PP. 9-14 (COLUMN 1)

1. In terms of critical thinking is a "critical spirit" good or bad? Why or why not? (p. 10) *Having a critical spirit can be good when it refers to someone with "a probing inquisitiveness, a keenness of mind, a zealous dedication to reason, and a hunger or eagerness for reliable information."*
2. Complete the Critical Thinking Disposition Self-Rating Form (p. 14). Discuss the results with your teacher or parent.

# 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.

- Are the characters portrayed in the series *Canada: A People's History* factual or fictional?  
*All the events and characters really happened.*
- What kinds of resources do you think would be used to create the words the characters speak in the film series?  
*Diaries, letters, speeches.*
- Why do you think first-hand accounts are important in the study of history?  
*Answers will vary.*



# LAURIER DAYS

Canada's first Francophone leader, Prime Minister Wilfred Laurier, was passionate about a united Canada, where French and English could live in harmony. Laurier was tireless in his attempts to pacify the English ties to Great Britain while appeasing French demands to put French interests in the forefront. His determination to keep a middle ground helped him stay in power for fifteen consecutive years!

## QUESTIONS DURING VIEWING

### EPISODE BEGINNING

1. What hardships faced hopeful miners heading to the Klondike? *The Chilkoot Pass, avalanches, bad weather, long distances to Dawson City, lack of claims to stake.*
2. How successful were most of those who raced to the Yukon? *Very few actually became rich in the gold rush.*

### THE SUNNY WAY

1. What was Laurier's vision for Canada? *He hoped for a unified French/English Canada.*
2. What was the Manitoba Schools Question and what was Laurier's solution?

*The English speaking majority in Manitoba had abolished the official use of French and funding for Catholic schools. Laurier hoped for a compromise for the French minority in Manitoba.*

### NOT A PRACTICAL MIND

1. Answer the questions "who, when, where" regarding the Boer War.

*1899, South Africa, British army and Dutch settlers.*

2. What compromise did Laurier come to regarding aid for the Boer War?

*Laurier promised to send volunteers if England paid for them.*

CPH Series 3  
Episode 11  
Opening Vignette  
Episode Beginning  
The Sunny Way  
Not a Practical Mind  
(0:00-24:14)

Complete or discuss:  
Questions During  
Viewing

**Textbook** (choose one)

*Canada, An Illustrated  
History* pp. 177-179

*Counterpoints* (2nd Ed.)  
pp. 5-13

*Think History* pp. 5-11



# GROWTH OF THE CITIES

Canada needed a workforce. Since English speaking immigrants from the British Isles and the United States were not enough, the government enticed non-English speakers from across Europe with offers of farmland and a better life. The immigrants found life much harder than they imagined, but more than a million came between 1896 and 1905, settling on farmland in the west or finding work in the factories of urban centers. Canada began to look more like a cultural mosaic.

## QUESTIONS DURING VIEWING

### THE LAST BEST WEST

1. What kind of settlers were desirable to settle the Canadian west?  
*Ones who could endure and preferably from generations of farmers*
2. Where did they come from? (note: Doukhobors are from Russia, Mennonites are from Germany & Russia)  
*Iceland, Ukraine, Russia, Germany, Poland*

### THE MINES & THE MINDS

1. What were the conditions of the coal miner in Glace Bay, NS?  
*Conditions of work were dangerous. The mining company controlled their lives and charged them so much they had little take-home pay.*
2. Name inventors and inventions at Cape Breton Island at the time.  
*Marconi – radio, Alexander Graham Bell – flight*

### A NATION OF CITIES

1. Describe circumstances that led to the growth of cities in the 1900s.  
*An industrial boom because of affordable electricity led to factories and the need for workers*
2. How did factories workers hope to fight for better working conditions and what was the result?  
*Labour unions developed and strikes were victorious.*

CPH, Series 3  
Episode 11  
The Last Best West  
The Mines & The Minds  
A Nation of Cities  
(24:15 - 47:08)

Complete or discuss  
Questions During  
Viewing

**Textbook** (choose one)

*Canada, An Illustrated  
History* pp. 183-191, 194-  
195

*Counterpoints* pp. 16-19

*Think History* pp. 14-17

# NEW BEGINNINGS

In the early 1900s, women did not have the right to vote. Women rallied to demand change. They wanted a say in governance. They also want to put a stop to the heavy drinking that caused distress in families. Families in the slums, especially immigrants who did not speak French or English were also suffering. James Shaver Woodsworth called for social justice for the newcomers

## QUESTIONS DURING VIEWING

### A NEW MAP OF CANADA

1. The farmers of the northwest were demanding two new developments. What were they and what did Laurier promise them if he was re-elected?  
Western farmers needed rail transportation for crops, and wanted their own government to better control their own affairs. Laurier promised he would create two new provinces if elected
2. What two new provinces were created from the former Northwest Territories?

Alberta & Saskatchewan

3. What was the complaint of Henri Bourassa regarding the settlement of the west?

There were no French speaking immigrants

### FIGHT FIRE WITH FIRE

1. What skill did Nellie (Mooney) McClung have which helped her become a leader for women's suffrage, the temperance movement, and the image of women in general?

She had a speaking ability that inspired others

2. What province, in what year, first granted women the right to vote?

Manitoba - 1916

CPH, Series 3  
Episode 11  
A New Map for Canada  
Fight Fire with Fire  
(47:09-1:02:05)

Complete or discuss  
Questions During  
Viewing

### Assignment

Primary Sources and  
Immigration

## PRIMARY SOURCES AND IMMIGRATION



Doukhobor women are shown breaking the prairie sod by pulling a plough themselves. North Colony, also called Thunder Colony, Saskatchewan, 1899. Library and Archives Canada/C-000681, PD

In point form, use the questions who, what, where, when and why to describe what this primary source tells you about life for these immigrants. You can read more about these people at links on your assignment page.

Answers will vary

**WHO?**

- Doukhobor women and a few men
- immigrants from Russia
- homesteaders
- pacifists, vegetarian, lived in communal colonies

**WHEN**

1899

**WHERE?**

North Colony, Saskatchewan

Homesteads given by government to turn prairies into farmland

**WHAT?**

Doukhobor women hitched themselves to a plow to break up the hard prairie ground

You can see the heavy prairie grass in the photograph which would make this work very difficult

**WHY?**

- The ground was difficult to till
- They must not have had oxen or horses to draw the plows
- People worked together to accomplish the hard tasks to homestead

# PRIMARY SOURCES AND IMMIGRATION

James S. Woodsworth was a Methodist minister and worked as the Superintendent of All People's Mission in Winnipeg's north end from 1902-1913. He wrote about the hardship of new immigrants in *Strangers Within Our Gates*.

*Michael Franchincinski is a laborer, but has at present no work. He and wife and five children live in two small rooms for which they pay \$4.50 a month; this must come out of the summer earnings. They have had great trouble and expense with one of the children. Little Pieter took sick when they were coming out here, and was sent back to Austria. The father hopes to save enough money to go for his little boy. p. 263*

*Pieter Yabrook is employed in a slaughter-house. He and his wife and two children live in two rented rooms, and keep from fifteen to twenty men roomers. The place is nearly all beds. p. 262*

Woodsworth, James S. *Strangers Within Our Gates*. The Missionary Society of the Methodist Church, Toronto, 1909

In point form, use the questions who, what, where, when and why to describe what this primary source tells you about life for these immigrants.

Answers will vary

## WHO?

- Michael - unemployed father of 5
- Pieter - ill son
- Peter - father of 2
- Roomers - 15-20 men

## WHEN?

Sometime between 1902-1909

## WHERE?

Winnipeg north end

## WHAT?

Hardship of immigrants

- Michael - baby boy left behind in Austria because of sickness
- Can't find employment but has bills to pay
- Trying to save to go back to Austria for son
- Peter - is employed, lives in 2 rooms with family, but also houses 15-20 male boarders in those two rooms, to earn enough money

# PRIMARY SOURCES AND IMMIGRATION

*In Winnipeg's early years, serious disease like small pox, tuberculosis, scarlet fever and diphtheria frequently reached epidemic proportions.*

*Typhoid fever was also prevalent in Winnipeg from very early on. In fact, it was once called Red River Fever, since people believed it was caused by drinking untreated water from the Red River.*

<https://www.winnipeg.ca/clerks/archives/pathways/Typhoid.stm>

Read the short story *Irish Ned, the Winnipeg Newsy* by Rev. Samuel Fea, the Rector of St. Peter's Church in Winnipeg. While this is a work of fiction, it was written during the times of the story (1910) and provides primary source insight regarding the times. What does this work of fiction, written in the time period described, tell you about the life of immigrants in Winnipeg?

You may want to find out the basics of Typhoid fever with a little research.

## WHO?

- Ned the newsboy
- Irish immigrant
- 9 years old, raised by grandmother
- leader, well-liked, intelligent, responsible

## WHEN?

- He was 5 years old in 1919 - date of the Winnipeg General Strike
- He is now 9 years old
- The story is set around the year 1923

## WHERE?

- Winnipeg
- North end in a community around Selkirk Avenue

## WHAT?

- Immigrants faced injustice (father falsely charged)
- No financial help for the poor (elderly grandmother and young child have to work)
- The church is a center of help as is the neighbourhood "doors opened wide to poor and stranger)
- No medical relief, nor prevention education for serious diseases such as Typhoid fever

## WHY?

Poor immigrants did not have access to sanitation, clean food, medical help. Typhoid fever is caused by food contaminated with *Salmonella typhi* bacteria which can be found in unsafe drinking water, or passed by an infected person by poor toileting sanitation

*Irish Ned,  
The Winnipeg  
Newsy*by Rev. Samuel Fea  
1910, PD**PRIMARY SOURCES AND IMMIGRATION**

## CHAPTER I.

"Free Press! T'bune! Telegram! Papers, sir? Three for a nickel! Press, T'bune and Telegr-r-r-ra-m-m-m-m!"

It was a hot afternoon in August, at the corner of Portage Avenue and Main Street, the busiest thoroughfare in the busy city of Winnipeg, now at its busiest and noisiest; but above the noise and din of traffic rose shrill and clear the persistent cry of "Press, T'bune and Telegram!"

The speaker, or rather the shrieker, was a boy not more than nine years old, and was at the first glance just an ordinary boy, except that he was small for his apparent age. His clothes were patched in places, and his boots were worn considerably, and the uppers were just beginning to gape at the crack across the top; but the clothes were neat and clean, and his boots were brushed. His hair was of the straw-coloured variety, with a tendency to red, but it was not tousled or unkempt, but neatly combed; while his little cap was not on straight but pushed back carelessly, just showing a pair of clear but dark-blue Irish eyes and a broad, low forehead.

His neatness compelled a second glance, and the second look at him proved interesting. The boy's face was bright, cheerful and attractive, for with all the innocence written upon it there was also the knowledge of good and evil, together with the shrewdness born of an early experience. But this shrewdness showed that his innocence was his choice of the good and rejection of the evil, and not merely because he had been kept from contact with the evil. This was Irish Ned, the Winnipeg newsy

The prince of newsboys was little Irish Ned, small in body, but great in mind, the acknowledged leader of the select circle in which he moved; always bright, winning, punctual and strictly businesslike, he was admired by all who knew and watched on the street for his little dimpled smile. Of course it must be admitted that at times there did come, now and then, a bit of a scrimmage, but Ned was "quite fit" for his size and weight any day; and after all, "sure it was only a bit of fun," as he was known to say, "an' a body must have a bit of a fight sometimes." Besides, being an Irish boy, he dearly loved a "shindy," and Winnipeg's wide streets provided ample room in which to dodge a too powerful enemy. But for all his teasing the big boys never bullied Ned, for all of them loved his bright, intelligent face and manly ways.

In the evening, after his papers were sold, Ned used to wend his way to the schoolroom of the church which was known to him and his chums as "Peter's Church." There he spent many a happy hour with the Gymnasium Club, tumbling on the bars, swinging the clubs, performing feats wonderful in the eyes of the "greenies," and successfully wrestling with boys twice his size. Many a prize did he carry off, and many a "newsy" envied him the night he won the gold button for being, as he styled it, "the best kid in the whole bunch."



## PRIMARY SOURCES AND IMMIGRATION

As a Boy Scout, he would sit for hours and listen to the wonderful stories related by the Scoutmaster, or play the grand game of Kim, or join an expedition of endurance or skill or discovery, on which the painstaking Scoutmaster used to take and train his boys. A proud boy indeed was Ned when with his troop he marched with the Veterans and Military to St. John's on "Decoration Day" to place a wreath on the graves of the Canadian heroes who gave their lives for Queen and Country in the Rebellion of '85. His chest would expand, his head would be lifted high, and his step assume a manly stride, as the band of "The L.B.D.'s," in which one of his chums was playing, would strike up "The Maple Leaf Forever," or "Pork, Beans and Hard-tack, Hard-tack, Tra-la-la-la!"

But the greatest day of all the year to Ned was the sixth of July. That was the day, the glorious day, of St. Peter's Picnic to Winnipeg Beach. That was the day when Ned was in his glory, and bubbled over with excitement. Helping to carry the big banner, or dodging here and there through the long procession of children and teachers as it wound its way along Selkirk and Main to the C.P.R. station, his shrill voice leading every now and then in the great yell, "Ice-cream, soda-water, ginger-ale and pop! St. Peters, St. Peters, they're always on the top."

Ah! what a glorious time it was! And then the big train and the long ride, and the Beach, with its sand and the boating and the swimming; the sports in the afternoon, from which Ned managed to carry off his share of the prizes; to say nothing of the sumptuous dinner and supper for which the teachers had worked and planned for many moons. Ah, it was grand! And then to reach home again in the gathering twilight, to scream once more the dear old yell, "Always on the top!" to fall asleep with the refrain, "Ice-cream, soda-water," ringing in his ears, and wishing each day were picnic-day--ah, those were the happy, happy spots in the life of little Irish Ned, the Winnipeg Newsy.

### CHAPTER II.

Little Irish Ned was scarcely three months old when his mother died. His grandmother reared him, and a hard fight she had to do it. All went well for a time after his mother's death, but when Ned was about five years old he lost the love and guidance of his father, and his grandmother was deprived of her only support. Ned's father was employed as a motorman by the Winnipeg Street Railway Company. He was steady and prosperous; when suddenly a "strike" was called, and then there were riotous times in Winnipeg's streets. Matters went from bad to worse, until at last the Mayor called out the soldiers, and they came with all the pride and pomp of war and with a great Gatling gun to overawe the rioters.

A hot time was in process on Main Street, three cars had been smashed to atoms, the police with drawn batons had charged the crowd, when Ned's father, who had entered a car to get his overcoat, left there the night before

## PRIMARY SOURCES AND IMMIGRATION

the strike, was arrested as he was leaving the car. No explanation was asked or taken. A "striking motorman," he was caught in the act; and accordingly he was sentenced to a long term of imprisonment in Stony Mountain Penitentiary. Then began the hard struggle against poverty and disease, the hard struggle in which thousands have already been worsted, the battle against fearful odds which so many are now fighting.

With no one to support her and little Ned the old woman was forced to go out and scrub offices and to do a day's work wherever it could be got, in order, as she said, "to get a bit an' a sup an' a few rags to keep the boy in dacency."

Selkirk Avenue was not then the congested district that it is today. Then happy homes, not many on the street, but each with a nice large plot of ground and its own garden shaded with maple trees, covered the district where now stores and offices and tenement blocks are trying to shut out the sunshine. Never did a braver, more generous, kinder-hearted people dwell together than those of North Winnipeg in the good old days when each was known to all and all to each. The hungry and the destitute never pleaded then in vain. Like the Green Isle from which they sprung, "their doors opened wide to the poor and the stranger"; like the land of their adoption, Canada, the broad and free, their hands and purses were ever open to the call of charity.

Among them these two friendless ones found friends indeed. They lived in a little home just east of where the Exhibition Buildings now stand. A cleaner and neater one, though poorly furnished, could not be found in all the city.

Often on a summer's evening, when the darkness was beginning to fall, and Granny had rested a little after her day's work, she and the child would walk down towards the church. Not a handsome edifice, merely a frame shell on a stone foundation. Not old and fragrant with ancient memories, like the churches of the "Dear Isle" so far away, where tired and weary workers, after long and dreary toil, in the evenings would step in and reverently kneeling would lose sight of the world and its weariness, in prayer and communion with God--a custom of the people which gave them the strength and fortitude to bear a burden unknown to the boys and girls of this Canada of ours.

No, not grand and old and magnificent, but still to these two sacred and hallowed because it was God's House and theirs. They knelt on the chancel step--the old woman and the little boy. There they knelt and prayed--ay, prayed for the mother and the daughter now dead and gone; "for all who are any way afflicted or distressed in mind, body, or estate"; and for one so dear to them suffering, after the example of his Saviour, punishment for a crime he did not commit.

Ah, would to God we had more like these; would to God the evenings were hallowed with more such visits to our city churches; would to God that more



## PRIMARY SOURCES AND IMMIGRATION

hungry hearts were eager for such quiet communion with their Heavenly Father in His own House! What a beautiful picture it made: The setting sun shining through the western window falling on the gray hair and wrinkled, upturned face of the old woman, and on the sweet young head and innocent countenance of the little child so close to her side. Ah, often has the Rector, standing in the shadow, gazed with love and gratitude on this scene--a scene of heaven upon the earth, a picture artists love to paint, a sermon without words, an evening incense, the strong, prevailing prayer of Youth and Age.

### CHAPTER III.

Seven bright summers have passed away since little Irish Ned first saw the light of day. In his own estimation he is now quite a man. Granny must put him in long pants, and then he will trot out to earn a living for himself. Down to the newspaper office he goes with a friend who tells his story. The "Circulation Manager" is very sympathetic, and Ned gets his first bundle of papers. Oh, how proud he was. Not a prouder boy or man in all Winnipeg. At six o'clock in the morning his little feet would carry him across the overhead bridge to Portage Avenue, and soon his voice would be heard crying "Free Press! Morning Free Press!" along Portage Avenue, up Main Street and down Selkirk to his home. In the afternoon the same shrill call would be heard heralding the evening papers, "Press, 'Bune and Telegram." Of them all he preferred the Free Press, but necessity knows no law, and it was, as he said, "to make his pile and get rich quick," that he sold the "'Bune and Tely."

On Sunday he was always at morning service, sitting in the South Transept near the Font. He loved the Sunday School, and right joyously rang his sweet, childish treble in the chants and hymns; but when it came to the hymn, "Just as I am, I come," then his whole soul seemed afire, and the thrilling, rapturous music gushed from his little throat and ascended Heavenwards--as the angels' songs must ascend to the summit of God's Throne.

*In the glad morning of my day,  
My life to give, my vows to pay,  
With no reserve and no delay,  
With all my heart I come.*

*Just as I am, young, strong and free,  
To be the best that I can be,  
For truth and righteousness and Thee,  
Lord of my life, I come.*

*And for Thy sake to win renown,  
And then to take the victor's crown,  
And at Thy feet to cast it down,  
O Master, Lord, I come.*

It was the sweet, enchanting strain of a pure and innocent soul registering its determination to be worthy of the God from Whom it sprung.

## Lesson 7 Assignment

# PRIMARY SOURCES AND IMMIGRATION

Day followed day, and week in week out, in sunshine and in rain, Ned sold his papers and won his way. All came to know and admire and love little Irish Ned. His honest, bright, little face and winsome, dimpled smile won him hosts of friends; but he never forgot the dearest friend of all, his good old Granny. And still as long as evening twilight lingered, the setting sun, peeping through the western window in the green frame church, found the two kneeling on the chancel step offering up the prayer of Faith and Love.

### CHAPTER IV.

The summer days were ended. The bright fall days were come. All nature had donned her many coloured garments made beautiful by the frost before she laid them away for the winter rest. The world was beautiful, but darkness and dismay reigned in the newspaper offices, for Irish Ned was missing. "No one to take his papers?" "Where is he?" "At home, sick." "What?" "Typhoid fever."

Yes; the curse of Winnipeg in its earlier days, the dread disease responsible for so much poverty and suffering, had Ned in its grip, and held him fast. He lay on his bed very, very ill, and his grandmother tried to comfort and soothe and bring him back to health--her darling, her loved one, her only one—but all in vain.

His course was run, his hour had come, his brief day of trial was over. "Oh, sir," he said to the Rector, "I know \_you'll\_ tell me the truth. The doctor won't tell me, and Granny tries to, but she can't, you know, sir; but you will, I know: Am I going to die, sir?"

The good man asked, "How do you feel about it yourself, Ned, my son?" And the lad bravely answered, "I think I am, sir." Then the Rector said, "Ned, my own brave boy, you will see Jesus before we do; are you afraid to go to Him?" And the sick boy answered, "No, sir; not now, sir." Quietly and calmly he lay and listened as the Rector told over and over again "the old, old story of Jesus and His love"; and after a simple childlike prayer, in which the minister committed the boy to "God's gracious mercy and protection," the little chap asked them to sing his favourite hymn. With breaking hearts and voices full of emotion they sang the wished-for hymn, the dying boy joining in at the verse--

*In the glad morning of my day,  
My life to give, my vows to pay,  
With no reserve and no delay,  
With all my heart I come."*

Along Selkirk Avenue, through North Winnipeg to St. John's, down Main to Portage and Broadway, across the river to Fort Rouge and Norwood flew the news that Irish Ned was dying. Many an eye was filled with tears, many a breast heaved a throbbing sigh, many a heart had an aching load: Irish Ned was dying. Round at the Church and in Sunday School on that clouded Sunday morning they missed the bright, winsome face and dimpled smile, and

## PRIMARY SOURCES AND IMMIGRATION

many a prayer was sent on the wings of faith to the Throne of Grace for the little boy and his lonely friend. Yes, the Angel of Death was waiting to take “home” little Irish Ned. Some of his chums went to see him on Sunday night and sang at his request, “Tell me the old, old Story.”

Afterwards the Rector went and stayed till the end. A great calm settled down upon the boy. He lay so quietly all night, while his grandmother clasped one hand in hers and with her other gently brushed back the fair hair from his brow. At last, after a long silence, he said, “Say ‘Just as I am’ for me.” Again they said it. Then the Rector read the Prayers for the Dying. As the dawn was breaking, the sun gilding spires and housetops, and the sparrows twittering their morning hymn of praise on the eaves, with the words, “Lord of my life, I come,” upon his lips, little Irish Ned gave a gentle sigh, and yielded up his spirit to the God who gave it.

He was dead. The world without was bathed in sunshine, but all was dark to her he loved, now left alone. His little bird was singing merrily in its cage, “but the strong heart of its child master was mute and motionless forever.” For the last time earth had felt the springing tread, and listened to the merry whistle of little Irish Ned.

They buried him in the cemetery at Brookside, far removed from the city’s noise in which he so loved to mingle, far from the haunts and the turmoils and the troubles of men. As the Rector with choking voice uttered the words, “Earth to earth, ashes to ashes, dust to dust,” many a heart heaved with sorrow, many an eye filled with tears, many a breast throbbed with sobbing; but as he went on to proclaim in triumphant tones, “In sure and certain hope of the Resurrection to Eternal Life through our Lord Jesus Christ,” an awed silence fell upon that sorrow-stricken assembly and a new hope was begotten in their hearts.

*Father, in Thy gracious keeping  
Leave we now Thy servant sleeping.*

### CHAPTER V.

*Is it well with the child? It is well.  
Safely, safely gathered in,  
No more sorrow, no more sin,  
No more childish griefs or fears,  
No more sadness, no more tears;  
For the life so young and fair  
Now hath passed from earthly care;  
God Himself the soul will keep,  
Giving His beloved sleep.*

*Safely, safely gathered in,  
Free from sorrow, free from sin,  
Passed beyond all grief and pain,  
Death, for thee, is truest gain;*

*For our loss we must not weep,  
Nor our loved one long to keep  
From the house of rest and peace  
Where all sin and sorrow cease.*

*Safely, safely gathered in,  
No more sorrow, no more sin.  
God has saved from weary strife,  
In its dawn, this fresh young life,  
Which awaits us now above,  
Resting in the Saviour’s love;  
Jesus, grant that we may meet  
There adoring at Thy feet.*

## PRIMARY SOURCES AND IMMIGRATION

### CHAPTER VI.

Men come and go. Nations rise and wane. Suns rise and set. The seasons roll around. The days and weeks and months succeed each other in rapid succession, and Time, the great Physician, heals our wounds. Once again 'tis Christmas Eve, and in a certain city church the Rector lingers for a while to see that all is in readiness for the festal morning. Loving hands have decorated the neat little church. Beautiful it looks, with its evergreen holly and ivy, and red berries, and white sparkling frost crystals, and pure white carnations on the altar. All is ready for tomorrow's service, and with thankful heart the Rector kneels on the chancel step to thank God for His best gift to the world--The Babe of Bethlehem--and to beseech that His people may appreciate that Gift. As he is about to leave the church an old woman comes tottering up the aisle bearing in one hand a silver "challenge" cup, and in the other a bunch of white flowers. With trembling voice she beseeches the minister to take and place them upon the altar. "The cup was Ned's, sir," she said, "he won it for shootin' at the Boys' Brigade. I bought the flowers myself, your riverence, for I know he would love it to be filled with flowers on the altar to-morrow; and I want it placed there as his gift to God this blessed Christmas Day."

Her request was granted. Ned's gift was "placed there" and all who heard the story were reminded of the saying, "He being dead, yet speaketh." In his life he bravely "did his duty in that state of life unto which it had pleased God to call him"; he gave himself up to bring joy and sunshine wherever he went; he gave his prayers, his service, his will to God; for "with all my heart, I come," he said.

*And may we not feel this happy Christmastide, when the world is glad  
and joyful, when friends are true and the skies are blue and the sun is  
shining, when in God's House we thank Him for the Babe of Bethlehem  
and unite with the whole Heavenly Host in singing  
"Glory to God in the Highest, and on earth peace to men of good-will";  
may we not feel that with all the voices in that mighty throng, one voice  
we know will also be lovingly heard by our Father; and that will be the  
voice of Irish Ned, the Winnipeg Newsy.*

# IMMIGRANTS

CPH, Series 3  
Episode 11  
Strangers Within Our  
Gates  
Gold Mountain  
(1:02:05 – 1-15-40)

Complete or discuss  
Questions During  
Viewing

**Textbook**

*Canada, An Illustrated  
History*  
pp. 183-191, 194-195

## QUESTIONS DURING VIEWING

### STRANGERS WITHIN OUR GATES

1. Methodist minister, James Woodsworth had compassion on immigrants who lived in dire circumstances. What did he do?  
*At the All Peoples Mission in north Winnipeg, James Woodsworth works with immigrants, promotes education and teaches English. He publishes the book *Strangers Within Our Gates* which promotes welcoming immigrants.*

### GOLD MOUNTAIN

1. Describe the situation of the Chinese who came to Canada.  
*The railway work was dangerous. One railway worker dies for every mile of track. After the railway they could only do low level jobs as they faced discrimination and even violence*
2. What did the government do to discourage immigration?  
*A head tax was created for Chinese immigrants of \$50.00, raised later to \$500 per person. Exclusion measures and laws were eventually created to stop Asian immigration*
3. In what year was the first Chinese person allowed to vote?

1949

# HISTORICAL SIGNIFICANCE

## Assignment

Defining Moments  
in My Story Essay

**H**istory is everything in the world that has ever happened to anyone, dead or alive. Wow! That would be too much to remember. Since we can't learn everything in history we have to determine what is historically significant. Just because it is in the media, or a book, or it is important to you, does it mean it is historically significant? How do we decide what is worth learning and remembering?

Look at the following criteria.

- **Resulting in Change:** How profoundly were people affected by the event or person, how many people's lives were affected, and how long did the changes last?
- **Revealing:** How does this event or person help us understand the past?
- **Relevant:** How does this event or person shed light on issues or problems that concern us today?

# THE BOER WAR

CPH, Series 3  
Episode 11  
For God, Queen &  
Country  
I am Canadian First  
(1:15:40-1:27:51)

Complete or discuss  
Questions During  
Viewing

**Textbook**

*Canada, An Illustrated  
History* pp. 177

The discovery of gold and diamonds in two Dutch republics of South Africa sparked a conflict which led to the Boer War of 1899. Britain asked Canada and her other colonies for support. French Canadian Nationalists thought Canada should have no part in supporting British conquests while English speaking imperialists argued that this was Canada's duty. The debate hinged on the issue of conscription.

Laurier came up with a compromise that made each group unhappy. The Canadian government was to train, equip, and transport a troop of 1000 volunteers. The nationalists thought this was too much and the imperialists thought it was not enough. In the end, over 7,000 Canadians went to South Africa to help in the conflict. When Europe went to war a few years later and Britain again needed the aid of the colonies, conscription once more became a heated issue of debate.

## QUESTIONS DURING VIEWING

### I AM CANADIAN FIRST

1. What decision did Laurier make that caused outrage both by the English and the French and what were the complaints of the two groups?

Western farmers needed rail transportation for crops, and wanted their own government to better control their own affairs. Laurier promised he would create two new provinces if elected



# LAURIER'S LOSS

CPH, Series 3  
Episode 11  
Bourassa and the Bishop  
It Will Be a Terrible War  
(1:27:51-1:46:20)

Complete or discuss  
Questions During  
Viewing

Laurier had always taken the route of compromise to satisfy both the French and the English, however he finally found he could please no one. Even Laurier's friends decided that they could not continue to support him. First, Bourassa left Laurier's government to become a voice for the French. Then, the issue of Free Trade alienated long-time supporter Clifford Sifton. In the election of 1911 the people chose a new government and thirty-seven years of Liberal leadership ended.

## QUESTIONS DURING VIEWING

### BOURASSA AND THE BISHOP

1. What did the Archbishop of Westminster say at the 21st Eucharistic Congress in Montreal (1910) that angered the French?

He said that English should be the dominant language of the Catholic Church in North America.

2. What was the basis of Henri Bourassa's rebuttal?

The first Catholic apostles spreading Christianity in North America were French, three quarters of the clergy of North America have come from the French population, and though a small group, we have the right to retain our language.

### ATTACKED FROM ALL SIDES

1. What was the fear if Free Trade was approved?

It was feared that Americans would simply swallow Canada.

2. Who defeated Laurier in the 1911 election and what was his political party?

Robert Borden, Conservative

### IT WILL BE A TERRIBLE WAR

1. Where was the Canadian First Division stationed in April, 1915 when John McCrae and Alexis Helmer were serving?

Ypres, Belgium

2. How many Canadians died in The Great War?

60,000



# MANIA

Read lesson here or online.

Answer questions at end of lesson

## Assignment

Map of Europe

Summary notes

Read Kaiser Wilhelm II - A Crippled Bombast (online course)

**Textbook**

*Canada, An Illustrated History* pp. 201-203

*Counterpoints* pp. 25-30

*Think History* pp. 21-26

When Great Britain found itself at war in 1914, Canada, as a member of the British empire, is also bound to join the war effort. Canadians patriotically and enthusiastically signed up.

## CAUSES OF WORLD WAR I

What started WWI? How did the assassination of an archduke in a remote corner of Europe turn the world into turmoil? While it is complicated, the build up towards a world war, triggered by the assassination of the Austrian archduke, Franz Ferdinand, and his wife on June 1914 can be outlined in the following five causes. Remember them by the acronym MANIA.

Militarism is the policy of giving the military a high profile, strong powers, and preparedness. Nations with strong armies are less likely to be attacked, more able to defend themselves, and more prepared to advance their interests around the globe. From 1870-1914 the armies of France and Germany more than doubled. As Germany built up its navy, Britain, an island country, became alarmed and competed to have the strongest navy. European nations hurried to produce steel battleships, explosives, and high-powered guns stronger than their neighbours. As the arms race progressed European nations watched each other with suspicion and apprehension.



The HMS Dreadnought ('fear nothing but God') built in 1906, a battleship with a steam turbine engine and large guns became the revolutionary battleship of the era. Battleships became known as dreadnoughts.

Alliances are when two or more countries band together and promise to help each other in times of war. The countries are known as Allies. As a number of alliances were formed between 1879 and 1914, it meant that if one country declared war, its Allies would be forced into the conflict as well. There were two main alliances prior to WWI. The Triple Entente, also known as Allies, was formed by France, Russia and Britain. The Triple Alliance, or Central Powers, was comprised of Germany, Austria-Hungary and Italy. When the war started, Italy left the Central Powers and joined the Allies.

Nationalism is a sense of strong loyalty to your own homeland. After France's defeat in the Napoleonic Wars in 1814, the victorious European powers drafted new country borders which displeased a number of groups especially when it meant losing control over territory. There was specific contest in the Balkan states. In 1908,

Austria-Hungary took control of Bosnia, which bounded the small country of Serbia. There were already struggles for power in the Balkan Peninsula as the Turks were being pushed out. Serbians living in Bosnia, bitter about Austrian rule, wanted one powerful Serbian homeland.

Imperialism is when one country gains control of new lands and imposes their own power and rule. When, by 1900 the British Empire had colonies on five continents and France had control of large areas of Africa, Germany was late into the game and had to compete for the little that was left. This caused rivalry and Germany was especially aggravated.

Assassination! The trigger event!

'Sophei, Sophei, don't die. Stay alive for the children!' <sup>1</sup> With these last frantic words the Archduke Ferdinand of Austria and his wife, Sophie, both died from an assassin's bullets that fateful day in Sarajevo, June 28, 1914. The attacker was a member of the Serbian terrorist group, The Black Hand, which had threatened to kill the Austrian Archduke if he came into Bosnia. When other world leaders heard the news they were sad but not alarmed, never guessing that these shots would trigger massive destruction and four long years of deadly world war. In a few months, Canadians were swept into the conflict.

#### QUESTIONS:

1. List the countries of the Triple Alliance.

*Germany, Austria-Hungary and Italy*

2. List the countries of the Triple Entente.

*France, Russia and Britain*

3. Why did Germany become dissatisfied by imperialism?

*There were not many unclaimed lands left in the world so Germany did not have what they considered a fair share.*

<sup>1</sup> "Assassination of Archduke Ferdinand, 1914," EyeWitness to History, [www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com) (1998)

Lesson 12  
Assignment

# MANIA

Record a summary for all the points in the acronym MANIA

**M** \_\_\_\_\_

**A** \_\_\_\_\_

**N** \_\_\_\_\_

**I** \_\_\_\_\_

**A** \_\_\_\_\_

# SCHLIEFFEN PLAN

CPH, Series 3  
Episode 12  
Episode Beginning  
(0-14:20)

Complete or discuss  
Questions During  
Viewing

## Assignments

Schlieffen Plan

Western Front Map

**Textbook**

*Canada, An Illustrated  
History* pp. 177

*Counterpoints* pp. 33-35

*Think History* pp. 29-31

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 Belgium 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.

## Lesson 13 Assignment

# THE SCHLIEFFEN PLAN

Answer the questions from your lesson material.

What was the threat to Germany for which General von Schlieffen created a strategic plan in 1907?

Why didn't Germany worry about the Russian front at the beginning of the war?

Germany wanted to encircle Paris from the north. What two countries did they go through to get there? Were they successful?

What percentage of the German troops did the plan call for in the campaign against France, with the rest deployed at the the Eastern Front against Russia?

The Schlieffen Plan was not successful. Name three reasons why Germany did not accomplish the swift victory expected.

# CANADIANS AT THE FRONT

CPH, Series 3  
Episode 12  
Our Investment of Blood  
Go Out and Meet Death  
Bravely  
(14:20-32:52)

Complete or discuss  
Questions During  
Viewing

## Assignments

Begin Annotated  
Timeline of Major Battles  
of WWI.

Western Front Map

**Textbook**

*Canada, An Illustrated  
History* pp. 177

*Counterpoints* pp. 36-38a

*Think History* pp. 32-34a

When Britain declared war, Canadians rallied to support the ‘mother country’. Seventy percent of all recruits were immigrants from Britain. Canadian regiments served as part of the British army. Canadians first engaged in the 2nd Battle of Ypres (Belgium) and encountered the horrors of chlorine gas. Early in 1916, the heavy bombardment at Verdun almost allowed the Germans to break through the French defences.

The French and British launched the Somme offensive on July 1, 1916, forcing the Germans to divert and lessen pressure at Verdun. With 120,000 troops along a 24 km front, the Somme ‘big push’ was expected to end the war. Instead, after more than four months, this engagement alone left over one million dead with few advances. Both armies were burrowed into trenches and tunnels in a face-off that saw little movement back and forth for four years of warfare.

## YPRES, SOMME, TRENCH WARFARE

Newfoundland, not yet part of Canada, sent the Newfoundland Regiment to support the war effort. They fought alongside the 29th British Division in the Battle of the Somme. Meant to be the break through that ended the war, the British bombarded German lines with shell fire for a week. The strength of German fortifications was grossly underestimated. The Germans simply moved underground to prepare and wait.

On July 1st, 1916, the ground attack began at 7:30 am when eleven British divisions went over the top toward enemy lines. The Germans left their bunkers and aimed their guns at the breaks in the barbed wire. They easily demolished British troops. The Newfoundland Regiment, ordered to follow at 8:45 am, were easy targets in the morning light. Of the 798 in the regiment, only 68 stood for roll call the next morning. On July 1st in Newfoundland and Labrador, Memorial Day is still observed together with Canada Day to commemorate this horrible loss.

# 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”.

# VIMY RIDGE

CPH, Series 3  
Episode 12  
The Spoils of War  
The Battle of Vimy Ridge  
(32:50-46:54)

Complete or discuss  
Questions During  
Viewing

## Assignments

Annotated Timeline  
of Major Battles of WWI.

Western Front Map

**Textbook**

*Canada, An Illustrated  
History* pp. 204-206

*Counterpoints* pp. 38b

*Think History* pp. 34b

After the senseless slaughter at the Somme, Canadian Commander, Major-General Arthur Currie knew that careful planning and military intelligence were essential to victory when Canadians were sent to relieve the British at Vimy Ridge. From the top of the ridge the Germans had a full view of their enemy making a surprise attack appear impossible. For two years the Germans and Allies had battled at Vimy, losing over 260,000 men but gaining little ground. Both parties had carved extensive underground tunnels which could be filled with explosives and detonated under enemy trenches. The French and British had been unsuccessful at taking and holding Vimy Ridge. Then the Canadians were sent in to try.

The Canadians, all four divisions working together for the first time, spent the winter of 1916-1917 gathering intelligence through aerial reconnaissance, engineering a maze of tunnels powered with electricity, and thoroughly training the troops. On March 20, 1917 the battle began with a massive artillery barrage. Three weeks later the ground attack began. Instead of charging in full view of enemy guns the Canadians crossed open ground under the cover of matching shell fire which churned up the land ahead of the troops and forced the enemy to stay low. Tunnels had been excavated right to the front allowing troops to get there without being observed. Supplies and the wounded could be moved through the tunnels as well.

The Canadians were successful in their attempt to take out enemy guns. Within four days Vimy Ridge had been taken along with 4000 German prisoners. It was the most successful Allied offensive since the war began.

## QUESTIONS DURING VIEWING

### BATTLE OF VIMY RIDGE

1. What is the significance for Canadians of the victory at Vimy Ridge?

It was the first time Canadian divisions all fought together, and as the battle was such an overwhelming success when both the British and French had failed to take the ridge, it became a source of Canadian pride.



# ROYAL AIR FORCE

## Assignments

Historical  
Perspective - Pilots'  
Conflicting Emotions

View TC2 Historical  
Perspective video

**Textbook**

*Canada, An Illustrated  
History* pp. 206-207

*Counterpoints* pp. 40-43

*Think History* pp. 36-39

Only 10 years after the Wright brothers made the first powered flight, a few visionaries could see the importance of aircraft in war though many were skeptical. Tethered observation balloons were used for spotting enemy artillery but less effective considering the mobility of aircraft. Pilots began to take photographs to build a complete picture of enemy trench systems.

Aviators began to experiment with hand held guns to shoot at enemy aircraft, progressing quickly to mounted machine guns. The race for air superiority facilitated the development of fighters, bombers, and ground-attack aircraft. Aerial combat maneuvers at short range were termed a 'dogfight'.

An pilot qualified as an 'ace' with five aerial victories. Ace pilots became the heroes with propaganda of their successes. Germany's Manfred von Richthofen, nicknamed The Red Baron, was the most famous WWI ace with eighty victories to his record before he was killed in 1919. Canadian, Billy Bishop, was the top British Empire ace with 72 confirmed victories.

The life expectancy of a combat pilot was only a few weeks with fatalities for cadets in training not much better. The aircraft were flimsy vehicles of wood, cloth and wire. Pilot training was minimal; two to three hours in the air before flying solo, fifteen hours in the air before going into combat. During training, there could be a number of crashes in any one airfield in a day. With little understanding of the mechanics of flight, instructors thought students had the best chance of becoming good pilots by teaching themselves. Trainees were encouraged to loop, roll, and spin and a stalled engine during maneuvers was a common cause of fatality. 8000 cadets died in flight training in Britain.

It was the excitement, fame, daring and glory that drew young men into in the Royal Flying Corps. A strange camaraderie existed between aviators on both sides. When a well-known pilot died, the enemy would often drop a wreath and note of condolence to the pilot's airfield. Balloonists had parachutes, however, it was considered detrimental for pilots in part because of bulkiness and weight, but also because it was suspected that pilots would jump from the plane when hit instead of trying to land it safely. Parachutes, not yet advanced in design, seldom worked anyway when used from a spiralling plane.

The ingenuity of the engineers and the skill of flyers paved the way for great advancements in aeronautics after WWI.

# HISTORICAL PERSPECTIVE PILOT'S CONFLICTING EMOTIONS

There are vast differences between the way we think today and the ideas of characters in the past. We cannot fully understand why people did what they did, or how they thought without understanding the beliefs and social norms of the times in which they lived.

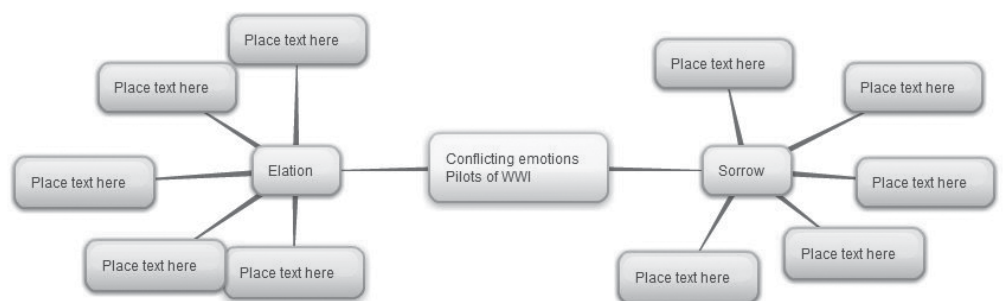
Taking **historical perspective** means that we attempt to understand the social, political, and emotional setting that shaped the way people lived & acted in the past. Different historical characters may have conflicting beliefs and we need to understand those diverse perspectives as well as discern how those ideologies vary from the way we think today.

Young men caught in WWI often had conflicting feelings. Aviation was new and pilots had great respect for other pilots whether enemy or not, however, if they didn't shoot to kill, they might be the ones dead the next day.

*There was an odd camaraderie and chivalry among aviators from both sides. Ace Billy Bishop mentions his officers' mess wining and dining a downed German pilot before reluctantly handing him over to the army. When a pilot from either side went down behind enemy lines, the "enemy" would drop a note to inform his comrades whether he had been killed in a crash or taken prisoner. When a renowned pilot died, his erstwhile adversaries would drop a wreath and note of condolence over his airfield.*

Draw from firsthand accounts to learn the values which would create the conflicting emotions of both elation and sorrow when a pilot shot down an enemy aircraft. Be careful not to impose your own present-day values. Draw a bubble chart to show reasons for the emotions of both elation and sorrow.

<https://bubbl.us> for free mind mapping online



# HALIFAX EXPLOSION

## QUESTIONS DURING VIEWING

CPH, Series 3  
Episode 12  
City of Sorrow  
A Broken Promise  
(46:54-1:07:38)

Complete or discuss  
Questions During  
Viewing

### Assignment

Propaganda in WWI

**Textbook**

*Canada, An Illustrated  
History* pp. 208

*Counterpoints* pp. 44-51

*Think History* pp. 40-47

### CITY OF SORROW

1. What was the date of the Halifax Explosion?

December 6, 1917

2. What were the names and countries of the ships involved and what were they carrying?

Imo – Norwegian, supplies for Belgium relief

Mont Blanc – French, munitions

3. How many people died in the tragedy?

200

4. What was a common injury and how did this happen?

Blindness because of window glass as people were watching the event from the windows

### A BROKEN PROMISE

1. What caused Prime Minister Borden to break his promise regarding conscription?

Soldiers were being killed quicker than new recruits could replace them. Borden visited the wounded overseas and was moved to support them with new recruits.

2. Who was the strongest opponent of conscription?

Henri Bourassa

3. What were the results of the violence in Quebec City?

Four people were killed including a 14 year old boy. This put a large divide between the French and the English in Canada

## Lesson 18 Assignment

# PROPAGANDA IN WWI

It was during the war...that we had the best chance of estimating the tremendous results which could be obtained by a propagandist system properly carried out...unfortunately it was only too well taught us by the enemy.<sup>1</sup>

### WHAT IS PROPAGANDA?

Propaganda is a message meant to persuade the public toward a cause which will benefit the messenger. Propaganda is often thought of negatively because it is biased persuasion and is often associated with manipulation and half-truths. However, it may also be used for social good, such as campaigns for healthy living.

The media used is generally the kind that reaches the largest audience. Prior to the printing press, ideas were propagated by word of mouth. By the time of WWI, posters and flyers became an effective way to influence the masses. Then there came the development of radio, television, and now, in the modern age, the internet reaches beyond the confines of country borders and can influence large groups of people.

Propaganda is used everywhere. Analyzing the common techniques of propaganda will help us evaluate the message and the messengers with some degree of critical thought.

Read the online article PROPAGANDA IS EVERYWHERE.

*Propagandists love shortcuts — particularly those which short-circuit rational thought.*

Use the information you read to answer the following.

What are the four ways listed in the text (after the quote above) in which propagandists accomplish this goal?

- agitate emotions
- exploit insecurities
- capitalize on the ambiguity of language (i.e. use words that can be interpreted many
- different ways)
- bend rules of logic

Using arguments presented in the article, describe why you think people today are less or more susceptible to propaganda than during the World Wars.

Since information technology can use data about a user's online behaviour and find messages that will influence them the most, and now bots can control online forums with 'sockpuppets', people are more at risk than ever to be influenced by propaganda.

<sup>1</sup> Hitler, Adolf. "Chapter VI War Propaganda." *Mein Kampf*. Trans. James Murphy. London: Hurst and Blackett Ltd., 1939. Project Gutenberg of Australia. Web. 13 Nov. 2011. <<http://gutenberg.net.au/ebooks02/0200601.txt>

## Lesson 18 Assignment

On the *Propaganda Critic* website, in the 'Decoding Propaganda' tab, read the descriptions of different types of propaganda. Summarize the Common Techniques in the chart below.

Type	Summary
Name-calling	Links a person or idea to a negative term, or one that give a negative emotional charge. The common political technique today is to use the term 'racist'.
Glittering generalities	These are words that make bad ideas seem good. They are ambiguous terms, or general terms that mean different things to different people.
Euphenisms	Unpleasant realities can be couched in bland or inoffensive words. These reduce the negative feelings. An example is changing the term 'shell-shock' in the 1st world war, to 'combat fatigue' in th 2nd world war.
Transfer	The propagandist transfers the authority of something we respect to the thing they want us to accept. Use of symbols is common. i.e. prayers (religion); white lab coats (medicine) etc.
Testimonial	Uses a well-known person to promote an idea or program when the person has no credible expertise to do so. This is done often in advertising.
Plain Folks	The message is that the person or idea is for the common folk. Can you think of anyone who has presented themself as understanding ordinary people but, in fact, does not live at all like common folk?
Bandwagon	Everyone is doing it and you should too. This is very effective today since technology can produce fake followers in the powerful tool of social media.
Fear	Propaganist plays to deepest fears to push them towards behaviour. Can you think of any ways you have seen this used in our society lately?

# Lesson 18

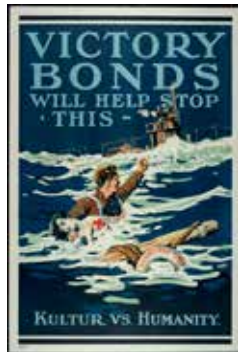
## Assignment

On the *Propaganda Critic* website, in the 'Examples' tab read the example of American politician, Newt Gingrich, and how he instructed political candidates to use propaganda to influence listeners.

Analyze which of the common techniques are used with the following WWI posters and give evidence for your choice.



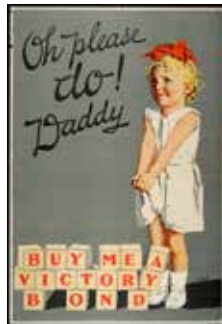
Bandwagon - everyone is signing up



This image is of a Canadian hospital ship torpedoes by a German U-boat in 1918 with 234 casualties including 94 Canadian medical staff. Propaganda soon referred to German Kultur (culture) as one steeped in cruelty and destruction placing Germany outside civilized nations. A total effort against such an enemy was expected.

Fear – the doable solution is to buy Victory Bonds to fund the war.

Name-calling - The German word for culture (Kultur) had negative connotations in these times.



Glittering Generalities – buy Victory Bonds because of values of family, honour



Bandwagon - others would not hoard

Name-calling - breaking the law (criminal)

Glittering Generalities - Patriotic



Name-calling - mere spectator vs. man's part



# FINALLY, THE END

## QUESTIONS DURING VIEWING

### A PAINFUL PEACE

1. When did the WWI end?

November 11, 1918

2. Name some of the hardships faced by returning soldiers.

The Spanish flu killed many of their family, almost as many deaths in Canada as deaths from WWI. There were not enough jobs and Canada

3. What important step towards independence did Canada gain with the Paris Peace talks?

Representation at the Paris Peace talks and consequently, a seat at the League of Nations.

CPH, Series 3  
Episode 12  
A Painful Peace  
(1:07:38-1:15:23)

Complete or discuss  
Questions During  
Viewing

### Assignments

Timeline of Major  
Battles of WWI

Timeline of  
Canadian Autonomy

**Textbook**

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

*Counterpoints* pp. 52-54,  
56-57

*Think History* pp. 48,  
54-56



# WINNIPEG GENERAL STRIKE

## QUESTIONS DURING VIEWING

### THE WINNIPEG GENERAL STRIKE

1. What were the causes of the Winnipeg General Strike?

There were few jobs and high inflation. The workers wanted the right to bargain with employers. Unified response to strike by building and metal workers.. Russian Revolution has people thinking.

2. What is the difference with an ordinary workers' union strike and a 'general' strike?

A whole city shuts down in a general strike, not just a group of workers.

3. In light of the recent Russian revolution and the overthrow of the wealthy class in Russia, what is the response by government and business owners to the Winnipeg General Strike?

They hired special policing forces and brought in the NWMP to maintain order. The police force was used to disperse crowds and put an end to the strike. Two people were killed.

CPH, Series 3  
Episode 12  
Winnipeg General Strike  
(1:15:23-1:26:39)

Complete or discuss  
Questions During  
Viewing

### Assignment

Winnipeg General  
Strike 5Ws Analysis

**Textbook**

*Canada, An Illustrated  
History* pp. 210

*Counterpoints* pp. 61-65

*Think History* pp. 58-61

# FIVE WS

## EVENT

WINNIPEG  
GENERAL  
STRIKE

### WHO?

- Workers & trade unions against the Citizen's Committee – business leaders, politicians, owners, Federal government
- NWMP, special strike police
- J.S. Woodsworth
- CCF, NDP

### WHAT?

- 30,000 workers walk out in a general strike
- Wpg police force replaced with special strike police
- Criminal Code changed to allow arrests/ deportations of strike leaders
- June 21 strikers protest-NWMP & special police use violent force
- Results: Unions setback, leaders imprisoned, workers lost jobs
- Royal Commission examined strike
- Woodsworth founded CCF which became the NDP

### WHERE?

- Winnipeg – financial centre of Canada
- Fears of communist influence because of uprisings in Russia (Red Scare)

### WHEN?

May 15, 1919 – General Strike  
June 21, 1919 – Bloody Saturday

### WHY?

- Workers wages, decreased during WWI, were not adequate for costs
- Communism gained world support because workers were dissatisfied with inequality between rich & poor
- Socialism – ordinary people wanted more involvement in government

# FAMOUS FIVE

## QUESTIONS DURING VIEWING

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

### WE'LL HOE OUR OWN ROW

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

Their sons were conscripted, there was an economic slump, young adults were moving to cities (urbanization), and farmers worked 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 women 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.

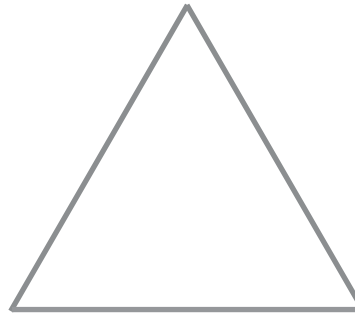
# CAUSE & CONSEQUENCE

## THE PERSONS CASE

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**

In a man's world, where women did not have many rights, women began to make their voice heard.



Groups Involved	Individuals Involved
<ul style="list-style-type: none"><li>• Canadian Senate</li><li>• Canadian government</li><li>• Supreme Court of Canada</li><li>• Privy Council of England</li></ul>	<ul style="list-style-type: none"><li>• Emily Murphy</li><li>• Nellie McClung</li><li>• Henrietta Muir Edwards</li><li>• Louise McKinney</li><li>• Irene Parlby</li></ul>

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

Through the actions and leadership of the 'Famous five', the strong individuals named above, great advancement was made for women's rights which affected all women in the British Empire.

Answers will vary

# 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 on a short synopsis on your annotated *Timeline of Canadian Autonomy* (see Lesson 19). See Lesson 19 & 22 Online Resources.

1. The Chanak Affair

Britain called on Dominions for help in a conflict in Turkey, but Mackenzie King was non-committal and the crisis passed before Parliament made a decision. For the first time Canada did not automatically support the British Empire in war

2. The Halibut Treaty

Canada and the U.S. had concerns over fishing rights in the North Pacific. Britain wanted to sign the treaty along with Canada but King argued against it. For the first time Canada negotiated an international treaty (with the United States) without a signature from a British representative.

3. The King-Byng Crisis

PM King publicly challenged Britain's influence in Canadian politics when the governor general refused to take the advice of the PM. Since then the governor general has never worked in conflict with the PM.

4. The Balfour Report

The Balfour Report confirmed the status of the dominions of the British Empire as autonomous and equal in status in national and international affairs, with only a common allegiance to the British Crown.

5. The Statute of Westminster

Acting upon the Balfour report, the British Empire became the British Commonwealth. Commonwealth countries could now make their own laws.

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

Since the provincial and federal governments could not agree on the procedure for changing the BNA Act it was decided not to leave this under the authority of the British government.

# THE CRASH

## QUESTIONS DURING VIEWING

CPH, Series 3  
Episode 13  
Episode Beginning  
Descent into Chaos  
An Era Being Born  
(00:00-22:54)

Complete or discuss  
Questions During  
Viewing

**Textbook**

*Canada, An Illustrated  
History* pp. 223-224

*Counterpoints* pp. 89-95

*Think History* pp. 91-98

### HARD TIMES

1. What was the effect on Canada when the U.S. stock market crashed in 1929?

The market for Canadian resources around the world was no longer there. People lost their jobs.

2. What did Prime Minister R.B. Bennett's Conservative government promise Canadians?

He promised to create jobs or die trying.

### DESCENT INTO CHAOS

1. What did the phrase 'on the dole' mean?

Employment insurance

2. What was a common illness during the Great Depression?

Tuberculosis

3. What was the situation and solution for the struggles in Newfoundland?

Newfoundland was poor and it appeared that the government had exploited the people. Britain assumed Newfoundland's debt but Newfoundland had to give up responsible government and become a colony again.

# HARD TIMES FOR WORKERS

## QUESTIONS DURING VIEWING

CPH, Series 3  
Episode 13  
The Enemies Within  
Needles & Pins  
Blown Away  
Dear Mr. Prime Minister  
(22:54-44:55)

Complete Questions  
During Viewing

### Assignment

Employment  
Insurance in Canada  
Part 1

**Textbook**

*Counterpoints* pp. 96-100

*Think History* pp. 98-102

### THE ENEMIES WITHIN

1. The Communist movement gained popularity among unemployed young men. What did R.B. Bennett do to control this?

Unemployed men were sent to work camps in the wilderness and paid a tenth of a normal wage. Officials were give authority lock up dissidents. Immigrants, mostly from Eastern Europe countries, were deported.

2. How did R.B. Bennett's plan backfire?

The unemployed were all put together and the influence of Marxist views created a real threat of revolution against capitalism.

### NEEDLES & PINS

1. Describe working conditions in the factories.

Conditions were difficult and unsafe but they couldn't risk losing their jobs. There was constant pressure to work harder but pay was low.

### BLOWN AWAY

1. What happened in the prairies during these hard times?

Along with economic struggle, there was drought in the prairie and farms failed. People left their farms. Dust storms destroyed farmland.



## Lesson 24 Assignment

# EMPLOYMENT INSURANCE

## Part 1

Use the information in the chart below to compare continuity and change to Employment Insurance between the period before the Great Depression and after the Great Depression to the present.

<b>Changes to Employment Insurance</b>			
	<b>Views Regarding Unemployment</b>	<b>Financial Aid Provided by:</b>	<b>Details of Changes</b>
1879's Depression	It was an individual/local issue The problem was with individual	Municipalities Churches Charitable groups	
After WW 1 Returning soldiers	Viewed unemployment as a permanent and national issue	Federal government subsidized provincial programs for selected individuals	Views by government Funding available Department of Employment Services 1918 Employment Officers Co-ordination Act
Prosperity of 1920s	In normal times unemployment is a local issue	Financial aid cut	
Great Depression 1930s	Unemployment viewed by government and society as a social problem requiring government intervention	Federal government first, then reverted back to provincial government in 1936 under Liberals	Employment and Social Insurance Act (1935)
1940s	Continuous	Employees, employers, federal government	Constitution (British North America Act) amended to recognize unemployment insurance as a federal responsibility Unemployment Insurance Act 42% workers covered
1955	Continuous	Continuous	Included seasonal workers 75% workers covered
1960	Manpower training and job placement necessary due to technological change		
1971	Continuous	Continuous	96% workers covered
1990	Continuous	Employees, Employers (no government funding)	Employees, Employers (no government funding)
2020-2022	COVID-19 Economic shutdown and social assistance is likely to lead to future social program changes.		

# EMPLOYMENT INSURANCE

## Part 1

Record information that helps you to identify what has changed and what has remained the same.

Continuity and Change regarding the unemployed		
Characteristic	Before Great Depression	After Great Depression
Societal & Government Views	Problem predominantly lies with individual and local communities	This is a societal problem requiring government intervention
Groups responsible for aid for those in financial hardship	Municipalities Churches Charitable groups	<ul style="list-style-type: none"> <li>• Provincial &amp; Federal Government</li> <li>• Employers</li> <li>• Employees</li> <li>• Municipalities</li> <li>• Churches</li> <li>• Charitable groups</li> </ul>
Persons covered by aid	Returning soldiers	Changed from small select group to 96% of workers, though there are many unemployed not eligible for EI

To what degree was there change and continuity and how did The Great Depression accelerate change?

The Great Depression caused society and governments to recognize unemployment as an issue which was not just the problem, or fault, of the unemployed. The problem was so large that it was apparent that local municipalities and charities could not provide solutions. Government intervention was necessary. Though only providing support for a select few at the beginning, Employment Insurance now covers 96% of workers.

While EI covers most workers, there are still unemployment hardships for people, such as those unemployable. Municipalities, churches and charities still provide help to individuals with financial hardship.

### Part 2

Research and write a paragraph about what the Canadian Social Insurance Number (SIN) is used for and when and where you should use your SIN and when you should not.

(Try simply entering your question in the online query field)

Change

Continuity

# HARDER TIMES TO COME

## QUESTIONS DURING VIEWING

Print *Cause and Consequence Template 3* ~ Lesson 25 Assignment Materials tab.

- CPH, Series 3  
Episode 13  
The End of the Line  
A Clean Sweep  
A League of Her Own  
(44:55-1:04:44)

- Complete Questions  
During Viewing

### Assignment

- Employment  
Insurance in Canada  
Part 2

- TC2 Video ~  
*Continuity & Change*

- Textbook**

*Canada, An Illustrated  
History* pp. 224-227

*Counterpoints* pp. 101-107

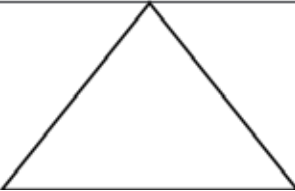
*Think History* pp. 103-109

## THE END OF THE LINE

- Record notes in *Cause and Consequence Template 3* regarding the On-To-Ottawa Trek.

### Cause & Consequence

**ON TO OTTAWA TREK**  
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.

<b>RELEVANT SOCIAL FORCES OR CONDITIONS</b> High unemployment Great Depression Lack of adequate government solutions	
	
<b>GROUPS INVOLVED</b> Labour camp workers Supporters (mothers, railway staff, municipal government) RCMP	<b>INDIVIDUALS INVOLVED</b> Prime Minister R. B. Bennett
<b>EXPLANATION</b> Why did you place the X where you did? What role did each of these factors play?  Answers will vary	

## A LEAGUE OF HER OWN

- How did the views of Prime Minister Mackenzie King differ from Canada's first female senator, Cairine Wilson?

Cairine Wilson wanted Italy punished for invading another country. PM King, afraid of another world war, perpetuated appeasement rather than accountability for invasion..

# SPANISH CIVIL WAR

## QUESTIONS DURING VIEWING

CPH, Series 3  
Episode 13  
Politics of Hope  
Love and War  
The Grip Tightens  
(1:04:44-1:22:20)

Complete or discuss  
Questions During  
Viewing

### Assignment

TC2 Video  
Explain the Image

Synopsis about Dr.  
Norman Bethune

**Textbook**

*Counterpoints* pp. 110-113

*Think History* pp. 112-115

### POLITICS OF HOPE

1. What two political parties were born in the prairies?  
*The Social Credit Party in Alberta, and the Cooperative Commonwealth Federation in Saskatchewan (now the NDP).*

### LOVE AND WAR

1. How did Norman Bethune see the Spanish Civil War in light of world events?

*He saw the beginning of a world war as a contest between fascism and democracy.*

2. What was the Foreign Enlistment Act?

*An act which was meant to prevent Canadians from joining the war in Spain.*

### THE GRIP TIGHTENS

1. What did PM King do when the Premier of Quebec, Maurice Duplessis, passed the bill called the Padlock Law, which violated Canadian law?

*The Prime Minister did nothing.*

## TROUBLE AGAIN

## QUESTIONS DURING VIEWING

CPH, Series 3  
Episode 13  
Mr. King Goes to Berlin  
Our Only Hope  
Canada Goes to War  
(1:22:20-1:46:44)

Complete or discuss  
Questions During  
Viewing

**Assignments**

Rise of the Nazis

**Textbook**

*Canada, An Illustrated  
History* pp. 229-230

*Counterpoints* pp. 119-126

*Think History* pp.  
121-128

## MR. KING GOES TO BERLIN

1. What was the purpose of PM King's trip to Berlin?

To convince Hitler to cease aggression.

## OUR ONLY HOPE IS CANADA

1. What did Cairine Wilson attempt to do?

She tried to get Canada to open up to Jewish immigration.

2. Who opposed her because of anti-Semitic views?

Both Frederick Blair, Director of Immigration, and PM Mackenzie King were anti-Semitists.

## CANADA GOES TO WAR

1. When did PM King realize the war was going to be serious and not short-lived?

May, 1940

2. What message did President Roosevelt send via King to Prime Minister Churchill of the United Kingdom?

Surrender

3. What was Churchill's message to his people and the world?

We will never surrender

# RISE OF THE NAZIS

These very simple descriptions of economic and government systems are, in real life, quite complicated. Governments rarely include one system only. For instance, Canada has a mix of both capitalism with private industry, and socialism with government services such as roads, schools, health care and employment insurance.

## CAPITALISM

An economic system where distribution and prices of goods and services are determined primarily by the free market, not the state. Most or all of production is privately owned and operated. Production is generally 'for profit'.

## SOCIALISM

The state owns property and means of production for goods and services. The intent is for the labourer not to be taken advantage of by wealthy industrialists.

## COMMUNISM

Community ownership of property. All labour belongs to the individual labourer and all property is owned by the community. The end goal is complete social equality in an idealized utopian economic and social state.

## AUTHORITARIANISM

A strong central government with strictly imposed restraints on political challengers and no measures of political accountability, but allowing the people a small measure of political or personal freedom.

## TOTALITARIANISM

The government controls all aspects of the lives of the citizens, not only economically but enforcing a set of beliefs intended to give society meaning and direction. Government control is virtually unlimited. Under Hitler, Germany was a totalitarian state.

# RISE OF THE NAZIS

View the Khan Academy videos:

- Communism, 20th Century, World History
- Initial Rise of Hitler and the Nazis, 20th Century, World History

Record the four ideals of the German Worker's Party (DAP) which captured Hitler's interest.

- ultra-nationalist
- anti-communist
- anti-capitalist
- anti-Jewish

In point form, list some of the factors that led to rising membership in the Nationalist Socialist German Worker's Party (NSDAP).

- "stabbed in the back" in the Treaty of Versailles
- hyper-inflation - money was almost worthless
- great economic hardship - war reparations too high to pay
- French occupy and control coal regions because of lack of war reparatioi payments



# 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?

The government was given war time power & single men were called up serve for home defense only. Quebecers feared this would lead to conscription.

2. What new alliance did Canada make and what is the significance of this?

Canada made a pact with the United States for the defense of North America. Canada's allegiance shifted from one solely with Britain, to one with a neighbour.

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

Complete or discuss  
Questions During  
Viewing

### Assignment

Map of Europe  
WWII

**Textbook**

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

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

# BATTLE OF BRITAIN

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 14  
Razor's Edge  
(12:17-18:38)

Complete or discuss  
Questions During  
Viewing

### Assignment

Cumulative annotated  
*Timeline of Major  
Events of WWII*

**Textbook**

*Counterpoints* pp. 134-137

*Think History* pp.  
136-139

### RAZOR'S EDGE

1. What was Hitler's timeline for Germany's invasion against England?

The Luftwaffe (airforce) was to destroy the Allied Air Forces between August and September, 1940.

2. How prepared was the Royal Canadian Air Force (RCAF)?

The pilots had only had 20 hours in their planes and had shot once at a moving target. Ernest McNab, the squadron leader, was fearful.

3. Describe the significance of the Battle of Britain.

The Lutwaffe was not able to destroy Allied Air Forces so Germany was not able to invade England before the winter of 1940-1941. Against tremendous odds, the Allied Air Forces beat back the Lutwaffe though much of London was destroyed by bombs and many civilians were killed.

## LIFE IN THE NAVY

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 14  
War Machine  
A Miserable, Rotten  
Hopeless Life  
The Dispossessed  
(18:38-39:25)

Complete Questions  
During Viewing

**Assignment**

Cumulative annotated *Timeline of Major Events of WWII*

**Textbook**

*Canada, An Illustrated History* pp. 231-232

*Counterpoints* pp. 138-141

*Think History* pp. 140-143

## WAR MACHINE

1. What was the job of C.D. Howe?

Howe's job was to oversee the business of manufacturing equipment for the war.

2. What was significant about women participating in war manufacturing?

Women were given important roles in the work force like never before. State funded day care was offered for the first time.

3. What were conditions in the factories?

The factories were hot, dusty and dangerous.

## A MISERABLE, ROTTEN, HOPELESS LIFE

1. What was intent of the Germans in The Battle of the Atlantic?

Germans U-boats determined to destroy supplies crossing the Atlantic on the way to Britain.

2. What was the job of the Canadian Navy?

To protect convoys taking supplies across the Atlantic to Britain.

3. What was the 'black pit'?

An area of the Atlantic which was out of range of air power. It was very dangerous for the convoys.

## THE DISPOSSESSED

1. How did the Japanese attack on Pearl Harbour on Dec. 7, 1941 affect Canadians?

A wave a persecution erupted against the Japanese. Property was seized, jobs were lost, schools were closed.

2. Japan attacked the British colony of Hong Kong on Dec. 18th and all of the Canadian regiment was killed or taken prisoner. What was the Canadian government's response?

Japanese from B.C. were uprooted and taken to internment camps. Men were sent to work in lumber camps. Property was sold.

## DIEPPE

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 14  
A Rip in the Fabric  
Dieppe  
(39:25-54:20)

Complete Questions  
During Viewing

## Assignments

Cumulative annotated  
Timeline of Major  
Events of WWII

Essay preparation

**Textbook**

*Canada, An Illustrated  
History* pp. 233

*Counterpoints* pp. 142-143

*Think History* pp.  
144-145

## A RIP IN THE FABRIC

1. Who was the leader of the Conservative party?

*Arthur Meighan*

2. What was King's concern about conscription?

*He was afraid it would split the country.*

3. What was general feeling across Canada regarding conscription?

*English Canadians believed there should be conscription.*

4. Why do the French Canadians feel betrayed by the plebiscite regarding conscription?

*They did not think the government should ask the majority about a promise made to the minority.*

5. What were the results of the plebiscite?

*80 % vote Yes, outside of Quebec, 72% vote No inside Quebec  
Quebec felt they had a unified voice. Mackenzie King found a way  
to avoid actually making a conscription law.*

## DIEPPE

1. What were some of the failures and difficulties of the advance against Dieppe?

*Germans were not surprised*

*German fortifications were strong towering cliffs were an obstacle  
sea and air attacks were not very effective*

2. Was the raid a failure or success?

*It was a dismal failure.*

3. How many Canadian were killed in action at Dieppe?

*907*

4. How many were wounded? How many were taken prisoner?

*586 wounded and 1856 taken prisoner*

# ITALIAN CAMPAIGN

## QUESTIONS DURING VIEWING

CPH, Series 4

Episode 14  
Sacrifice and Secrets  
The War Comes Home  
On the Attack  
(54:20-1:11:30)

Complete Questions  
During Viewing

### Assignment

Cumulative annotated  
*Timeline of Major Events of WWII*

Essay development

**Textbook**

*Canada, An Illustrated History* pp. 234-236

*Counterpoints* pp. 144

*Think History* pp. 146

### SACRIFICE AND SECRETS

1. What did the US fear and what did their government ask Canada?

The US feared an attack by Japan on Alaska. Canada was asked to allow a highway to be built through the territories to Alaska.

2. What changes came to the Klinkit First Nations of the southern Yukon because of the Alaska Highway?

Their traditional trapping lines were destroyed. Their towns become less isolated and more exposed to disease and goods. Many died from diseases.

3. What were the Dene men of the Northwest Territories hired to mine and what was the result to the workers?

Uranium ore. They did not know that the dust was radioactive and many men later died of cancer.

### THE WAR COMES HOME

1. Where did the Canadian navy face battle on home turf?

On the St. Lawrence River.

### ON THE ATTACK

1. What tactic did the Allies take to try to get the advantage after 3 year of war?

They bombed German cities.

2. Canadian ground forces had not seen action since Dieppe. Where were they ordered to battle in the summer of 1943?

Italy

3. Describe the Battle of Ortona.

Canadians were vastly outnumbered, streets were dangerous, battle was from house to house in the rubble, Hitler's best paratroopers were told to keep the town at all costs

4. How many Canadians died at Ortona and how many were so battled fatigued they could not continue?

1400 Canadians died and 1600 were unable to continue

# BEACHES OF JUNO

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 14  
Of Elephants and Chickens  
The Cauldron  
(1:11:30-1:29:36)

Complete Questions  
During Viewing

### Assignments

Cumulative annotated *Timeline of Major Events of WWII*

Essay

**Textbook**  
*Canada, An Illustrated History* pp. 237-238

*Counterpoints* pp. 146-149

*Think History* pp. 148-151

### OF ELEPHANTS AND CHICKENS

1. What did Canadians fear with the end of the war, and what did they do about it?  
*They feared that prosperity would end and there would be another depression. Workers organized.*
2. Who was the leader of the Cooperative Commonwealth Federation (CCF) in Saskatchewan, and what were his fundamental beliefs?  
*The leader was Tommy Douglas and he believed that the government should be responsible to improve the lives of Canadians.*
3. What was the significance of the provincial election of Saskatchewan in 1944 and what were the results?  
*The first socialist government in North America was elected and they began to offer medical and social assistance for average families.*
4. In the face of CCF popularity and another possible economic depression, Prime Minister Mackenzie King offered families additional social assistance. What was this?  
*He offered additional social security including family allowance for each child and stronger legal rights for workers.*

### THE CAULDRON

1. How many Allied troops were involved in the campaign of DDay, and how many Canadians were involved?  
*156,000 Allied troops, 15,000 of them are Canadians.*
2. What was the code name of the D-Day offensive and the date?  
*Operation Overlord. June 6, 1944.*
3. What were the results for the Canadians in the first six days?  
*Almost 3,000 Canadians were killed or wounded but they advanced farther than other Allied troops.*
4. What task was allotted to Major David Currie and the South Alberta Regiment?  
*They needed to close the loop on retreating German troops who are almost surrounded by American Allied troops. They successfully routed the Germans and captured many.*

# CONSCRIPTION AGAIN

CPH, Series 4  
Episode 14  
The Diligent Tailor  
The Price of Victory  
(1:29:36-1:46:19)

Complete Questions  
During Viewing

## Assignments

Cumulative annotated *Timeline of Major Events of WWII*

T2C Ethical  
Judgement

Essay completion

**Textbook**  
*Canada, An Illustrated  
History* pp. 238-239

*Counterpoints* pp. 152-  
156

*Think History* pp. 154-  
158

## QUESTIONS DURING VIEWING

### THE DILIGENT TAILOR

1. When more troops were needed in 1944, what decision faced the government, and what were the concerns?  
Conscription appeared to be necessary, but King was afraid it would split the country as it did during WWI

2. What is the response of army commanders and cabinet ministers? The military commanders threatened to cease the campaign for volunteers with the possibility of resigning. Some cabinet ministers met to talk about separating from the Prime Minister and possibly bringing down the government.

3. What was the result of the WWII Conscription Crisis?

Conscription was enacted with many conscripts assigned to home service. By the time new conscripts arrived in Europe, they were no longer needed. King succeeded in appeasing both groups and saving the unity of the country.

### THE PRICE OF VICTORY

1. How many Jews died in German death camps?  
6 million

2. How many Jews found a safe haven in Canada during the war?  
450

3. Describe the final act that ended World War Two.

The atomic bomb was dropped by the U.S. on the two Japanese towns of Hiroshima and Nagasaki which caused catastrophic disaster. Japan finally surrendered bringing a close to conflict of the Second World War.



# BENCHMARKS IN HISTORY

## Assignments

Begin cumulative annotated *Postwar Years Timeline Project*

T2C Historical Significance Video

## Textbook

*Canada, An Illustrated History* pp. 241, 252-257

*Counterpoints* pp. 158-159, 170-173

*Think History* pp. 160-161, 172-176

What are benchmarks in history?

Historians look for significant events in history that mark a turning point from one historical period to another. They may be political such as a significant leadership change or a war; they may be a change in society such as women gaining the vote or a wave of immigration; or it may be economic changes such as The Great Depression. These benchmarks in history provide a point of reference—a turning point to a new era. There are also defining moments within each era that are identifiable events, or changes in attitudes, politics, or economics.

In the years following the wars, Canada changed dramatically as the country grew up, as it were, in autonomy and presence on the world stage. Domestically, immigration and new policies changed the look of Canada.

The two World Wars were turning points which led to modernization of energy, industry, methods of travel and culture in Canada. Your ongoing project, the *Postwar Years Timeline Project* will help you discover the events that became turning points following the two World Wars.

## Lesson 35 Assignment

# POSTWAR YEARS TIMELINE

Create an annotated timeline about the historically significant events of each decade in the post-war years. Identify 3-5 major defining moments of each decade and add notes of why these events were significant according to the criteria below. (Annotated means you list the event and include notes about it.)

### CRITERIA

- Durability: How long-lasting are the changes which occurred?
- Profundity: How strong was the effect of events/person?
- Quantity: How many lives were affected?

### AREAS OF SOCIETY

world events; economy; politics; cultural changes; influential people; and inventions.

### CONTINUED THEMES

French/English relations; minorities; immigrants; Canadian identity, Canada on the world stage;

### PROCESS

As you study the decades, keep a list of significant events and include rough notes.

When study of the decade is completed, choose 3-5 significant events which relate to various areas of society, relate each to a continued theme and answer the three questions in the criteria above to describe why the events were historically significant.

Put together a timeline in a format you desire, i.e. digital, list, pictures etc.

Answers will vary.

### NOTES ON COPYRIGHT.

Non-commercial user generated content exception to the copyright law allows students to use material which has a copyright if:

- the use is non-commercial
- use is for personal reasons (not a company or organization)
- you name the creator and source
- you do not use non-infringing work (i.e. not something downloaded from an illegal file sharing site)
- Creative Commons works usually require attribution (you name the creator and source)

# Lesson 35 Assignment

# RUBRIC

CRITERIA	LEVEL 1 (50-59) POOR	LEVEL 2 (60-69) ADEQUATE	LEVEL 3 (70-79) SATISFACTORY	LEVEL 4 (80-100) EXCEEDS EXPECTATION
EVENTS/HISTORICAL CONTENT	The timeline includes less than 3 events per decade with minimal accurate information regarding each event	The timeline includes less than 2-3 events per decade with some accurate information regarding each event	The timeline includes 3-4 events per decade with reasonable accurate information regarding each event	The timeline includes more than 3 events per decade with extremely accurate but succinct information regarding each event.
SIGNIFICANCE	Few events contain an effective description explaining why they were historically significant.	Some events contain an effective description explaining why they were historically significant.	Most events contain an effective description explaining why they were historically significant.	Each event contains an exceptional description explaining why it was historically significant.
IMAGES AND LINKS	The links and images are confusing and do not effectively enhance the project. Few pictures are cited accurately or there are infringements of copyright.	Some links and images effectively enhance the project. Some pictures are cited accurately and used within copyright permissions	Most links and images effectively enhance the project and relate to the events. Most pictures are cited accurately and used within copyright law	All pictures are exceptionally effective and increase clarity of the events. All pictures are cited accurately and used within copyright permissions
OVERALL IMPRESSION	The timeline is difficult to interpret.	The overall appearance of the timeline is somewhat easy to interpret.	The overall appearance of the timeline is pleasing and easy to interpret.	The overall appearance of the timeline is exceptional, and very easy to interpret.

# CHANGING NATION

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 15  
Episode Beginning  
From Sea to Sea  
Refus Global  
(00:00-26:09)

Complete or discuss  
Questions During  
Viewing

### Assignment

Cumulative annotated *Timeline of Canadian Autonomy*

**Textbook**

*Counterpoints* pp. 176-183

*Think History* pp. 178-184

### FROM SEA TO SEA

1. Why did Great Britain want to give Newfoundland self-governance again?

Britain was crippled by war debt and this would ease the burden.

2. What made union with Canada attractive?

Newfoundland could benefit from the social welfare programs.

3. What did Canadian and British politicians fear regarding Newfoundland?

Newfoundland had a strategic location between Canada and Britain and they didn't want Newfoundland to join the U.S.

4. Who was the champion for confederation and what was the percentage of those who voted positively?

Joey Smallwood championed the cause winning 52% of the population towards confederation.

### REFUS GLOBAL

1. What were the demands of the miners of Quebec?

They wanted a wage increase and protection from asbestos dust.

2. What was Quebec Premier Maurice Duplessis' response to the strike?

He sent 400 provincial police who interrogated and brutally beat the strikers.

3. What were the results of the strike?

The workers did not get all their demands, however it set the stage for changes in the province's seat of power.

# CHANGING LANDSCAPE

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 15  
Boom  
(26:09-32:06)

Complete or discuss  
Questions During  
Viewing

### Assignment

Cumulative annotated  
*Postwar Years Timeline*  
Project

**Textbook**

*Canada, An Illustrated  
History* pp. 242-244

*Counterpoints* pp. 184-189

*Think History* pp. 185-189

### BOOM

1. What significant event happened in Alberta in 1947?

Imperial Oil found oil in Leduc, Alberta which started a boom in oil exploration.

2. Where did the funding come for the harvesting of Canadian resources?

It was American capital.

3. What did all the development do to the landscape of Canada and how did it affect the people?

There was great prosperity for some, however, pipelines and dams changed the geography and some First Nations suffered the loss of their homes and hunting grounds.

# RED FEAR

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 15  
Seeing Red  
Affluence for Almost All  
(32:06-45:20)

Complete or discuss  
Questions During  
Viewing

### Assignment

Iron Curtain Speech  
by Winston Churchill

**Textbook**

*Counterpoints* pp. 190-194

*Think History* pp. 190-193

### SEEING RED

1. Who was the Minister for External Affairs in 1948 and what were some of his ideals?

Lester B. Pearson hoped that Canada could bring social justice and peace to other parts of the world.

1. What were some of the frustrations Pearson experienced in international endeavors with the United States?

Pearson wanted social and economic goals in the NATO agreement. Americans criticized this. Pearson wanted a cease fire when the North Koreans were driven back in the Korean War. Americans wanted to continue and crush communism. Pearson's wanted Canada to be heard.

2. Describe the relationship between Lester B. Pearson and the head of the F.B.I., J. Edgar Hoover.

Pearson did not want to see a 'witch hunt' in Canada and would not bow to the pressure of the F.B.I. to succumb to U.S. tactics. The F.B.I. opened a file on Pearson considering him a threat to the free world.

# SUEZ CRISIS

## QUESTIONS DURING VIEWING

### ON GUARD FOR THEE

1. With the threat of U.S. occupation of the far north, what did the Canadian government do to in order to establish a presence?

Move Inuit communities north to Ellesmere Island.

2. Describe the world crisis of 1956.  
Egypt seized the Suez Canal shipping route and Britain, France and Israel launched attacks on Egypt. The Soviet Union threatened to come to Egypt's aid with nuclear weapons.
3. What was the solution proposed by Lester B. Pearson?

To send in the first U.N. peacekeeping force until negotiations brought about a solution.

CPH, Series 4  
Episode 15  
On Guard for Thee  
(45:20-54:30)

Complete Questions  
During Viewing

### Assignments

Timeline of  
Canadian Autonomy

Summary of  
Councils of the UN

Statement regarding  
Korean Veterans

**Textbook**

*Canada, An Illustrated  
History* p. 260

*Counterpoints* pp. 198-201

*Think History* pp. 198-201



## DIEFENBAKER TIMES

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 15  
First Tremors  
A Prairie Storm  
The Crossroads  
Shifting Symbols  
(54.30-1:18:51)

Complete or discuss  
Questions During  
Viewing

**Assignment**

Postwar Years  
Timeline Project

**Textbook**

*Canada, An Illustrated  
History* p. 205-209

*Think History* pp.  
205-210

## FIRST TREMORS

1. The suspension of Montreal hockey star, Maurice Richard, set off a riot in Montreal. What was the real cause of the riot?  
*The people of Quebec are frustrated because they are a minority and feel second-rate.*

## A PRAIRIE STORM

1. Describe some of the things that Diefenbaker stood for and a few of his characteristics.  
*He represented small-town Canada and was 'a man of the people.' He was a powerful speaker, and good on T.V. He stood up for the people even against his own party. He was thought by some to be argumentative instead of placating. He stood up for Canadian ownership*
2. What year did Diefenbaker's Progressive Conservatives beat the Liberals?  
*1957*

## THE CROSSROADS

1. What were the crossroads for reporter René Lévesque and how did his career change?  
*When the broadcasters of the French language part of the CBC went on strike to the apparent disinterest of the government and English-language counterparts, the contest appeared to be between the French and English in Canada. René Lévesque moved towards involvement in politics.*

## SHIFTING SYMBOLS

1. What were the results of Joyce Davidson's controversial comment that 'most Canadians' were indifferent to the Queen's visit?  
*She was ill-treated by the public and she chose to move to the United States.*
2. A poll showed that 52% of Canadians were indifferent to the Queen's visit. From the information presented, do you believe Joyce Davidson's statement reflected the sentiment of 'most Canadians'? Why or why not?  
*Based on the adverse reaction Mrs. Davidson received and the poll showing 52% in alignment with Mrs. Davidson (just over ½) it would seem that while sentiments were changing, there was still a large group of Canadians that felt strong ties to the British monarchy.*

# MEDICARE AND NUCLEAR WAR

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 15  
Time for Change  
Fight for Medicare  
Shadow of Nuclear War  
(1:18:51-1:46:18)

Complete or discuss  
Questions During  
Viewing

**Textbook**

Canada, An Illustrated  
History p. 246-247, 253-  
257

*Counterpoints* pp. 194-  
197, 216, 228-229

*Think History* pp.194-  
197, 217, 228-229

### TIME FOR CHANGE

- In 1960, René Lévesque entered politics winning a riding as a Liberal Party member. What were his big plans?  
*Levesque wanted to nationalize (put under government ownership) the privately owned hydroelectric companies.*

### FIGHT FOR MEDICARE

- What made Tommy Douglas so adamant that medicare was necessary in spite of opposition from the doctors?  
*As a child he had the threat of losing a leg because his parents could not afford the necessary care. He believed all people should receive the medical help they needed regardless of income level.*

### SHADOW OF NUCLEAR WAR

- What reason was given for the Avro Arrow project being scrapped by Diefenbaker's government?  
*When Canada joined NORAD, the U.S. controlled Bomarc system carried nuclear warheads for northern defense replacing the need for the Avro Arrow.*
- What and when was the Cuban missile crisis and what was the result?  
*In October, 1962, the U.S. found out that there were nuclear missile sites installed by the Soviet Union in Cuba aimed at the U.S. president Kennedy ordered that any ships bound for Cuba with missiles would be turned back, but if the U.S. boarded a foreign ship to check it would be an act of war. When two Soviet Union ships head for Cuba it almost comes to war until the ships turn back.*
- What did Prime Minister Lester Pearson and U.S. President Robert Kennedy agree on in 1963?

*To put U.S. controlled nuclear warheads on Canadian soil.*

# THE SIXTIES

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 16  
Opening Vignette  
Episode Beginning  
Maitre Chez Nous  
Planners Of Happiness  
A Question Of Equality  
(00:00-31.23)

Complete Questions  
During Viewing

### Assignment

Postwar Years  
Timeline Project

**Textbook**

*Canada, An Illustrated  
History* p. 260

*Counterpoints* pp. 205-210

*Think History* pp. 205-210

### EPISODE BEGINNING

1. What were some of the ideals and actions of the youth in the 1960s?  
Sentiments were for world peace with poetry, music, and thus youth gatherings became political.

### MAITRE CHEZ NOUS

1. Describe some of the changes in Quebec during the Quiet Revolution.

Nationalizing Quebec hydroelectric services

Changes in education from church run education to government mandated education

### THE PLANNERS OF HAPPINESS

1. What were some of the advances made in British Columbia?
  - forestry and mining advancement
  - highways built in the interior
  - hydroelectric power stations built for sales to the US
2. What changes were made in Newfoundland and why?

People from outports were moved to areas where children could go to school, where there were roads, and electricity.

3. What happened in Halifax in the name of progress and how were the people affected?  
The slum of Africville was slated for destruction and the people were moved. The people thought they owned the land but without deeds, they were not given comparable compensation.

### A QUESTION OF EQUALITY

1. What hurdles did women face in the early 1960s?

They were not welcome in the work force, and especially if they were pregnant. Married women in Quebec had no status; they could not bank or get medical help for children etc. Birth control information was illegal and some pregnant women chose dangerous abortion methods.

# A NEW FLAG

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 16  
Under A New Flag  
Going Down The Road  
Vive le Québec Libre  
Do Your Own Thing  
Taking Back the Past  
(31.23-1:08:12)

Complete Questions  
During Viewing

### Assignment

Timeline of  
Canadian Autonomy

**Textbook**

*Canada, An Illustrated  
History* p. 262-263

*Counterpoints* pp. 211-  
219, 230-231

*Think History* pp. 212-  
220, 230-231

### UNDER A NEW FLAG

1. What was the challenge of Francophones regarding government organizations?  
There were no French Canadians in government offices and organizations.
2. What happened on May 16, 1963?  
10 bombs were put in mailboxes in the Westmount area of Montreal.
3. Who were the 'three wise men' and what was their role in Canadian politics?  
Marchand, Pelletier, and Trudeau are from Quebec and it is hoped that they will bring Quebec support for the Liberal Party.

### GOING DOWN THE ROAD

1. What phenomena happened with young people from the Atlantic provinces?  
There were few jobs and many headed to Ontario or other parts of Canada to find work.

### DO YOUR OWN THING

1. What kinds of things were the youth protesting in the student uprisings and protests of the late 1960s and 1970s?  
Poverty, capitalism, injustice, discrimination, exploitation, the Vietnam War.
2. How many draft dodgers came to Canada during the Vietnam War?  
About 30,000

### TAKING BACK THE PAST

1. What did the White Paper of 1969 propose for Aboriginal peoples?  
That reserves be abolished, Aboriginal schools be closed with children integrated into regular schools, and that they are integrated into society as full citizens.
2. What did the chiefs do?  
They refused the White Paper and demanded self-government. They started by fighting to independently operate Blue Quill School in Alberta (near Edmonton)

# OCTOBER CRISIS

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 16  
Language Wars  
October 1970  
(1:08:12-1:24:23)

Complete or discuss  
Questions During  
Viewing

### Assignment

Postwar Years  
Timeline Project

**Textbook**

*Canada, An Illustrated  
History* pp. 264-267, 269

*Counterpoints* pp. 220-222

*Think History* pp. 221-223

### LANGUAGE WARS

1. What did the Laurendeau-Dunton Commission conclude?  
The Laurendeau-Dunton Commission found that French speaking citizens were disadvantaged in many areas, even in Quebec.
2. What happened in New Brunswick?  
New Brunswick became an officially bilingual province.
3. What significant act did parliament pass in 1969 and what did it allow for?  
The Official Languages Act gave French and English equal status.
4. What happened in Quebec?  
English was abolished and all children had to attend French schools. Riots broke out between Franchophones and the Italian immigrants in Montreal.

### OCTOBER 1970

1. Describe the October Crisis.  
The FLQ kidnapped James Cross, the British diplomat and demanded the release of prisoners. Then the FLQ kidnapped Pierre Laporte, the Quebec Minister of Labour. The government sent the army to Quebec to protect politicians and public government buildings. Citizens support the FLQ and the provincial government believed they were facing an insurrection. They asked Ottawa for help.
2. Describe the War Measures Act.  
Civil rights are suspended. Citizens can be detained, police can search homes without warrants.
3. How did the October Crisis end and what were the results?  
Pierre Laporte was found dead. James Cross was released after 60 days. The FLQ members responsible were convicted. Politicians no longer feel safe integrating freely with the public.

# DIVISION

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 16  
Most Fundamental Choice  
The End of Illusions  
A Winning Strategy  
(1:24:23-1:46:19)

Complete or discuss  
Questions During  
Viewing

### Assignment

Postwar Years  
Timeline Project

**Textbook**

*Canada, An Illustrated  
History* pp. 268

*Counterpoints* pp. 223-225

*Think History* pp. 224-226

### THE END OF ILLUSIONS

1. What was the illusion?

Canadians had been living in prosperity and did not recognize that the boom times were at an end. Governments were in debt.

2. What caused a strain in east/west relations in Canada?

The price of oil rose dramatically but Alberta, an oil-producing province, thrived as oil sold at high prices. Ottawa asked Alberta to freeze prices and sell oil to eastern Canada. Albertans saw this as an intrusion. Eastern Canadians resented Alberta's wealth.

### A WINNING STRATEGY

1. Quebec Premier Bourassa alienated both the non-French speaking people and the separatists with his language law. What ground-breaking event happened in the fall of 1976?

In 1976, the Parti Quebecois, a distinctly separatist political party, won the provincial election.

# FOREIGN POLICY

## Assignment

*Canadian Foreign Relations*. The Canadian Encyclopedia. See link at *Lesson 46 Assignment* online page.

## Textbook

*Counterpoints* pp. 234-236

*Think History* pp. 234-236

In an effort to become more independent from the United States, Prime Minister Pierre Trudeau made two major foreign policy changes.

One was in relationship to foreign trading partners. The other was related to national defence. Write a short summary of each of these changes. Use online research to gather information.

### FOREIGN TRADING PARTNERS

Foreign Policy for Canadians defined by Trudeau as Canada's goals

- foster economic growth
- safeguard sovereignty and independence
- work for peace and security
- promote social justice
- enhance quality of life
- ensure harmonious natural environment

Trudeau sought closer ties with Soviet Union, pursued friendship with Fidel Castro, gave diplomatic recognition to communist China before other Western allies. Economic relations with the US was strained with the implementation of the National Energy Program which aimed at less American ownership in the oil market.

### NATIONAL DEFENCE

Under Trudeau there was a drastic reduction in the Armed Forces, and Canada reduced its military commitments to NATO.

Canada became less influential diplomatically when her military strength was reduced.

Answers will vary.



# QUEBEC REFERENDUM

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 17  
Opening Vignette  
Episode Beginning  
The Choice  
(00:00-20:08)

Complete or discuss  
Questions During  
Viewing

### Assignment

Postwar Years  
Timeline Project

**Textbook**

*Counterpoints* pp. 241-243

*Think History* pp. 247-249

### EPISODE BEGINNING

- Describe some of the mandates in the National Energy Program (NEP)?  
Federal government would take control. Exploration would be encouraged in all provinces. Canadian companies would be favoured over foreign companies.
- What is the response of various groups?  
Outrage at government intervention and lack of negotiation. American companies leave the country. Western provinces talk about separation. New political parties start up, most notably, The Reformed Party.

### THE CHOICE

- Which two speeches encouraged the strongest support for the “No” side?  
Lise Payette, a Parti Québécois cabinet minister demeaned homemakers who stood for the “No” side. Trudeau suggested constitutional changes might satisfy Quebec’s issues so they could stay with Canada.
- Trudeau made a speech suggesting constitutional changes to satisfy Quebec’s issues. How close was the vote and what was the result?  
The vote was very close with just 60% against beginning the process of sovereignty.

# RECESSION

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 17  
Hard Times  
Solidarity  
(20:08-29:18)

Complete or discuss  
Questions During  
Viewing

**Textbook**

*Counterpoints* pp. 260-261

*Think History* pp. 260-261

### HARD TIMES

1. What difficulties did the people face with the recession of the 1980s?

Prices went up, inflation was high, interest rates rose drastically. A house might be sold for less than the mortgage. Unemployment was extremely high. Unions were less powerful.

### SOLIDARITY

1. Inflation caused governments to cut back on social programs and civil service jobs. What did the workers call for and why?

There was threat of a General Strike (large labour mass in a region).

2. Who supported the government and why?

Business leaders support the government because they were facing such hard times.

3. Who was watching the action in British Columbia and why?

Politicians in other provinces believe that if B.C. officials are successful in averting a strike and tightening the belt, other governments will do the same.

# CANADIAN CONSTITUTION

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 17  
The Night of Long  
Knives  
The World Was Mine  
A Changing Face  
(29:18-55:06)

Complete Questions  
During Viewing

### Assignment

Timeline of  
Canadian Autonomy

**Textbook**

*Canada, An Illustrated  
History* pp. 272-273

*Counterpoints* pp. 246-  
249, 258-259

*Think History* pp. 252-  
255, 258-259

### THE NIGHT OF LONG KNIVES

1. What was Trudeau's goal regarding the Constitution?  
To fully own the Constitution so that approval from Great Britain was not necessary for changes, which also included a Charter of Rights and Freedoms.
2. Who was part of the Gang of Eight and what was their goal?  
All provincial premiers except those of Ontario and New Brunswick wanted Trudeau to negotiate with the provinces regarding federal and provincial powers.
3. What do the premiers fear regarding the Charter of Rights and Freedoms?  
They thought that it would take power from elected officials and put it in the hands of unelected judges?
4. How did the Quebec delegation feel about the final agreement of the other premiers?  
The Gang of Eight came to an agreement leaving out a clause which Lévesque wanted. The other premiers left him out of their meetings and he felt betrayed. The Quebec flag was flown at half-mast on the day the Queen came to proclaim the Constitution Act.

### THE WORLD WAS MINE

1. Name some of the issues in the contest for women's rights.
  - Equality in the legal system
  - Safety and shelter from abuse
  - Equality in Indian Act
  - Abortion
  - Violence against women
  - Opportunity in traditionally male-dominated careers
  - Equality defined in the Charter of Rights and Freedoms

### A CHANGING FACE

1. How did the face of Canadian immigration change in the latter part of the 20th century?  
More immigrants were from Asia rather than predominantly Europe.
2. In what way did Baltej Singh Dhillon make history in Canada and what was the document that allowed for changes?  
He was the first RCMP graduate who is allowed to wear a turban instead of the regular RCMP hat. It was the Charter of Rights and Freedoms that allowed for this.

# ENVIRONMENTALISTS

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 17  
The Computer Moves In  
From the Ground Up  
Land and Nation  
(55.06-1:18:44)

Complete or discuss  
Questions During  
Viewing

### Assignment

*Postwar Years*  
Timeline Project

**Textbook**

*Counterpoints* pp. 244-  
245, 250-256

*Think History* pp. 250-  
251, 268-272

### THE COMPUTER MOVES IN

1. What are the pros and cons of the advance of technology in Canadian society?  
*Computers make jobs easier with the promise of more leisure in society. Computers can do work people did and would thus eliminate jobs.*

### FROM THE GROUND UP

1. What group wanted forests to be sprayed with insecticide in Cape Breton, NS and why?  
*Lumber companies wanted to spray to eliminate the budworm from killing trees.*
2. Who led the fight against spraying and what were the concerns?  
*Elizabeth May campaigned in the interest of health and the environment.*
3. What education and experience prepared Elizabeth May for a life of environmental advocacy and politics?  
*She got a law degree and a job with the Environment Minister with the federal government.*
4. What area of Canada gave rise to the strongest debate over environmentalism, who were the parties involved and why?  
*South Moresby Island, B.C. had huge ancient cedars — an old growth rainforest — was a historic as Haida ancestral grounds, and offered incredible rugged beauty. Environmentalists and First Nations battled logging companies over preservation*

### LAND AND NATION

1. The Aboriginal people began to speak up for rights. Describe the most dramatic showdown of the 1980s.  
*The Mohawk people near Oka, Quebec had a stand off with police and the Canadian Armed Forces. One policeman was killed.*

# MEECH LAKE AND FREE TRADE

## QUESTIONS DURING VIEWING

CPH, Series 4  
Episode 17  
Honour and Enthusiasm  
Winners and Losers  
Epilogue: The Journey  
(1:18:44-1:46:50)

Complete or discuss  
Questions During  
Viewing

**Textbook**

*Canada, An Illustrated  
History* pp. 274-277

*Counterpoints* pp. 262-  
267

*Think History* pp.  
273-275

### HONOUR AND ENTHUSIASM

1. What was the intent of the Meech Lake Accord?  
**To bring Quebec into the Constitution since the province did not sign in 1982.**
2. What was the sentiment in Quebec when the Meech Lake Accord is not successful?

**After Meech Lake dies there is a stronger sentiment for sovereignty in Quebec.**

### WINNERS AND LOSERS

1. What were the opponents of free trade concerned about?

**There was concern with jobs staying in Canada, and with the economic pressure of the United States putting too much influence on Canada.**

2. Was loss of jobs due only to free trade?

**The world was moving from an industrial age to an information age. Job retraining would be crucial.**

# CANADA & THE WORLD

□ **Textbook**

*Counterpoints* pp. 268-279

*Think History* pp. 276-285, 289-291

Finish reading through the textbook as desired.

**1985** was the year of Canada's deadliest terrorist attack, hatched on Canadian soil. It was called the Air India bombing. Two suitcase bombs exploded over the coast of Ireland, on an Air India flight from Toronto to Bombay. All 329 people on board were killed. Sikh separatists were to blame. At the time, the Canadian Security Intelligence Service (CSIS) was a new organization. If handled differently, it is possible the disaster could have been prevented.

Since then, other world disasters took the lives of people and changed the lives of Canadians and Canada's peacekeepers. The tragic terrorist attack on United States soil, on September 11, 2001 became a world changing event. It can be considered a benchmark in North American history.

**2020** saw the world changing permanently, stopped in its tracks by the COVID-19 world pandemic. The full extent of the ways life has changed around the world by this disaster is yet to become known. This will be called by historians in years to come, a turning point in history.

Explore the world events Canada has been involved in through peacekeeping, at Lesson 52 Online Resources and through your text reading.

This concludes the course to the end of the 20th Century. Continue reading through your text.

Review the **Six Historical Thinking Concepts** and practice these critical thinking concepts in various areas of life.

**C**ongratulations on completion of your study of *Canada, in the 20th Century*.

Mark every lesson complete online and print your Completion Certificate found at the front of your online course.

# 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	



	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<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	

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<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>	