

Theme3 1912-1929 The Great War and its Aftermath

- 3.1.1 define: militarism, trench warfare, Canada's hundred days, alliance system. (K)
- 3.1.2 describe the alliance system operating in Europe in 1914. (K)
- 3.1.3 construct a time line of events following the assassination of the Archduke Ferdinand leading to Canada and Newfoundland's involvement in World War I. (A)
- 3.1.4 propose a number of ways Newfoundland and Canada could have supported the British war effort. (I)
- 3.1.5 assess the decision by both the Canadian and Newfoundland governments to send soldiers to support the war effort. (I)
- 3.1.6 construct a line graph illustrating: (A)
a the change in the manpower strength of the Canadian Armed Forces from 1914 to 1920
b the change in Canadian Defence spending as a percentage of total government spending from 1910 to 1920
- 3.1.7 describe the conditions that soldiers experienced in the trenches on the Western Front. (K)
- 3.1.8 develop a chart outlining the Canadian role in the battle, the Canadian losses in the battle, the results of the battle, the dates of the battle for each of the following World War I battles: Ypres, the Somme, Vimy Ridge and Passchendaele. (A)
- 3.1.9 discuss why one historian stated that "At Vimy Ridge Canada became a nation." (I)
- 3.1.10 determine the extent to which and why the Royal Newfoundland Regiment was destroyed in the Battle of the Somme. (A)
- 3.2.1 define: enemy aliens, pacifism, suffragists, conscription, union government. (K)
- 3.2.2 list contributions, other than soldiers, that Canada and Newfoundland made to the war effort. (K)
- 3.2.3 evaluate the possible affect the Newfoundland Losses at Beaumont Hamel had on Newfoundland Society. (A)
- 3.2.4 list the powers to suspend civil liberties provided for in the War Measures Act, 1914. (K)
- 3.2.5 evaluate whether the actions taken by government toward Canadian Germans and Austrians were necessary during the war. (I)
- 3.2.6 describe various non-traditional roles Canadian women filled during the war years. (K)
- 3.2.7 compare the treatment of working women and men during the First World War. (I)
- 3.2.8 research and develop a biographical sketch of Nelli McClung. (I)
- 3.2.9 analyze the Wartime Election Act, 1917, in terms of: (A)
a women's rights
b political considerations
c civil liberties
- 3.2.10 assess the contribution of Canadian agricultural

production and manufacturing industries to the war effort. (A)

3.2.11 create a government propaganda poster designed to achieve the following goals: (A)

- a Recruiting soldiers
- b Selling Victory Bonds
- c Limiting Home
- d Consumption

3.3.1 Using information from 3.1.7 and 3.2.11 consider the effects the end of the war had on employment, working women and industry.

(A)

3.3.2 list the reasons for the rise of the union movement following the First World War. (K)

3.3.3 consider the size and effects the Newfoundland war debt had on the dominion's future. (A)

3.3.4 describe the events leading to the Winnipeg General Strike, 1919. (K)

3.3.5 determine the size and impact of the Corner Brook Pulp and Paper development project of 1925. (A)

3.3.6 draw a line graph of Federal election results from 1911 to 1926 and assess the effect of the Progressive Movement on Canadian Politics.

(A)

3.3.7 explain the reasons for and consequences of prohibition in Canada.

(K)

3.3.8 determine how the following impacted on Canadian independence:

(A)

- a Chanak Affair
- b King-Byng controversy

3.3.9 develop a cultural comparison between the 1920s and the present day using the following: (I)

- a slang
- b fashion
- c music

3.3.10 assess the impact the development of the radio and mass production of the automobile had on Canadian life.

3.3.11 identify the Canadian natural resources that were in high demand in the mid to late twenties. (K)

3.3.12 assess the influence the advent of consumer credit had on the Canadian economy in the 1920s. (I)

3.3.13 analyze how the methods of American investors transformed the Canadian economy in the 1920s. (I)

3.3.14 recognize the significant accomplishment(s) of the following: (K)

- a Mark Pickford
- b the Edmonton Grads
- c Emily Murphy
- d Sir Wilfrd Grenfell
- e Mary Travers (La Bolduc)

3.3.15 construct a bar graph showing the total immigration to Canada from 1913 to 1922 to analyze immigration trends during and immediately following the First World War. (A)

3.3.16 research and develop a biographical sketch of Sir Frederick Banting. (I)

• take the role of a returning soldier. Write a letter to your member of parliament complaining about the following:

- a higher taxes

b higher unemployment

c women in the workplace

• role play the following:

Unionized workers presenting demands to employers. The employers and workers must explain their demands to a government appointed mediator. This role play should illustrate government's position and can be taken to the point of a strike and employer and government reaction.

• compare jazz music with popular forms of music today, such as, rock, country and rap.

• create a collage of different consumer items, fads and fashions of the 1920s.

• construct a table outlining the Chanak Affair and the King-Byng Crisis. What happened and how did each affect Canadian independence?

3.4.1 Define: League of Nations, Treaty of Versailles, Commonwealth of Nations, Statute of Westminster. (K)

3.4.2 list the arguments made by Prime Minister Robert Borden for a greater voice for Canada in foreign affairs. (K)

3.4.3 compare Canada and Newfoundland's role at the Paris Peace Conference. (A)

3.4.4 assess how Canada's role at the Paris Peace Conference affected its standing in the international community. (A)

3.4.5 analyze key articles of the Treaty of Versailles with relation to the following: (A)

a established and maintained peace

b established and maintained social stability

c established and maintained economic stability

d judicious to all

3.4.6 describe the nature, purpose and position of Canada in the League of Nations. (K)

3.4.7 compare the size and scope of Canada's Armed Forces before and after the First World War. (A)

3.4.8 examine how Prime Minister Mackenzie King actions at the 1923 and 1926 Imperial Conferences enhanced Canada's position with respect to Great Britain. (A)

3.4.9 list the two areas in which Canada did not become totally independent under the Statute of Westminster, 1931. (K)

3.4.10 assume the role of a Canadian or Newfoundland newspaper reporter, describe the events surrounding the settlement of the Labrador boundary dispute 1927. (A)

3.5.1 define: stock market, depression. (K)

3.5.2 describe how buying on credit allowed consumers to enjoy a lifestyle they could not afford. (K)

3.5.3 assess the impact credit buying had on production. (A)

3.5.4 use a chart or graph to illustrate the four components of the business cycle. (K)

a Prosperity

- b Recession
- c Depression
- d Recovery

3.5.5 construct a chart showing the percentage of specific Canadian goods produced for export in 1929. (A)

3.5.6 examine international circumstances providing a favourable export situation for Canada. (I)

3.5.7 explain how overproduction, in the late 1920s led to worker layoffs and declining stock prices. (A)

3.5.8 analyze the stock market crash of 1929 and consider the extent to which the practice of buying stock on margin contributed to the crash. (A)

3.5.9 analyze Canadian wheat prices from 1925 to 1937 and discuss the effects low wheat prices had on the following: (A)

- a farmer consumer confidence
- b sale of farm equipment
- c sale of automobiles and other luxury goods
- d railroad workers

3.5.10 in the role of the average factory worker consider his/her options on the following when informed by his/her employer that they must either take a wage cut or risk closure of the factory: (I)

- a purchasing new furniture on the instalment plan
- b buying life insurance
- c taking a vacation

3.5.11 assess the extent to which the following aggravated the economic collapse in Canada: (A)

- a high American ownership of industry
- b increased tariffs on international trade

Theme 41930-1945 A Time of Turmoil: Depression and War

- 4.1.1 define: drought, relief, transient, deflation, Bennett buggies. (K)
- 4.1.2 compare the decline in average income by province from 1928 to 1933 and generate reasons for the differences across Canada. (I)
- 4.1.3 construct a graph of the Canadian unemployment rate from 1926 to 1938. (A)
- 4.1.4 explain how the following contributed to the desperate conditions of Western farmers: (A)
- a Over working the land
 - b Drought
 - c Grasshopper plague
 - d Low wheat prices
- 4.1.5 describe the events leading to Newfoundland's surrender of national independence in 1933. (K)
- 4.1.6 list the demands, tactics and government reaction to the "On-to-Ottawa" trekkers. (K)
- 4.1.7 assess the validity and sentiment of the following statement by John David Eaton, "I'm glad I grew up then. It was a good time for everyone." (I)
- 4.1.8 compare the working and living conditions in urban and rural areas during the depression. (A)
- 4.1.9 interpret a poem, prose, song or work of art that expresses the human impact of the Great Depression. (I)
- 4.1.10 examine the extent to which the effects of the Great Depression could be repeated. (I)
- 4.1.11 analyze and draw conclusions regarding international reaction to the birth of the Dionne Quintuplets. (A)
- 4.2.1 research and develop a biographical sketch of R.B. Bennett and W.L.M. King. (I)
- 4.2.2 take the role of a Canadian citizen in a province ruled by the Conservative Party and write a letter to the editor of the local newspaper reacting to Prime Minister Kings "five cents speech." (I)
- 4.2.3 define and assess the impact laissez-faire economics had on the governments initial reaction to the Great Depression. (A)
- 4.2.4 create a chart indicating the different forms and methods of distribution of government assistance in 1932 and the present day. (A)
- 4.2.5 compare 1932 family relief payments in Toronto, Quebec and Newfoundland. (A)
- 4.2.6 assess the impact high tariffs had on Canadians living on the Prairies, in Central Canada and the Maritimes. (A)
- 4.2.7 list the measures proposed in Bennett's New Deal. (K)
- 4.2.8 analyze the courts decision to rule that most of the Bennett New Deal was unconstitutional. (I)
- 4.2.9 describe the public's reaction, in the 1935 election, to Bennett's New Deal. (K)
- 4.2.10 describe the events leading to the Royal Commission on Dominion-Provincial Relations, 1937. (K)

- 4.2.11 list the function of the Canadian Wheat Board established in 1935. (K)
- 4.2.12 analyze the government decision to create the following institutions in terms of national unity and the Canadian economy: (A)
- a The Canadian Broadcasting Corporation, 1936
 - b The Bank of Canada, 1935
 - c TransCanada Airlines, 1937
- 4.2.13 discuss the impact the Great Depression had on people's attitudes towards involvement in the economy. (A)
- 4.3.1 list reasons why some Western Canadians and Quebecers in the 1930s supported new political movements. (K)
- 4.3.2 research and develop a biographical sketch of one of the following and present it to the class: (I)
- a J.S. Woodsworth
 - b William Aberhart
 - c Maurice Duplessis
- 4.3.3 identify the impact of the Communist Party and Reconstruction Party on Canadian politics in the 1930s. (K)
- 4.3.4 complete an organizational table, indicating the founder and platform of the following political parties along with its attributed causes of the Great Depression: (I)
- a CCF
 - b Social Credit
 - c Union Nationale
- 4.3.5 analyze why the CCF and Social Credit Party did not have greater success in federal elections in the years between 1926 and 1940. (I)
- 4.3.6 create a Depression Era election poster(s) for one of the following parties that attempts to attract voters by highlighting the party's major policies: (A)
- 4.4.1 define: reparations, Fascism, appeasement. (K)
- 4.4.2 list reasons why many Canadians, in the late 1930s, favoured a policy of appeasement toward Germany. (K)
- 4.4.3 Create a time line marking significant events from 1936 to 1939 leading to Canada's declaration of war. (A)
- 4.4.4 discuss how the Second World War may have been avoided. (I)
- 4.4.5 compare how Canada's and Newfoundland's relationship with Britain in 1939 had changed since 1914. (A)
- 4.4.6 determine why the early defeat of Western Europe affected the role of Canada in the Second World War. (A)
- 4.4.7 list Newfoundland's military contributions to the War effort. (K)
- 4.4.8 construct a line graph illustrating: (A)
- a the change in manpower strength of the Canadian Navy, Army and Air Force from 1939 to 1945
 - b the change in defence spending as percentage of total government spending from 1939 to 1945
- 4.4.9 research and complete a table describing the Canadian

mission, number of Canadians involved, Canadian casualties, success or failure of mission in the following World War Two actions: (I)

a Defence of Hong Kong

b Dieppe

c Invasion of Sicily

d D-Day Invasion

e Liberation of Holland

f Liberation of Aleutian Islands

4.4.10 take a position, and debate the extent to which the Dieppe Raid was a success or failure. (I)

4.4.11 select passages from Canadian and Newfoundland war poets and discuss the ideas and sentiments expressed. (I)

4.4.12 determine the role of North Atlantic convoys during World War II. (K)

4.4.13 research and create displays outlining the Battle of the Atlantic. (I)

4.5.1 define: Victory Garden, Victory Bond. (K)

4.5.2 list products, military and non-military, that Canadians provided for the war effort. (K)

4.5.3 design a propaganda poster listing the items that people could save to assist the war effort. (A)

4.5.4 list the similarities and differences in the role of women in WWII and WWI. (K)

4.5.5 explain the purpose of the National Selective Service. (K)

4.5.6 describe the impact of the British Commonwealth Air Training Plan (BCATP) on the war effort. (A)

4.5.7 identify the purpose of Camp X. (K)

4.5.8 identify the purpose of the National Resources Mobilization Act. (K)

4.5.9 analyze the Lend-Lease, 1940, agreement between Britain and the United States to determine: (A)

a the interest of Newfoundland

b the interest of Canada

c the motives of the British and Americans

4.5.10 discuss the importance of the Hyde Park conference, 1940 between Canada and the United States. (A)

4.5.11 recognize Canada's contribution to the Manhattan Project. (K)

4.5.12 analyze Canada's position regarding the Jewish immigrant ship "The St. Louis". (I)

4.5.13 describe events surrounding the following: (K)

a German U-boat attack off Bell Island, Nfld.

b Argentia Conference/Atlantic Accord

c German U-boat sinking of the passenger ship "Caribou" off Nfld.

4.5.14 on a map of Newfoundland and Labrador, identify known WWII German land-based site. (A)

4.6.1 define: plebiscite, continentalism. (K)

4.6.2 evaluate Prime Minister King's conscription slogan "Not necessarily conscription, but conscription if necessary," in terms of: (A)

a intended message

b perceived message

c public reaction

4.6.3 analyze the results of the 1942 conscription plebiscite and assess French-English sentiment on the issue. (A)

4.6.4 compare the 1917 and 1944 Quebec reaction to conscription. (A)

4.6.5 assess the impact of WWII on Canadian- U.S. relations. (A)

4.6.6 locate on a map of Newfoundland the Canadian and American naval and air bases established during the Second World War. (A)

4.6.7 conduct research on: (I)

a American servicemen station in Newfoundland during the WWII period

b level of American expenditures in Newfoundland during this period

4.6.8 assess the impact American military bases had on the Newfoundland economy and society. (A)

4.6.9 assess the reasons for the internment of Japanese Canadians during WWII. (A)

4.6.10 take the position of a Japanese Canadian during WWII and argue the injustice of internment. (I)

4.6.11 describe how government influence in the national economy changed during WWII. (K)

4.6.12 describe the rationale for the creation of Unemployment Insurance, 1940, and Children's Allowance, 1944. (K)

4.6.13 describe the effect the War had on Canada and Newfoundland's primary and secondary industries. (K)

4.6.14 research and develop a biographical sketch of C.D. Howe. (I)

4.6.15 construct a graph showing the pattern of total immigration from 1938 to 1948. (A)

4.6.16 compare the graph in 3.3.21 with 4.6.15 and give reasons for any similarities or differences. (A)

Theme 5 A Time of Transition

5.1.1 define: Cold War, Foreign Policy, Super Power, Middle Power, United Nations, NATO, NORAD, Commonwealth of Nations. (K)

5.1.2 through research complete the following chart showing the rank order of the five largest navies, armies and air forces in 1945: (K)

In the space provided place in rank order the name of the countries with the largest armies, navies and air forces in 1945 (K)

5.1.3 evaluate and discuss the validity of the following statement: (I)
“In 1945 Canada was a major ‘middle power’ but could never be a great power.”

5.1.4 describe the organization of and Canada’s role in the United Nations’ Security Council and General Assembly. (K)

5.1.5 analyze the reasons for Canada’s participation in the Marshall Plan. (K)

5.1.6 research and develop a biographical sketch of Lester B. Pearson. (A)

5.1.7 assess the impact the Gouzenko Affair had on Canadian’s world view. (A)

5.1.8 describe Canada’s involvement in the Korean Conflict. (K)

5.1.9 describe Canada’s contribution in resolving the 1956 Suez Crisis. (K)

5.1.10 recognize international peacekeeping as a Canadian Concept. (K)

5.1.11 on a map, identify the areas and describe the context in which Canadian Peacekeepers have served. (A)

5.1.12 create a table listing the advantages and disadvantages of Canada’s involvement in NATO and NORAD. (A)

5.1.13 describe Canada's influence in the Commonwealth of Nations with regard to the South African Apatheid policy. (K)

5.1.14 interpret a graph illustrating Canada's expenditure on foreign aid from 1950 to 1967.(A)

5.1.15 discuss why the 1950s and 60s are considered to be Canada's Golden Age of Diplomacy.(I)