

Canada



A Proud Past and Promising Future



**Canadian
History
Workbook
(1914-2000)**



**High School History
(CHC2D)**

*Created by
Mike Zietsma*

Canada:

A Proud Past and Promising Future

“May God continue to guide our country.”

Created by:

Mike Zietsma

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Thank you for purchasing the Canadian History Course, *Canada: A Proud Past and Promising Future*. It is my goal that these resources be used by students to gain a stronger understanding and appreciation for our nation's history.

Below you will find a description of how to use and interpret the course resources.

There are a number of commonly used terms used throughout the course.

Activities Package:

- These are thematic packages that contain a series of activities pertaining to one common theme. Each unit is broken down into a series of these packages to provide clarity and organization for the learner.
 - For example, the "Steps to War" activities package contains seven activities that all focus on the events leading to the start of World War One.

Unit Guide

- Within each unit folder there is a unit guide. This unit guide gives a breakdown of each activities package, evaluation, Smartboard activity and a list of all the files. This guide is essential to understanding and completing the unit.

Required Resources

- The unit can be completed using online resources, but for ease of use the textbook, "Spotlight Canada," is suggested.
- Online map animations are used as a resource in most activity packages. A reasonable subscription (\$12.50 for WW I maps) is required from the website *the-map-as-history.com*.

Smartboard Review Activities

- Smartboard Review Activities are used throughout the unit. You do not need a Smartboard to complete these activities! Simply save the files to your computer and open them from the website listed below. Students can complete these activities from any computer and get immediate feedback (answers).

<http://express.smarttech.com/>

If you have any questions on the materials please do not hesitate to contact me—I enjoy helping students learn about history!

Sincerely,

Mike Zietsma (mzietsma@kingschristian.net)



How to use Smartboard Files (SMB)

1

Go to the “Smart Notebook Express” website.

SMART.

Welcome to SMART Notebook Express

View, save and interact with SMART Notebook files online, at no charge.



Website can be used from any computer

Open an existing Notebook file

Create a new Notebook file

2

Select “Open Existing File” (from your computer).

3

Choose one of the “SMB” files from the DVD.

4

Complete the interactive quizzes!

Determine the Correct Order of Events

Visual and Tactile Learning

Key Facts

Word	Description
<input checked="" type="checkbox"/> Robert Borden	Canadian Prime Minister
<input checked="" type="checkbox"/>	Russian Communist Leader
<input checked="" type="checkbox"/>	German attempt to involve Mexico in war
<input checked="" type="checkbox"/>	Canadian General in charge of the Battle of Vimy Ridge
<input checked="" type="checkbox"/>	American President
<input checked="" type="checkbox"/>	American Foreign Policy
<input checked="" type="checkbox"/> Suffragist	Fought for womens voting rights
<input checked="" type="checkbox"/>	British Prime Minister

Click “Check” for instant feedback

ORGANIZATION OF THE COURSE

TERMS OF USE

COURSE INTRODUCTION

Course Summary

Christians and History

COURSE UNITS

Canada and World War One

The 1920s and 1930s

Canada and World War Two

Canada and the Post-War Era

Years of Change

Each unit is organized the same: Activity Packages followed by Evaluations

EXAM RESOURCES

Exam Review Sheet

Exam Review Activities Package

To protect the integrity of evaluations, the tests and the final exam must be printed off separately from the Resource CD.

Canada and World War One



HIGH SCHOOL
CANADIAN HISTORY
(CHC2)

INTERACTIVE

ORGANIZED



IN-DEPTH

ENGAGING

**INCLUDES:
ACTIVITY PACKAGES AND EVALUATIONS**

HOME SCHOOL UNIT GUIDE: WORLD WAR ONE

World War One started with much enthusiasm. European nations set out to prove their supremacy over neighbouring nations. However, the reality of war soon set in as the trench lines formed. Four years of horrific warfare and even worse living conditions would result for soldiers on both sides. Canadian soldiers also experienced these conditions. This unit is designed to communicate the human reality for those who served and for those who contributed from the home front.

Unit Goals

With each of the activities package are a set of goals. These goals correlate to ministry standards in Ontario, Canada and likely also parallel the standards in other regions.

Organization of the Unit

The unit is organized into a series of thematic activities packages. These themes are organized in such a manner as to improve clarity and help the student develop their own effective organizational skills. In addition, other proven educational strategies are also employed including differentiation, backwards design, project based learning and traditional methods.

Unit Themes

- The Steps to War
- Canada and the Home Front
- Life in the Trenches
- Canadians in Battle
- The Changes of 1917
- The Final Events

Unit Guide

This unit guide is intended to help students understand how to use the unit resources. Within the package you will find:

Suggested Unit Resources: Resources that are helpful in the learning process.

Activities Checklist: A guide to help the student progress through the unit.

Unit Evaluations: A description of each of the final evaluations.

Additional Notes:

- Throughout the Activities Checklist there will be extension activities that help reinforce various themes. These extension could be activities, documentaries, games etc.
- Please note that the internet will be needed to complete these activities. However, most textbooks will also be helpful in the completion of the activities. Spotlight Canada works very well.
- Also included within the unit are interactive Smartboard files. These files are excellent review activities for students and can actually be completed without a smartboard at home or at school—details within.
- I hope you find these resources useful in helping you learn!

HOME SCHOOL UNIT GUIDE: WORLD WAR ONE

Unit Resources

There are a variety of resources that can be utilized to complete this course. It is essential that you have an internet connection to access online resources. Many of the videos can be borrowed from a library or purchased reasonably on Amazon. Prior to starting the unit be sure that you have the appropriate resources available.

Suggested Unit Resources			
Resource Name	Type	Notes	Duration
canadahistory.com	• website	• Great website for anything Canadian history.	NA
firstworldwar.com	• website	• Although not specific to Canada, it is still a valuable resource.	NA
warmuseum.ca	• website	• Great resource for WW I. From the main page search, "Canada and the First World War."	NA
All Quiet on the Western Front	• DVD	• An excellent movie that communicates the human reality of the war for soldiers. Show the 1980s version. Can be purchases through Amazon. • Not every scene needs to be viewed.	2 hrs.
For King and Empire	• DVD	• A video series that specifically focuses on Canadian battles in WW I. The narrator walks through the present day locations of the battles—excellent resource. This works well with the Canadian Battles package. Available for purchase through Amazon.	1-2 hrs.
Spotlight Canada	• Text	• Not essential to the unit, but this is an excellent text that can be utilized for many of the activities packages. If you prefer not to be doing internet research for each of the activities then this is the text for you!	NA
the-map-as-history.com	• Website	• This mapping animation website is essential to the unit. The monthly subscription costs are reasonable There are also several hundred other map animations that may be beneficial for other history courses. A worthwhile investment.	NA
Canada a People's History	• DVD	• An excellent series on Canadian History. Episodes 11 and 12 are most relevant to this unit.	2 hrs.

HOME SCHOOL UNIT GUIDE: WORLD WAR ONE

World War One Activities Checklist

Theme	Files	Completion Checklist
<p>The Steps to War</p> <p><u>Summary:</u></p> <p><i>This package focuses on the events of 1914 that led to the start of World War One.</i></p> <p><u>Time:</u></p> <p><i>3-4 Hours</i></p>	<ul style="list-style-type: none"> • 1.1 The Assassination (ppt) • 1.2 The Final Steps to War • 12.3 SMB Review Activity—WW I #1 • 3.1 Description Twitter Activity • 3.1 Student Version—Twitter Activity • Primary Source Activity songs in one folder within the WW I folder 	<p>Check off each activity as you progress through the package, “The Steps to War.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Assassination (<i>Powerpoint</i>) <input type="checkbox"/> Activity 2: Causes (<i>Q and A</i>) <input type="checkbox"/> Activity 3: Europe (<i>Mapping</i>) <input type="checkbox"/> Activity 4: Final Steps (<i>Powerpoint</i>) <input type="checkbox"/> Activity 5: War Begins (<i>Map Animation</i>) <input type="checkbox"/> Activity 6: Analysis (<i>Cartoon</i>) <input type="checkbox"/> Activity 7: Application (<i>Writing Skills</i>) <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity <ul style="list-style-type: none"> → Notes: This review activity can be completed from a regular computer. Open the file, “12.3 SMB Review Activity—WW I #1,” at the website listed below: <p style="text-align: center;">http://express.smarttech.com</p> <p>Extension Activities: (choose one)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Steps to War Twitter Activity <ul style="list-style-type: none"> → Notes: Using the files “3.1 Description Twitter...” and “3.1 Student Version...” complete the Twitter Template. <input type="checkbox"/> World War One Primary Sources Activity <ul style="list-style-type: none"> → Notes: Use the zipped file “4 World War One Primary Sources...” For activity 1 search your local newspaper website for access to their archives.
<p>Canada and the Home Front</p> <p><u>Summary:</u></p> <p><i>This package covers Canada’s entry into the war.</i></p> <p><u>Time:</u></p> <p><i>3 Hours</i></p>	<ul style="list-style-type: none"> • 4.2 Canada Goes to War (ppt) • 4.3 On the Home Front (ppt) 	<p>Check off each activity as you progress through the package, “Canada and the Home Front.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Canada at War (<i>Powerpoint</i>) <input type="checkbox"/> Activity 2: Posters (<i>Propaganda Poster Analysis</i>) <input type="checkbox"/> Activity 3: At Home (<i>Powerpoint</i>) <input type="checkbox"/> Activity 4: Key Facts (<i>Q and A</i>) <p>Extension Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Canada a People’s History” (Documentary) <ul style="list-style-type: none"> → Notes: Watch the second half of episode 11, “The Great Transformation,” and all of episode 12, “Ordeal by Fire.”

HOME SCHOOL UNIT GUIDE: WORLD WAR ONE

Theme	Files	Completion Checklist
<p>Life in the Trenches</p> <p><u>Summary:</u></p> <p><i>This activities package communicates the horrible reality of life in the trenches for the soldiers.</i></p> <p><u>Time:</u></p> <p><i>3-4 Hours</i></p>	<ul style="list-style-type: none"> • 12.3 SMB Review Activity WW I—#2 	<p>Check off each activity as you progress through the package, “Life in the Trenches.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Weapons (<i>Webquest</i>) <input type="checkbox"/> Activity 2: Trenches (<i>Analysis</i>) <input type="checkbox"/> Activity 3: Strategy (<i>Drawing</i>) <input type="checkbox"/> Activity 4: Terms (<i>Web Game</i>) <input type="checkbox"/> Activity 5: Trench Life (<i>Image Analysis</i>) <input type="checkbox"/> Activity 6: Article (<i>Analysis</i>) <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity <ul style="list-style-type: none"> → Notes: This review activity can be completed from a regular computer. Open the file, “12.3 SMB Review Activity—WW I #2,” at the website listed below: <p style="text-align: center;">http://express.smarttech.com</p> <p>Extension Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> “All Quiet on the Western Front” (Movie) <ul style="list-style-type: none"> → Notes: Watch the 1980s version of the movie. It clearly portrays what life in the trenches was like and the futility of war.
<p>Canadians in Battle</p> <p><u>Summary:</u></p> <p><i>This activities package highlights the important contributions Canadian soldiers made in battle.</i></p> <p><u>Time:</u></p> <p><i>3-4 Hours</i></p>	<ul style="list-style-type: none"> • 6.1 - Activities Package: Canadians in Battle 	<p>Check off each activity as you progress through the package, “Canadians in Battle.” (6.1 Activities Package: Canadians...)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Overview (<i>Map Animation</i>) <input type="checkbox"/> Activity 2: Battle of Ypres (<i>Q and A</i>) <input type="checkbox"/> Activity 3: Battle of the Somme (<i>Webquest</i>) <input type="checkbox"/> Activity 4: Vimy Ridge (<i>Webquest</i>) <input type="checkbox"/> Activity 5: Passchendaele (<i>Webquest</i>) <input type="checkbox"/> Activity 6: War in the Air (<i>Webquest</i>) <input type="checkbox"/> Activity 7: War at Sea (<i>Webquest</i>) <p>Extension Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> “For King and Empire” (Documentary) <ul style="list-style-type: none"> → Notes: An excellent documentary series that details the battles and shows what the present day battle sites look like.

HOME SCHOOL UNIT GUIDE: WORLD WAR ONE

Theme	Files	Completion Checklist
<p>The Changes of 1917</p> <p><u>Summary:</u></p> <p><i>This activities package highlights the key events of the year 1917.</i></p> <p><u>Time:</u></p> <p>1 Hour</p>	<ul style="list-style-type: none"> 8.2 Changes of 1917 ppt. 	<p>Check off each activity as you progress through the package, "The Changes of 1917."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Conscription (<i>Q and A</i>) <input type="checkbox"/> Activity 2: The Events (<i>Powerpoint</i>) <input type="checkbox"/> Activity 3: Map Study (<i>Map Animation</i>)
<p>The Final Events</p> <p><u>Summary:</u></p> <p><i>This activities package details the events that brought the war to a conclusion and the after-effects.</i></p> <p><u>Time:</u></p> <p>1 Hour</p>	<ul style="list-style-type: none"> 9-2 Treaty of Versailles ppt. 12-3 3 SMB Review Activity—WW I #3 	<p>Check off each activity as you progress through the package, "The Final Events."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Map Study (<i>Map Animation</i>) <input type="checkbox"/> Activity 2: The Treaty (<i>Powerpoint</i>) <input type="checkbox"/> Activity 3: Analysis (<i>Cartoon Analysis</i>) <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity <ul style="list-style-type: none"> → Notes: This review activity can be completed from a regular computer. Open the file, "12.3 SMB Review Activity—WW I #3," at the website listed below: <p style="text-align: center;">http://express.smarttech.com</p> <p>Extension Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "No Man's Land" - song by Eric Bogle <ul style="list-style-type: none"> → Notes: Search the song above on YouTube. What is the main message of the song?

HOME SCHOOL UNIT GUIDE: WORLD WAR ONE

Unit Evaluations

Complete one of the evaluation options listed below:

- Option #1—World War One Essay
- Option #2—World War One Project

Evaluation:	Files	Description
<p>World War One Essay</p> <p><u>Time:</u></p> <p>8 Hours</p>	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • This is an introduction to the essay writing process. The essay guide provides step-by-step instructions on how to complete an effective essay.
<p>World War One Project</p> <p><u>Time:</u></p> <p>8 Hours</p>	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • This project contains many different options. Students can write a letter, design a battlefield model, create a display etc.

Unit Summative Evaluation

This unit test below must be completed. Prior to taking the test be sure to set a test date and choose someone who will mark the test with the answer key provided.

Evaluation:	Files	Description
<p>World War One Test</p> <p><u>Time:</u></p> <p>80 minutes</p>	<ul style="list-style-type: none"> • 12.3 SMB Review Activities (#1,#2 and #3) • 13 WW I Test • 13.2 Answer Key—WW I Test 	<ul style="list-style-type: none"> • The review sheet is clear and concise and is intended to be the base for all studying. • The “Review Activities Package” is intended to provide the student with ideas on how to study effectively. • The Smartboard review files completed throughout the unit are also an excellent resource. • The test is designed to evaluate not only basic knowledge, but also the critical thinking skills of the student.

World War One

ACTIVITIES PACKAGE: ***THE STEPS TO WAR***



LEARNING GOALS:

- ▶ To understand the causes of WW I.
- ▶ To understand the final steps that led to the war.
- ▶ To evaluate whether war could have been avoided.



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Produced by: Mike Zietsma

ACTIVITIES PACKAGE: THE STEPS TO WAR

The start of the First World War was not a surprise. Each European nation had made many preparations for war years in advance. This package details the important developments that led to war.

Activity 1: Assassination

Follow along with the lecture, "The Assassination of the Archduke," and take the appropriate summary notes.

1) The Archduke's Visit

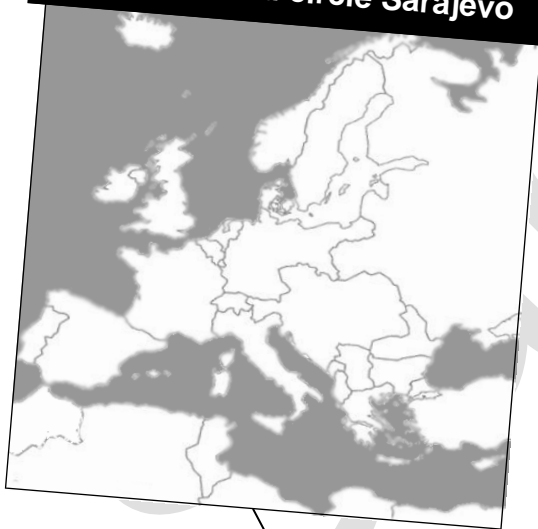
Blank space for notes under section 1.



7) The Aftermath

Blank space for notes under section 7.

2) Outline the Austro-Hungarian Empire and circle Sarajevo



6) The Assassin and the Black Hand

Blank space for notes under section 6.



3) The Archduke Arrives

Blank space for notes under section 3.



5) The Assassination

Blank space for notes under section 5.

4) Are They Really Safe?

Blank space for notes under section 4.

ACTIVITIES PACKAGE: THE STEPS TO WAR

Activity 2: Causes

Using your text or the internet, define and explain the contributions of the "MAIN" causes to the start of World War One.

MAIN	Definition	How did it Contribute to WW1?
<p>M</p> <p>MILITARISM</p>		
<p>A</p> <p>ALLIANCES</p>		
<p>I</p> <p>IMPERIALISM</p>		
<p>N</p> <p>NATIONALISM</p>		

Activity 3: Europe

Using your text, or the internet, complete sections A, B and C of the mapping activity below.

Section A: Label the following countries:
Serbia, Bulgaria, Romania, Great Britain, Russia, Germany, Austria-Hungary, Spain, Italy, Belgium, Ottoman Empire and France.

The Map of Europe in 1914



Section B: Triple Entente (the Allies) first included:
1. _____
2. _____
3. _____

Triple Alliance (Central Powers) first included:
1. _____
2. _____
3. _____

Section C:
Shade in each of the alliances.

Activity 4: Final Steps

Follow along with the lecture, "The Final Steps to War," and take the appropriate summary notes.

1) The Reaction Around the World

[Empty box for notes]

2) Europe Reacts



[Empty box for notes]

3) The Ultimatum

[Empty box for notes]

5) Draw the Schlieffen Plan



4) Final Steps

- ⇒ 1)
- ⇒ 2)
- ⇒ 3)
- ⇒ 4)
- ⇒ 5)
- ⇒ 6)
- ⇒ 7)



Activity 5: War Begins

Read the instructions below and complete the mapping activity about the early stages of the war.

Login Information

Website: the-map-as-history.com

Username:

Password:

Instructions

- Using the login information to the left click on the section, "World War I."
- Watch the following animated maps listed below and answer the questions.
 - ⇒ The German and French Plans
 - ⇒ The Offensives of 1914

The German and French Plans

1. Complete the chart below by detailing the German and French plans and the challenges both sides faced. You may respond in point form.

Question	Germany	France
What were the military plans for each country in the event of war?		
What challenges did each face?		

The Offensives of 1914

1. Explain the *Battle of the Frontiers*.

2. Explain the *Race to the Sea*.



ACTIVITIES PACKAGE: THE STEPS TO WAR

Activity 6: Analysis

Analyze the cartoon and complete each of the required tasks and questions below.



Analysis Questions	
1	Identify who each of the characters above represent (countries).
2	What is the main message that the cartoonist is trying to convey? _____ _____ _____
3	Is there evidence of bias, fragmentation or distortion in the cartoon? Explain. _____ _____ _____
4	Does the cartoonist present an accurate portrayal of the event or situation? Explain. _____ _____ _____

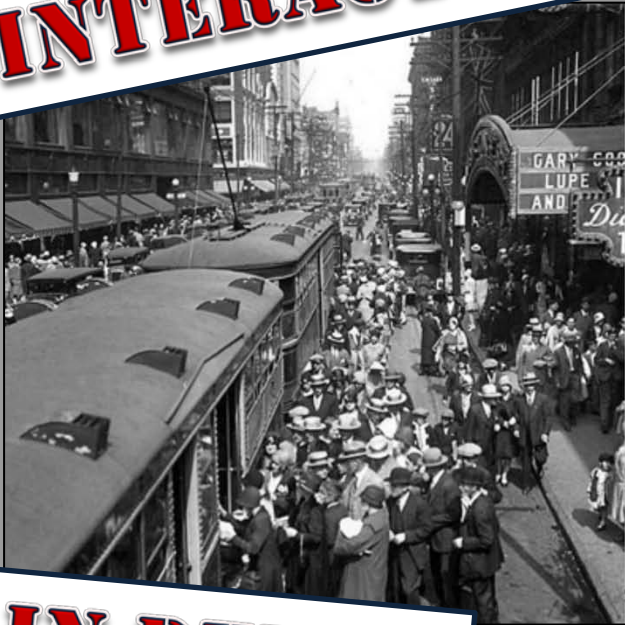
Canada During the 20s and 30s



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HOME SCHOOL UNIT GUIDE: 1920s AND 1930s

As the Great War ended Canadians transitioned into a time of peace. Soldiers returned home and the 1920s began. The “Roaring Twenties” would be a time of unprecedented prosperity for Canadians. However, the Stock Market Crash of 1929 would begin a decade of hardship for Canadians.

Unit Goals

With each of the activities package are a set of goals. These goals correlate to ministry standards in Ontario, Canada and likely also parallel the standards in other regions.

Organization of the Unit

The unit is organized into a series of thematic activities packages. These themes are organized in such a manner as to improve clarity and help the student develop their own effective organizational skills. In addition, other proven educational strategies are also employed including differentiation, backwards design, project based learning and traditional methods.

Unit Themes

The following themes are covered within the unit:

- From War to Peace
- Canada as a Nation
- Entertainment
- A Time of Hardship

Unit Guide

This unit guide is intended to help students understand how to use the unit resources. Within the package you will find:

Suggested Unit Resources: Resources that are helpful in the learning process.

Activities Checklist: A guide to help the student progress through the unit.

Unit Evaluations: A description of each of the final evaluations.

Additional Notes:

- Throughout the Activities Checklist section there will be extension activities that help reinforce various themes. These extension could be activities, documentaries, games etc.
- Please note that the internet will be needed to complete these activities. However, most textbooks will also be helpful in the completion of the activities. Spotlight Canada works very well.
- Also included within the unit are interactive Smartboard files. These files are excellent review activities for students and can actually be completed without a smartboard at home or at school—details within.
- I hope you find these resources useful in helping you learn!

Unit Resources

There are a variety of resources that can be utilized to complete this course. It is essential that you have an internet connection to access online resources. Many of the videos can be borrowed from a library or purchased reasonably on Amazon. Prior to starting the unit be sure that you have the appropriate resources available.

Suggested Unit Resources			
Resource Name	Type	Notes	Duration
Canada a People's History	• DVD	• Episodes 12 and 13. Can be ordered from cbc.ca or rented from a library. Not all the chapters need to be shown.	90 Minutes
canadahistory.com	• Website	• A great resource for any period in Canadian history.	NA
Spotlight Canada	• Text	• Not essential to the unit, but this is the text I use in my class and have found it helpful in completing section of the activities.	NA
Comic Touch	• Smartphone App	• A free app for Smartphones and tablets that allows students to make creative posters.	NA

HOME SCHOOL UNIT GUIDE: 1920s AND 1930s

1920s and 1930s Activities Checklist

Theme	Files	Completion Checklist
<p>From War to Peace</p> <p><u>Summary:</u></p> <p><i>This package focuses on the transitions soldiers and regular Canadians went through in the early post-WW I years.</i></p> <p><u>Time:</u></p> <p>2 Hours</p>	<ul style="list-style-type: none"> • 1.2 Prohibition and the Spanish Flu ppt. • 1.3 The Winnipeg General Strike ppt. 	<p>Check off each activity as you progress through the package, "From War to Peace."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Home! (<i>Q and A</i>) <input type="checkbox"/> Activity 2: Changes in Canada (<i>Powerpoint</i>) <input type="checkbox"/> Activity 3: Spanish Flu (<i>Article Analysis</i>) <input type="checkbox"/> Activity 4: Strike! (<i>Powerpoint</i>)
<p>Canada as a Nation</p> <p><u>Summary:</u></p> <p><i>This package highlights the prosperity of the 1920s and Canada's changing identity.</i></p> <p><u>Time:</u></p> <p>3-4 Hours</p>	<ul style="list-style-type: none"> • 2.2 Booming Economy ppt. • 4.1 SMB Review Activity—Roaring Twenties • 5.1 Stock Market Game ppt. 	<p>Check off each activity as you progress through the package, "Canada as a Nation."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Economy (<i>Powerpoint</i>) <input type="checkbox"/> Activity 2: Autonomy (<i>Writing Skills</i>) <input type="checkbox"/> Activity 3: Minorities (<i>Q and A</i>) <input type="checkbox"/> Activity 4: Individuals (<i>Webquest</i>) <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity <ul style="list-style-type: none"> → Notes: This review activity can be completed from a regular computer. Open the file, "4.1 SMB Review Activity—Roaring Twenties," at the website listed below: <p style="text-align: center;">http://express.smarttech.com</p> <p>Extension Activities: (choose one)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stock Market Game <ul style="list-style-type: none"> → Notes: Using the file, "5.1 Stock Market Game," play the stock market game with a group of 5—10 friends! <input type="checkbox"/> "Canada a People's History" (Documentary) <ul style="list-style-type: none"> → Notes: Watch the second half of episode 12, "Ordeal by Fire."

HOME SCHOOL UNIT GUIDE: 1920s AND 1930s

Theme	Files	Completion Checklist
<p>New Forms of Entertainment</p> <p><u>Summary:</u></p> <p><i>This activity highlights new forms of entertainment.</i></p> <p><u>Time:</u></p> <p><i>2 Hours</i></p>	<ul style="list-style-type: none"> • 1.1 Benny Goodman....mp3 • 2.1 Big Band...mp3 • 3.1 Fred Astaire...mp3 • 4.1 Louis Armstrong...mp3 • 1.1 Fashion in the 1920s 	<p>Check off each activity as you progress through the Primary Source Activity Package, "New Forms of Entertainment."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Films (<i>YouTube</i>) <input type="checkbox"/> Activity 2: Music (<i>Mp3 Files</i>) <input type="checkbox"/> Activity 3: Dance (<i>YouTube</i>) <input type="checkbox"/> Activity 4: Radio (<i>YouTube</i>) <input type="checkbox"/> Activity 5: Games (<i>Website</i>) <input type="checkbox"/> Activity 6: Fashion (<i>Powerpoint</i>)
<p>A Time of Hardship</p> <p><u>Summary:</u></p> <p><i>This package focuses on the causes of the Great Depression and the hardships faced by Canadians.</i></p> <p><u>Time:</u></p> <p><i>2 Hours</i></p>	<ul style="list-style-type: none"> • 6.2 Stock Market Crash and the Causes of the Great Depression ppt. • 6.3 The Effects of the Great Depression ppt. • 8.1 SMB Review Activity—Dirty 30s 	<p>Check off each activity as you progress through the package, "A Time of Hardship."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: The Crash (<i>Powerpoint</i>) <input type="checkbox"/> Activity 2: Effects (<i>Powerpoint</i>) <p>Extension Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Canada a People's History" (Documentary) → Notes: Watch all of episode 13, "Hard Times." <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity → Notes: This review activity can be completed from a regular computer. Open the file, "8.1 SMB Review Activity—Dirty 30s," at the website listed below: <p style="text-align: center;">http://express.smarttech.com</p>

Unit Summative Evaluation

The projects below replaces the need for a test. There are several project options that allow the student to compare life in the 1920s with life in the 1930s.

Evaluation:	Files	Description
<p>Solutions to the Depression</p> <p><i>Time:</i> 2 Hours</p>	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Using a smartphone or tablet download the free app and create a poster!
<p>From Riches to Rags</p> <p><i>Time:</i> 5 Hours</p>	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Choose the project option that best reflects your learning style. • Prior to beginning the project set a due date and make a schedule that will help you meet the deadline.

1920s and 1930s

PRIMARY SOURCE ACTIVITY
NEW FORMS OF ENTERTAINMENT



LEARNING GOALS:

- ▶ To help students learn how people of 1914 reacted to war.
- ▶ To emphasize how war can be distorted.
- ▶ To better understand the impact of the media.



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Produced by: Mike Zietsma

PRIMARY SOURCE ACTIVITY: NEW FORMS OF ENTERTAINMENT

Life changed dramatically for Canadians during the 1920s. War was over, new inventions were introduced, wealth increased and Canadians embraced life to the fullest. However, the lives of Canadians would again change during the 1930s. This activity will help you gain a stronger understanding of entertainment during the 1920s and 1930s through the analysis of primary documents.

Required Website

YouTube

Instructions

- Using the website to the left and several other resources, you will analyze a series of primary sources from the 1920s.
- Read the instructions for each activity and complete the required tasks.

Activity 1: Films

Watch the “silent films” and “talkies” listed below and complete each of the tasks.

Silent films and talkies would become a common form of entertainment during the 1920s and 1930s. A number of Canadians became famous actors or actresses, most notably Mary Pickford. You will be viewing and analyzing several films.

Instructions:

- Note: For each of the films watch only 10 minutes.
- On YouTube, search and then watch, “The Hunchback of Notre Dame (1923).”
- Next, watch either, “The Wizard of Oz (1939),” or “Gone with the Wind (1939).”
- Once you have viewed the required films, complete the analysis questions listed below.



Questions:

1) How did the film producer communicate the story line in *The Hunchback of Notre Dame*?

2) Describe one event that you watched from the *Hunchback of Notre Dame*?



- 3) After watching one of the 1939 films, explain the major differences between silent films and talkies. (Note: *Gone with the Wind* was originally in black and white).

Silent Films	Talkies

Activity 2: Music

Listen to the music files from the 1920s and 1930s and complete each of the required tasks.

Technological advancements also brought about the radio. As the cost of radios decreased more and more people bought them; the radio became a new form of entertainment. During the depression it also served as a distraction for many from the hardships of life.



Instructions:

- Using the resource CD, access the “Music” folder located within the “1920s and 1930s” folder.
- Choose four songs, listen to each and then complete the analysis boxes and questions below.



Song Name:
Band:
Music Genre (circle): Big Band or Jazz
Tone (circle): Subdued Upbeat
1 2 3 4 5 6 7 8 9 10
Your Rating: ☆ ☆ ☆ ☆ ☆

Song Name:
Band:
Music Genre (circle): Big Band or Jazz
Tone (circle): Subdued Upbeat
1 2 3 4 5 6 7 8 9 10
Your Rating: ☆ ☆ ☆ ☆ ☆

Song Name:	Song Name:
Band:	Band:
Music Genre (circle): <p style="text-align: center;">Big Band or Jazz</p>	Music Genre (circle): <p style="text-align: center;">Big Band or Jazz</p>
Tone (circle): Subdued Upbeat 1 2 3 4 5 6 7 8 9 10	Tone (circle): Subdued Upbeat 1 2 3 4 5 6 7 8 9 10
Your Rating: <p style="text-align: center;">☆ ☆ ☆ ☆ ☆</p>	Your Rating: <p style="text-align: center;">☆ ☆ ☆ ☆ ☆</p>

1) How does this music differ from music today? (eg. tone, message etc.)

Activity 3: Dance

Another popular form of entertainment was dance. Watch the video clip and complete each of the tasks.

One of the most famous dances of the 1920s was the Charleston. Many of the younger generation loved the dance, while the older generation saw it as “dangerous.” You will watch the Charleston and try to understand what made it so popular



Instructions:

- On YouTube, search and then watch, “Charleston Dance 1920.” This video clip gives instructions on how to do the dance. Feel free to give it a try!
- Once you have viewed the clip, complete each of the analysis questions.

1) Why do you think the older generation saw this dance as dangerous? Why did the younger generation love it so much?

2) Can you identify something today that is considered “rebellious” by the older generation, yet embraced by your age group? Explain what and identify why.

Activity 4: Radio

The following activity looks into radio shows during the 1920s and 1930s.

Although televisions became more common in the 1930s, few could afford to buy them. The radio proved to be a cheaper form of entertainment. Radio shows like, “The Lone Ranger,” “Jack Benny,” “The Inner Sanctum,” and “Abbott and Costello” became very popular. Families would sit around the radio and listen for the weekly broadcast of their favorite show.



Instructions:

- Using YouTube search and watch the popular radio show by Abbott and Costello entitled, “Who’s on First.”
- Answer the question listed below.

1. How is the style of humour in the radio different from the type of humour portrayed in present day television shows and movies?

2) How is the development of the radio in the 1920s similar to the introduction of the internet? Explain.

Activity 5: Games

The 1920s experienced many “fads.” One of these fads was the game “mahjong.” Enjoy the game!

The game “mahjong” became one of the fads of the 1920s and 1930s. During the depression it served as a way for people to forget their problems and simply enjoy time with others. Your task will be to play an online version of mahjong! The original version of the game was played with small tiles.

Instructions:

- Go to the website listed below and play the game!

http://www.mahjonged.com/free_mahjong_solitaire.html

Record your top score (least amount of tiles left) _____ .

Activity 6: Fashion

Take a look at the things people wore during the 1920s and 1930s !

During the 1920s people had more disposable income to spend on fashionable clothing. You will be looking at men’s and women’s fashions from the 1920s and rating them. Keep in mind that with the onset of the depression people’s perspective and priorities changed and clothes became the least of their worries.



Instructions:

- Using the resource CD, go to the folder entitled, “Fashion” located within the “1920s and 1930s” folder.
- Open the PowerPoint file, “Fashion in the 1920s.” Choose four pictures and rate them in the required boxes.

PRIMARY SOURCE ACTIVITY: NEW FORMS OF ENTERTAINMENT

Picture # _____
Where would you wear this type of outfit? (circle) School Church Beach Dancing Diner
How would the older generation of that time view this outfit? Outrageous Modest 1 2 3 4 5 6 7 8 9 10
Your view of the outfit: Tacky Classy 1 2 3 4 5 6 7 8 9 10

Picture # _____
Where would you wear this type of outfit? (circle) School Church Beach Dancing Diner
How would the older generation of that time view this outfit? Outrageous Modest 1 2 3 4 5 6 7 8 9 10
Your view of the outfit: Tacky Classy 1 2 3 4 5 6 7 8 9 10

Picture # _____
Where would you wear this type of outfit? (circle) School Church Beach Dancing Diner
How would the older generation of that time view this outfit? Outrageous Modest 1 2 3 4 5 6 7 8 9 10
Your view of the outfit: Tacky Classy 1 2 3 4 5 6 7 8 9 10

Picture # _____
Where would you wear this type of outfit? (circle) School Church Beach Dancing Diner
How would the older generation of that time view this outfit? Outrageous Modest 1 2 3 4 5 6 7 8 9 10
Your view of the outfit: Tacky Classy 1 2 3 4 5 6 7 8 9 10

1) The older generation tended to view the flapper fashions as rebellious. Why do you think they opposed this sort of expression?

2) What do these fashions say about how people lived their lives in the 1920s?

Canada and World War Two



HIGH SCHOOL
CANADIAN HISTORY
(CHC2)

ORGANIZED

INTERACTIVE



IN-DEPTH

ENGAGING

**INCLUDES:
ACTIVITY PACKAGES AND EVALUATIONS**

HOME SCHOOL UNIT GUIDE: WORLD WAR TWO

World War Two was an event that shook the world. From the South Pacific to Europe to North America the war raged for nearly five years claiming over 50 million lives and greatly altering the lives of those who managed to survive. The effects of this major conflict can still be felt today.

Unit Goals

With each of the activity packages are a set of goals. These goals correlate to ministry standards in Ontario, Canada, and likely parallel the standards in other regions as well.

Organization of the Unit

The unit is organized into a series of thematic activities packages. These themes are organized in such a manner as to improve clarity and help the student develop their own effective organizational skills. In addition, other proven educational strategies are also employed including differentiation, backwards design, project based learning and traditional methods.

Unit Themes

The following themes are covered within the unit:

- The Rise of Hitler
- The Road to War
- Canada and WW II
- From D-Day to Victory
- Germans Against Germans
- The Holocaust

Unit Guide

This unit guide is intended to help students understand how to use the unit resources. Within the package you will find:

Suggested Unit Resources: Resources that are helpful in the learning process.

Activities Checklist: A guide to help the student progress through the unit.

Unit Evaluations: A description of each of the final evaluations.

Additional Notes:

- Throughout the Activities Checklist there will be extension activities that help reinforce various themes. These extension could be activities, documentaries, games etc.
- Please note that the internet will be needed to complete these activities. However, most textbooks will also be helpful in the completion of the activities. Spotlight Canada works very well.
- Also included within the unit are interactive Smartboard files. These files are excellent review activities for students and can actually be completed without a smartboard at home or at school—details within.
- I hope you find these resources useful in helping you learn!

HOME SCHOOL UNIT GUIDE: WORLD WAR TWO

Unit Resources

There are a variety of resources that can be utilized to complete this course. It is essential that you have an internet connection to access online resources. Many of the videos can be borrowed from a library or purchased reasonably on Amazon. Prior to starting the unit be sure that you have the appropriate resources available.

Suggested Unit Resources			
Resource Name	Type	Notes	Duration
Hitler: The Rise of Evil	• DVD	<ul style="list-style-type: none"> • These movie can be shown in whole or sections in connection with the theme, "The Rise of Hitler." • Only show sections of the movie as it is quite long. 	4 hrs.
The Liberation of Holland	• DVD	<ul style="list-style-type: none"> • Can be purchased from the cbc.ca website. This DVD connects with the "Canada and WW II" theme. 	1 hr.
The Boy in Striped Pajamas	• DVD	<ul style="list-style-type: none"> • Can be purchased online through Amazon. Connects with the theme of "The Holocaust" through the eyes of a German child. 	1.5 hrs.
The Hiding Place	• DVD	<ul style="list-style-type: none"> • Can be purchased online through Amazon. The true story of Corrie Ten Boom and her family who hid Jews. 	2 hrs.
Downfall	• DVD	<ul style="list-style-type: none"> • Can be purchased online through Amazon. • Profiles the last 48 hrs. of Hitler's life and the chaotic scene of Berlin in the last days of the war. It is a very graphic movie and only portions should be shown to students. 	2 hrs.
Spotlight Canada	• Text	<ul style="list-style-type: none"> • Not essential to the unit, but this is the text I use in my class and have found it helpful in completing section of the activities. 	NA
the-map-as-history.com	• Website	<ul style="list-style-type: none"> • This mapping animation website is essential to the unit. The monthly subscription costs are reasonable. There are also several hundred other map animations that may be beneficial for other history courses you teach. A worthwhile investment for you school. 	NA
warmuseum.ca	• Website	<ul style="list-style-type: none"> • Great resource for WW II. From the main page search, "Canada and the Second World War." 	NA
canadaatwar.ca	• Website	<ul style="list-style-type: none"> • Also an excellent resource for completing many of the activities. 	NA

HOME SCHOOL UNIT GUIDE: WORLD WAR TWO

World War Two Activities Checklist

Theme	Files	Completion Checklist
<p>The Rise of Hitler</p> <p><u>Summary:</u></p> <p><i>This package highlights the conditions in Germany following WW I and how Hitler gained power.</i></p> <p><u>Time:</u></p> <p>4-5 Hours</p>	<ul style="list-style-type: none"> 1.1 The Rise of Evil.pptx 	<p>Check off each activity as you progress through the package, "The Rise of Hitler."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Germany after WW I (<i>Webquest</i>) <input type="checkbox"/> Activity 2: Hitler's Youth One (<i>Article Analysis</i>) <input type="checkbox"/> Activity 3: The Rise of Evil (<i>Powerpoint</i>) <input type="checkbox"/> Activity 4: Hitler's Germany (<i>Q and A</i>) <p>Extension Activities: (optional)</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Hitler: The Rise of Evil" (Movie) <ul style="list-style-type: none"> → Notes: This movie can be ordered on Amazon or borrowed from most libraries.
<p>The Road to War</p> <p><u>Summary:</u></p> <p><i>This package covers the events of 1930s and early developments in the war.</i></p> <p><u>Time:</u></p> <p>3 Hours</p>	<ul style="list-style-type: none"> 2.2 The War Begins.pptx 2.3 SMB Review Activity—WW II #1 	<p>Check off each activity as you progress through the package, "The Road to War."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Road to War (<i>Webquest</i>) <input type="checkbox"/> Activity 2: Europe 1939 (<i>Mapping</i>) <input type="checkbox"/> Activity 3: War Begins (<i>Powerpoint</i>) <input type="checkbox"/> Activity 4: Map Study (<i>Map Animations</i>) <input type="checkbox"/> Activity 5: Occupation (<i>Image Analysis</i>) <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity <ul style="list-style-type: none"> → Notes: This review activity can be completed from a regular computer. Open the file, "2.3 SMB Review Activity—WW II #1," at the website listed below: <p style="text-align: right;">http://express.smarttech.com</p>

HOME SCHOOL UNIT GUIDE: WORLD WAR TWO

Theme	Files	Completion Checklist
<p>Canada and World War Two</p> <p><u>Summary:</u></p> <p><i>This package focuses on the contributions of Canada both on the battlefield and on the home front.</i></p> <p><u>Time:</u></p> <p>3 Hours</p>	<ul style="list-style-type: none"> • 3.2 Canada at War pptx • 3.3 On the Home Front.pptz • 3.4 SMB Review Activity—WW II—#2 	<p>Check off each activity as you progress through the package, “Canada and World War Two.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: At War (<i>Powerpoint</i>) <input type="checkbox"/> Activity 2: Dieppe (<i>Article Analysis</i>) <input type="checkbox"/> Activity 3: At Home (<i>Powerpoint</i>) <input type="checkbox"/> Activity 4: Internment (<i>Article Analysis</i>) <input type="checkbox"/> Activity 5: Ortona (<i>Q and A</i>) <p>Extension Activities: (choose one)</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Canada a People’s History” (Documentary) → Notes: Watch all of episode 14, “The Crucible.” <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity → Notes: This review activity can be completed from a regular computer. Open the file, “3.4 SMB Review Activity—WW II #2,” at the website listed below: http://express.smarttech.com
<p>From D-Day to Victory</p> <p><u>Summary:</u></p> <p><i>This package highlights the sequence of events from 1944 to 1945 that led to the liberation of Europe and Asia.</i></p> <p><u>Time:</u></p> <p>4-5 Hours</p>	<ul style="list-style-type: none"> • 4.2 The End of War Nears pptx • 4.3 SMB Review Activity—WW II #3 	<p>Check off each activity as you progress through the package, “From D-Day to Victory.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: The Atlantic (<i>Map Animation</i>) <input type="checkbox"/> Activity 2: Defenses (<i>Webquest</i>) <input type="checkbox"/> Activity 3: D-Day (<i>Map Animation</i>) <input type="checkbox"/> Activity 4: Images of War (<i>Image Analysis</i>) <input type="checkbox"/> Activity 5: Victory (<i>Powerpoint</i>) <input type="checkbox"/> Activity 6: Review (<i>Flow Chart</i>) <p>Extension Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> “The Liberation of Holland” (<i>Documentary</i>) → Notes: This is documentary can be ordered through cbc.ca. <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity → Notes: This review activity can be completed from a regular computer. Open the file, “4.3 SMB Review Activity—WW II #3,” at the website listed below: http://express.smarttech.com

HOME SCHOOL UNIT GUIDE: WORLD WAR TWO

Theme	Files	Completion Checklist
<p>Germans Against Germans</p> <p><u>Summary:</u></p> <p><i>This package focuses on the Nazis responsible for the atrocities of the war and also Germans who opposed the Nazis.</i></p> <p><u>Time:</u></p> <p>3 Hours</p>	<ul style="list-style-type: none"> • NA 	<p>Check off each activity as you progress through the package, "Germans Against Germans."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Supporters (<i>Webquest</i>) <input type="checkbox"/> Activity 2: Opponents (<i>Webquest</i>) <p>Extension Activities: (<i>Optional</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Bonheoffer" (<i>Movie</i>) <ul style="list-style-type: none"> → Notes: Available on Amazon. This movie highlights the life of Dietrich Bonheoffer who had the courage to stand up to Hitler's regime.
<p>The Holocaust</p> <p><u>Summary:</u></p> <p><i>This package communicates the human reality of those who experienced the Holocaust.</i></p> <p><u>Time:</u></p> <p>4-5 Hours</p>	<ul style="list-style-type: none"> • NA 	<p>Check off each activity as you progress through the package, "The Holocaust."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: The Journey (<i>Webquest</i>) <input type="checkbox"/> Activity 2: Key Terms (<i>Webquest</i>) <input type="checkbox"/> Activity 3: The Camps (<i>Map Animation</i>) <input type="checkbox"/> Activity 4: Auschwitz (<i>Q and A</i>) <input type="checkbox"/> Activity 5: Artwork (<i>Q and A</i>) <input type="checkbox"/> Activity 6: Survivors (<i>Video Clips</i>) <p>Extension Activities: (<i>Choose one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> "The Boy in Stripped Pajamas" (<i>Movie</i>) <ul style="list-style-type: none"> → Notes: This movie communicates the events of the Holocaust through the eyes of a child. Available through Amazon. <input type="checkbox"/> "The Hiding Place" (<i>Movie</i>) <ul style="list-style-type: none"> → Notes: This movie chronicles the true story of Corrie Ten Boom and her experiences of hiding Jews.

HOME SCHOOL UNIT GUIDE: WORLD WAR TWO

Unit Evaluations

Complete one of the evaluation options listed below:

- Option #1—Holocaust Project
- Option #2—World War Two Project

Evaluation:	Files	Description
<p>Holocaust Project</p> <p><i>Time:</i> 3 Hours</p>	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • This project focuses on the human reality of the Holocaust. Students have four different project options to choose from.
<p>World War Two Project</p> <p><i>Time:</i> 5 Hours</p>	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • This project contains many different options. Choose one that best reflects your learning style.

Unit Summative Evaluation

This unit test below must be completed. Prior to taking the test be sure to set a test date and choose someone who will mark the test with the answer key provided.

Evaluation:	Files	Description
<p>World War Two Test</p> <p><i>Time:</i> 80 Minutes</p>	<ul style="list-style-type: none"> • 8.2 WW II Test • 8.3 ANSWER KEY—WW II Test 	<ul style="list-style-type: none"> • The review sheet is clear and concise and is intended to be the base for all studying. • During the WW I unit a “Review Activities Package” was provided for the student. Refer back to this document and design your own review activities package that reflects your learning style. • The Smartboard review files completed throughout the unit are also an excellent resource • The test is designed to evaluate not only basic knowledge, but also the critical thinking skills of the student.

World War Two

ACTIVITIES PACKAGE: ***THE ROAD TO WAR***



LEARNING GOALS:

- ▶ To understand the failure of appeasement.
- ▶ To understand the early developments in the war.
- ▶ To empathize with those who lived under Nazi rule.



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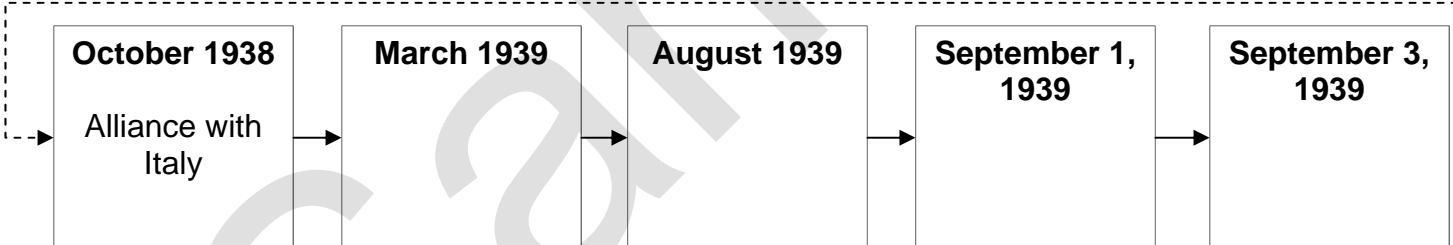
Produced by: Mike Zietsma

ACTIVITIES PACKAGE: THE ROAD TO WAR

Once Hitler gained power in Germany he began to prepare for war. He violated the Treaty of Versailles, annexed various countries and created a formidable military. The Allies stood and watched with the hope that another war would not start.

Activity 1: Road to War

Using your text, or the internet, identify the series of events that led to the start of WW II.



1. The Allies pursued a policy of *appeasement* towards Hitler in the 1930s. Define this policy.

ACTIVITIES PACKAGE: THE ROAD TO WAR

Activity 2: Europe 1939

The map of Europe below details what Europe looked like prior to the war. Complete each of the tasks listed.

Using your text, or the internet, shade the following Alliances in 2 different colors.

Allies

- Britain, France, Czechoslovakia, Greece, Netherlands, Norway, Poland, Russia, Belgium, Yugoslavia
- *Not on map*– Canada, USA

Axis

- Bulgaria, Finland, Germany, Hungary, Italy, Romania, Austria
- *Not on map*– Japan, Finland

Neutral Nations (do not colour)

- Spain, Switzerland, Sweden, Ireland

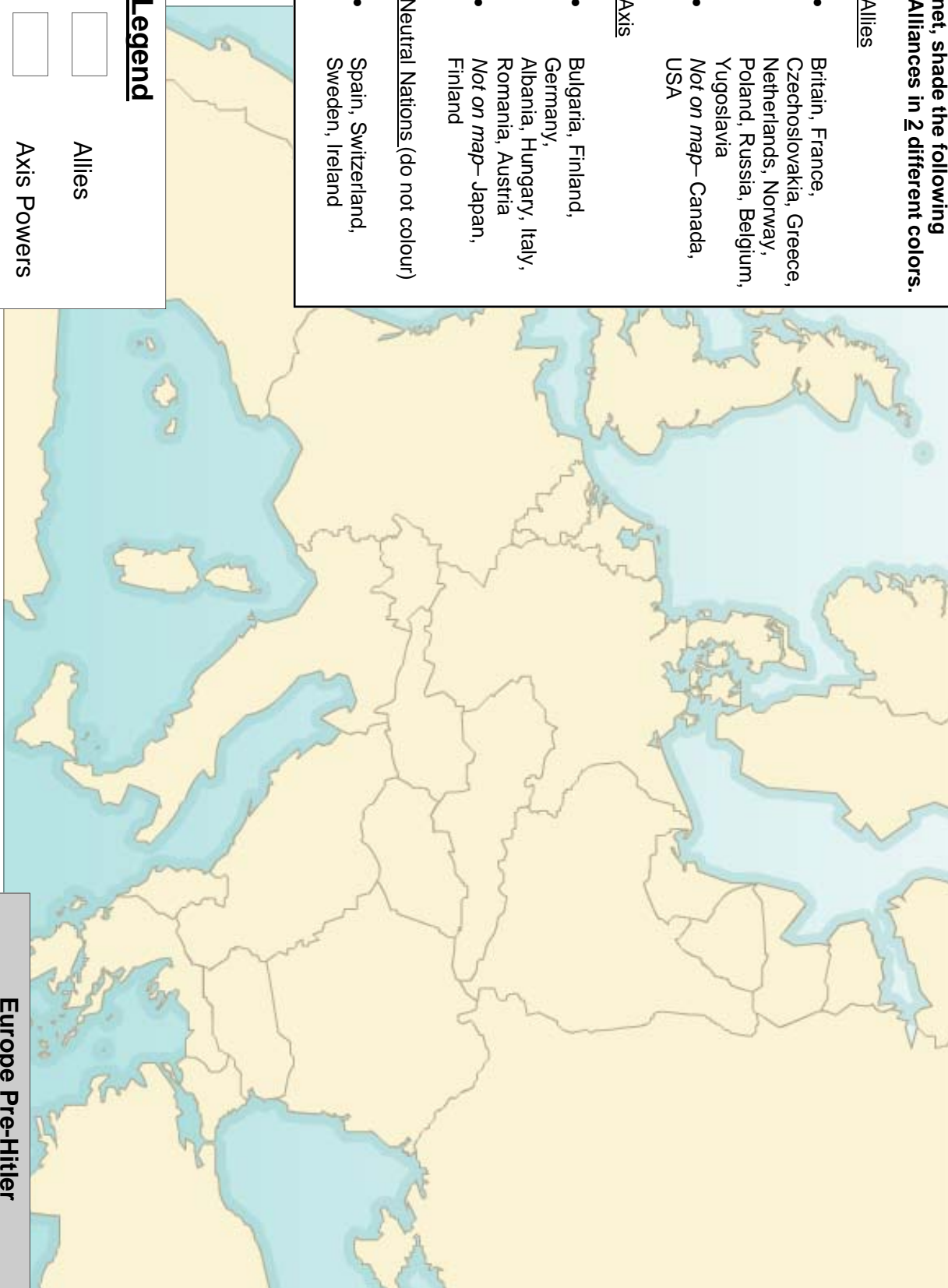
Legend



Allies



Axis Powers



Europe Pre-Hitler

ACTIVITIES PACKAGE: THE ROAD TO WAR

Activity 3: War Begins

Follow along with the lecture, "The War Begins," and take the appropriate summary notes below.

1) The Allies Mobilize

8) The End of the Beginning



2) The "Phoney War"

7) The Occupation of France



3) Blitzkrieg

6) The Defense of France



4) The Spring of 1940

5) The Miracle at Dunkirk



ACTIVITIES PACKAGE: THE ROAD TO WAR

Activity 4: Map Study

This map study will give you a visual understanding of the events that transpired from 1939 to 1941.

Login Information

Website: the-map-as-history.com

Username:

Password:

Instructions

- Using the login information to the left click on the section, "World War II: 1939—1945."
- Watch the following animated maps and answer the questions below:
 - ⇒ War in Europe 1939 to 1941
 - ⇒ The Blitzkrieg
 - ⇒ The Battle of Britain July—November 1940

Animated Map: War in Europe 1939—1940

1. After watching the animated map place the following events in the correct order below:

Germany Invades France	Poland Surrenders
Invasion of Belgium and Netherlands	Germany Occupies Yugoslavia, Greece and Parts of North Africa
Invasion of Poland	Germans and Soviets Divide up Poland
France and Britain Declare War on Germany	Armistice with France

2. On the map to the right, shade in the territorial gains Germany made in Europe by June of 1940.



ACTIVITIES PACKAGE: THE ROAD TO WAR

Animated Map: The Blitzkrieg

1. Define *Blitzkrieg*. What made it so successful?

2. How long did it take for Germany to conquer the following countries with *Blitzkrieg* tactics?

Country	Weeks taken to Conquer
Poland	
Netherlands	
Belgium	
France	
Yugoslavia and Greece	

Animated Map: The Battle of Britain July—November 1940

3. After watching the animated map fill in the blanks below:

By _____ Hitler hand taken control of most of Europe. He initially attempted to convince Great Britain to sign a _____. When the British Prime Minister _____ refused, Hitler decided to launch his next plan known as Operation _____, with the intent of invading Britain. After conquering much of Europe, Hitler was able to set up _____ in Western France, Norway and Denmark making it easier for bombers to attack Britain. Initially, German planes targeted _____. When this failed the German air force, known as the _____, focussed on destroying the British air force. Despite heavy losses, the British Air Force remained intact. Disappointed, Hitler decided to launch heavy bombing raids against major English _____. The major city of _____ was subjected to weeks of nightly bombing raids along with other important cities. This became known as the “_____.” One English city, _____, was completely leveled. Despite much destruction and death the British held off the Germans and Hitler instead chose to focus on invading _____ in the summer of 1941.

ACTIVITIES PACKAGE: THE ROAD TO WAR

Activity 5: Occupation

Analyze each of the following pictures and use a descriptive word to describe its contents.



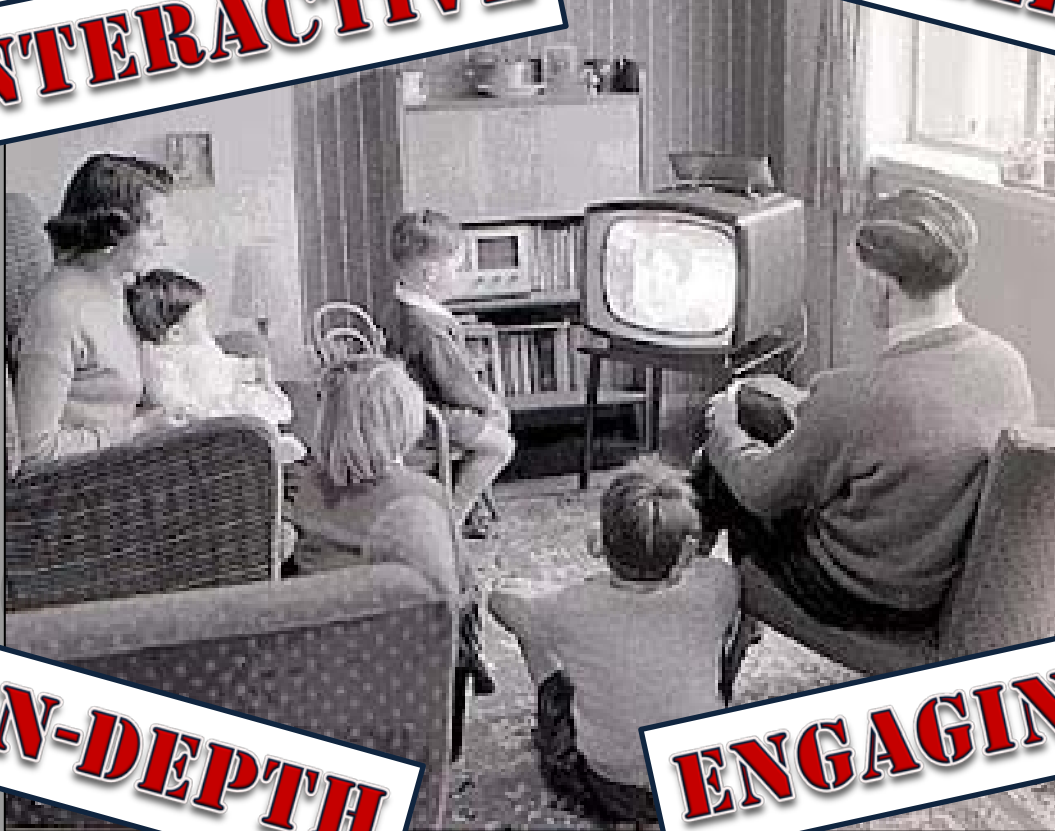
Canada: Post-War Era



HIGH SCHOOL
CANADIAN HISTORY
(CHC2)

INTERACTIVE

ORGANIZED



IN-DEPTH

ENGAGING

**INCLUDES:
ACTIVITY PACKAGES AND EVALUATIONS**

HOME SCHOOL UNIT GUIDE: POST-WAR ERA

Following World War Two the world hoped for peace despite the threat of nuclear war between the Russians and Americans. Canada, allied with the USA, was directly involved in this conflict. As a result, Canadians lived in fear of a nuclear attack. Aside from the Cold War, many other changes in Canada also occurred that would alter Canada's identity.

Unit Goals

With each of the activities package are a set of goals. These goals correlate to ministry standards in Ontario, Canada, and, likely, parallel the standards in other regions as well.

Organization of the Unit

The unit is organized into a series of thematic activities packages. These themes are organized in such a manner as to improve clarity and help the student develop their own effective organizational skills. In addition, other proven educational strategies are also employed including differentiation, backwards design, project based learning and traditional methods.

Unit Themes

- Immigration
- The Korean War
- The Cold War

Unit Guide

This unit guide is intended to help students understand how to use the unit resources. Within the package you will find:

Suggested Unit Resources: Resources that are helpful in the learning process.

Activities Checklist: A guide to help the student progress through the unit.

Unit Evaluations: A description of each of the final evaluations.

Additional Notes:

- Throughout the Activities Checklist there will be extension activities that help reinforce various themes. These extension could be activities, documentaries, games etc.
- Please note that the internet will be needed to complete these activities. However, most textbooks will also be helpful in the completion of the activities. Spotlight Canada works very well.
- Also included within the unit are interactive Smartboard files. These files are excellent review activities for students and can actually be completed without a smartboard at home or at school—details within.
- I hope you find these resources useful in helping you learn!

Unit Resources

There are a variety of resources that can be utilized to complete this course. It is essential that you have an internet connection to access online resources. Many of the videos can be borrowed from a library or purchased reasonably on Amazon. Prior to starting the unit be sure that you have the appropriate resources available.

Suggested Unit Resources

Resource Name	Type	Notes	Duration
Canada a People's History: Episode 15	• DVD	• This DVD series can be ordered through cbc.ca.	1 hr.
Spotlight Canada	• Text	• Not essential to the unit, but this is the text I use in my class and have found it helpful in completing section of the activities.	NA
the-map-as-history.com	• Website	• This mapping animation website is essential to the unit. The monthly subscription costs are reasonable. There are also several hundred other map animations that may be beneficial for other history courses you teach. A worthwhile investment for you school.	NA
warmuseum.ca	• Website	• Great resource for WW II. From the main page search, "Canada and the Second World War."	NA
canadahistory.com	• Website	• A great website for anything Canadian.	NA

HOME SCHOOL UNIT GUIDE: POST-WAR ERA

Post-War Era Activities Checklist

Theme	Files	Completion Checklist
<p>The World After the War</p> <p><u>Summary:</u></p> <p><i>The package details the early events in the Cold War.</i></p> <p><u>Time:</u></p> <p>2 hours</p>	<ul style="list-style-type: none"> • NA 	<p>Check off each activity as you progress through the package, "The World After the War."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: New Conflict (<i>Webquest</i>) <input type="checkbox"/> Activity 2: Rebuilding (<i>Map Animation</i>) <input type="checkbox"/> Activity 3: Satellites (<i>Webquest</i>) <input type="checkbox"/> Activity 4: Germany (<i>Map Animation</i>) <input type="checkbox"/> Activity 5: Events (<i>Webquest</i>) <input type="checkbox"/> Activity 6: Korea (<i>Map Animation</i>) <input type="checkbox"/> Activity 7: Attacked! (<i>Interactive</i>)
<p>Canada During the 1950s and 1960s</p> <p><u>Summary:</u></p> <p><i>This package highlights some key facts about life in Canada.</i></p> <p><u>Time:</u></p> <p>3 hours</p>	<ul style="list-style-type: none"> • 3.2 Life in the 1950s Survey Quiz • 3.3 Post-War Prime Ministers • 3.4 Avro Arrow • 3.5 SMB Review Activity—Post-War Era 	<p>Check off each activity as you progress through the package, "Canada During the 1950s and 1960s."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Life in the 1950s (<i>Powerpoint</i>) <input type="checkbox"/> Activity 2: Leadership (<i>Powerpoint</i>) <input type="checkbox"/> Activity 3: The Avro (<i>Powerpoint</i>) <p>Extension Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Canada a People's History" (Documentary) → Notes: Watch all of episode 15, "Comfort and Fear." <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity → Notes: This review activity can be completed from a regular computer. Open the file, "3.5 SMB Review Activity—Post-War Era," at the website listed below: <p style="text-align: center;">http://express.smarttech.com</p>

Unit Evaluation

Project based learning (PBL) is a new form of learning the poses a problem to the student who must design an effective solution. This mode learning promotes the development of critical thinking skills.

Evaluation:	Files	Description
<p>Project Based Learning Project: Decisions of the Post-War Era</p> <p><i>Time:</i> 10-15 hours</p>	<ul style="list-style-type: none"> • 4.1 PBL— Decisions of the Post-War Era • 4.2 Organizer • 4.3 PBL Grading Scheme 	<ul style="list-style-type: none"> • Step back in time to the 1950s and 1960s! The Canadian government has asked your consulting company to produce a report (commission) on an important issue affecting Canada.

Post-War Era

ACTIVITIES PACKAGE: *CANADA IN THE 50s AND 60s*



LEARNING GOALS:

- ▶ To understand the lives of Canadians following WW II.
- ▶ To understand the impact of Canadian leaders.
- ▶ To understand the story of the Avro Arrow.



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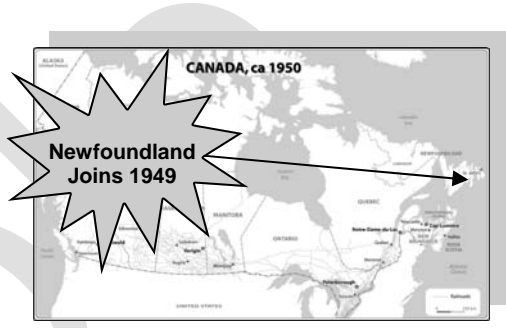
ACTIVITIES PACKAGE: CANADA DURING THE 50S AND 60S

As Canada entered the new half century many changes were taking place. Immigration would again transform the demographics of the country and new French-English disputes would arise that would later threaten the unity of the nation. These decades would see many challenges.

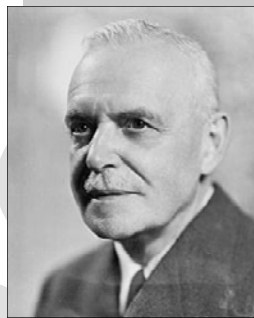
Activity 1: Life in the 50s

Follow along with the survey quiz on life in the 1950s and record the key facts below.

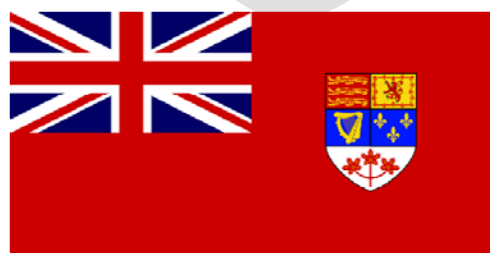
Key Population Facts	Answer
Population of Canada	
French Speaking Population	
Urban Population	
Christian Population	



Post-War Prime Ministers



Canada's Flag




:

Key Facts	Answer
Children Per Family	
Life Expectancy	
Annual Income	
Average Hourly Wage	

Activity 2: Leadership

Following along with the lecture on the “Post-War Prime Ministers” and take the appropriate notes. .

<p style="text-align: center;">Mackenzie King</p> <p>Quick Facts:</p> <p>Known For:</p> 	<p style="text-align: center;">Louis St. Laurent</p> <p>Quick Facts:</p> <p>Known For:</p> 
<p style="text-align: center;">John Diefenbaker</p> <p>Quick Facts:</p> <p>Known For:</p> 	<p style="text-align: center;">Lester B. Pearson</p> <p>Quick Facts:</p> <p>Known For:</p> 
<p style="text-align: center;">Pierre Trudeau</p> <p>Quick Facts:</p> <p>Known For:</p> 	<p style="text-align: center;">“Trudeaumania”</p> 

Activity 3: The Avro

Following along with the lecture on the "Avro Arrow" and take the appropriate notes. .

What was the Avro Arrow?

The Avro CF-201 was an _____ aircraft developed in the early 1950s by Avro Canada.

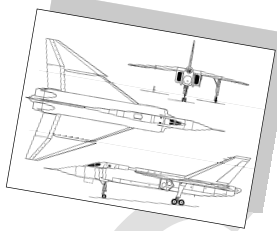


Why was the Avro created?

- Following WW II, the _____ started developing long range bombers that were capable of carrying nuclear weapons.
- This posed a threat to _____ and created a greater need for interceptor aircraft.
- The Russians had also exploded a hydrogen bomb in the early 1950s.

Design Begins

Avro Canada submitted designs to the Royal Canadian Air Force (RCAF) and the _____.



They called for a 2-man plane with 2 engines (Originally- Rolls Royce RB-106, back-up engine J67. Final engine- Bristol Olympus).

The wing design was based on _____ wartime research.

Production Begins

- In 1953, _____ of the design began.
- Few parts actually existed for the Avro - most were constructed for the _____ time.
- Improvements needed to be made along the way, including finding a new engine.

Problems Arise

- Prior to 1955 the price for the project had been quite _____.
- Costs increased and the government (Liberal) capped the spending.
- The _____ also withdraw their order while

the Americans decrease their order.

The Missile Era

- Questions began to arise whether an interceptor aircraft was still _____ - interceptor missiles were seen as the way of the future.
- The nuclear tipped _____ missile replaced the need for the aircraft.
- Even the U.S.A. and Britain scaled back aircraft production.

First Launch

- On October 4, _____, in front of 12 000 people at the Avro plant in Malton, Ontario, the first Avro Arrow was rolled out.
- On the same day the Russians launched "_____."
- The first flight took place on March 25, 1958



Diefenbaker Comes to Power

- In _____, John Diefenbaker became Prime Minister.
- Canada Joins _____ (North Atlantic Air Defense).
- Arrow costs rise to \$300 million and another \$871 million would be needed before it came into service.
- The Government felt it could not afford the Arrow, Bomarc and NORAD.

Cancellation of the Avro Arrow

- On Feb. 20 1959, Diefenbaker _____ the entire program.
- Within 2 months crews were sent to the Avro plant where the _____ planes were literally torn apart and destroyed.
- Parts were sold to scrap metal dealer and dropped into Lake _____.



Canada: Years of Change



HIGH SCHOOL
CANADIAN HISTORY
(CHC2)

INTERACTIVE

ORGANIZED

IN-DEPTH

ENGAGING

**INCLUDES:
ACTIVITY PACKAGES AND EVALUATIONS**

HOME SCHOOL UNIT GUIDE: YEARS OF CHANGE

From 1960 to 2000 Canada underwent many changes. Tensions rose between French and English-Canadians, the Cold War continued, multiculturalism was instituted and Canada developed into a peacekeeping nation. Each of these change would contribute to a new sense of Canadian identity.

Unit Goals

With each of the activity packages are a set of goals. These goals correlate to ministry standards in Ontario, Canada, and likely parallel the standards in other regions as well.

Organization of the Unit

The unit is organized into a series of thematic activities packages. These themes are organized in such a manner as to improve clarity and help the student develop their own effective organizational skills. In addition, other proven educational strategies are also employed including differentiation, backwards design, project based learning and traditional methods.

- French-English Relations
- Canadian Identity
- 1980s: A Changing World
- Canada and Peacekeeping
- Towards a New Future

Unit Guide

This unit guide is intended to help students understand how to use the unit resources. Within the package you will find:

Suggested Unit Resources: Resources that are helpful in the learning process.
Activities Checklist: A guide to help the student progress through the unit.
Unit Evaluations: A description of each of the final evaluations.

Additional Notes:

- Throughout the Activities Checklist there will be extension activities that help reinforce various themes. These extension could be activities, documentaries, games etc.
- Please note that the internet will be needed to complete these activities. However, most textbooks will also be helpful in the completion of the activities. Spotlight Canada works very well.
- Also included within the unit are interactive Smartboard files. These files are excellent review activities for students and can actually be completed without a smartboard at home or at school—details within.
- I hope you find these resources useful in helping you learn!
- I hope you find these resources useful in helping your students learn!

HOME SCHOOL UNIT GUIDE: YEARS OF CHANGE

Unit Resources

There are a variety of resources that can be utilized to complete this course. It is essential that you have an internet connection to access online resources. Many of the videos can be borrowed from a library or purchased reasonably on Amazon. Prior to starting the unit be sure that you have the appropriate resources available.

Suggested Unit Resources

Resource Name	Type	Notes	Duration
Canada a People's History: Episode 16 and 17	<ul style="list-style-type: none"> DVD 	<ul style="list-style-type: none"> This DVD series can be ordered through cbc.ca. Additional episodes are required for the next unit, "Years of Change." 	2 hrs.
Spotlight Canada	<ul style="list-style-type: none"> Text 	<ul style="list-style-type: none"> Not essential to the unit, but this is the text I use in my class and have found it helpful in completing section of the activities. 	NA
the-map-as-history.com	<ul style="list-style-type: none"> Website 	<ul style="list-style-type: none"> The monthly subscription costs are reasonable. There are also several hundred other map animations that may be beneficial for other history courses you teach. A worthwhile investment for you school. 	NA
canadahistory.com	<ul style="list-style-type: none"> website 	<ul style="list-style-type: none"> Great website for anything Canadian history. 	NA
Shake Hands with the Devil	<ul style="list-style-type: none"> DVD 	<ul style="list-style-type: none"> A graphic movie that tells the sad story of the genocide in Rwanda through the eyes of Canadian Romeo Dallaire. Due to the graphic nature this movie is not for everyone. 	2 hrs.

HOME SCHOOL UNIT GUIDE: YEARS OF CHANGE

Years of Change Activities Checklist

Theme	Files	Completion Checklist
<p>French-English Relations</p> <p><u>Summary:</u></p> <p><i>This package covers the events and developments that caused tension between French and English-Canadians.</i></p> <p><u>Summary:</u></p> <p>3 Hours</p>	<ul style="list-style-type: none"> • 2.2 Quiet Revolution ppt. • 2.3 The October Crisis ppt. 	<p>Check off each activity as you progress through the package, "French-English Relations."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Key Terms (<i>Webquest</i>) <input type="checkbox"/> Activity 2: Revolution (<i>Powerpoint</i>) <input type="checkbox"/> Activity 3: Crisis (<i>Powerpoint</i>) <input type="checkbox"/> Activity 4: The 1970s (<i>Fill in the Blank</i>) <input type="checkbox"/> Activity 5: Referendums (<i>Webquest</i>) <input type="checkbox"/> Activity 6: Constitution (<i>Webquest</i>) <input type="checkbox"/> Activity 7: Timeline (<i>Webquest</i>) <p>Extension Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Canada a People's History" (Documentary) → Notes: Watch all of episode 16, "Years of Hope and Change."
<p>Canadian Identity</p> <p><u>Summary:</u></p> <p><i>This package details a number of important events that impacted Canada's changing identity.</i></p> <p><u>Summary:</u></p> <p>2 Hours</p>	<ul style="list-style-type: none"> • 3.2 Developments of the 1970s ppt. 	<p>Check off each activity as you progress through the package, "Canadian Identity."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Anthem (<i>Webquest</i>) <input type="checkbox"/> Activity 2: New Flag (<i>Webquest</i>) <input type="checkbox"/> Activity 3: The 1970s (<i>Powerpoint</i>) <input type="checkbox"/> Activity 4: Diversity (<i>Article</i>) <input type="checkbox"/> Activity 5: Sports (<i>Webquest</i>)
<p>Events of the 1980s</p> <p><u>Summary:</u></p> <p><i>This package highlights major news events of the 1980s.</i></p> <p><u>Summary:</u></p> <p>3 Hours</p>	<ul style="list-style-type: none"> • NA 	<p>Check off each activity as you progress through the package, "1980s in the News."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Events (<i>Webquest</i>) <input type="checkbox"/> Activity 2: Interview (<i>Q and A</i>) <p>Extension Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Canada a People's History" (Documentary) → Notes: Watch all of episode 17, "In an Uncertain World."

HOME SCHOOL UNIT GUIDE: YEARS OF CHANGE

Theme	Files	Completion Checklist
<p>Canada and Peacekeeping</p> <p><u>Summary:</u></p> <p><i>This package discusses Canada's role as a peacekeeping nation.</i></p> <p><u>Summary:</u></p> <p><i>3-4 Hours</i></p>	<ul style="list-style-type: none"> 6.2 Canada and Peacekeeping ppt. 8.1 SMB Review Activity—Years of Change 	<p>Check off each activity as you progress through the package, "Canada and Peacekeeping."</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity 1: Peace... (<i>Powerpoint</i>) <input type="checkbox"/> Activity 2: Our Role (<i>Article</i>) <input type="checkbox"/> Activity 3: A New Europe (<i>Map Animation</i>) <p>Extension Activities: (optional)</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Shake Hands with the Devil" (Movie) <ul style="list-style-type: none"> → Notes: The story of the genocide in Rwanda (1994) through the eyes of Canadian peacekeeper Romeo Dallaire. This movie has some very graphic scenes and is not for everyone. <p>Review Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smartboard Review Activity <ul style="list-style-type: none"> → Notes: This review activity can be completed from a regular computer. Open the file, "8.1 SMB Review Activity—Years of Change," at the website listed below: <p style="text-align: right;">http://express.smarttech.com</p>

Unit Summative Evaluation

This final research essay encourages students to consider the future direction of Canada.

Evaluation:	Files	Description
<p>Assignment: Influential Political Events</p> <p><u>Time:</u></p> <p><i>3 Hours</i></p>	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Using the website <i>Bitstrips for Schools</i> students create a comic strip about an influential political events of either the 1970s, 1980s or 1990s.
<p>Final Essay: Towards a New Future</p> <p><u>Time:</u></p> <p><i>5-7 Hours</i></p>	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> The essay guide takes the student step-by-step through the essay writing process. The essay should be written in MLA Style format. The website, "Purdue Online Writing Lab (OWL)" is an excellent resource.

Years of Change

ACTIVITIES PACKAGE: ***FRENCH AND ENGLISH RELATIONS***



LEARNING GOALS:

- ▶ To understand the origins of French separatism.
- ▶ To understand the relations between French and English.
- ▶ To understand how these changes have shaped Canadian identity.



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ACTIVITIES PACKAGE: FRENCH-ENGLISH RELATIONS

In the 1960s a new Quebec emerged, a Quebec that wanted to not only preserve their identity, but further its growth. These desires would have a significant effect upon the whole of Canada. From 1970 to 1995 Canadians faced the reality that Quebec could leave Canada.


Activity 1: Key Terms

Using the internet, or your text, define the terms below. The website “canadahistory.com” will be helpful.

Term	Description
Quiet Revolution	
Separatism	
Quebec Sovereignty	
Federalist	
Official Languages Act	
Parti-Quebecois	
Rene Levesque	
Front de Liberation du Quebec (FLQ)	

Activity 2: Revolution

Following along with the lecture, "The Quiet Revolution," and take the appropriate notes. .

1) Quebec Before the Revolution

2) The Quiet Revolution Begins

3) Principles of the Quiet Revolution

5) The Impact of the Quiet Revolution

4) Changes Result



Activity 3: Crisis

Follow along with the lecture, "The October Crisis" and take the appropriate summary notes.

The Transformation of Quebec

- The Quiet _____ continued to gain more momentum as the 1970s approached.
- Quebec had changed much during the _____; more change was still to come.
- A small minority of Quebecers felt _____ could only be accomplished through violence.

The October Crisis of 1970

- The _____ between Canada and Quebec reached a crisis in October of _____.
- The FLQ (Front de Liberation du Quebec) resorted to _____ in an effort to bring Quebec closer to independence.

The Crisis Begins: October 5

- Two men arrived at the Montreal home of British Trade Commissioner, _____.
- The two men kidnapped Cross from his home.
- The kidnapers are identified as members of the FLQ.
- They demand:
 - Release of _____ prisoners
 - Publication of FLQ manifesto
 - Transportation to Cuba or _____
 - \$500,000 in gold bars



October 8

- The Canadian government refused the demands of the _____, but the FLQ Manifesto was read on the _____.

October 10

- Four armed men arrived at the Montreal home of _____, the Quebec Labour Minister and the Number 2 man in Quebec, and kidnapped him.
- The men were a part of the second cell of the FLQ.
- Important Government officials were _____ and protected by armed _____.

October 12

- Federal troops took up position in _____ to protect government officials and _____.



October 16

- At the request of the _____ government, Prime Minister _____ enacted the War Measures Act which:
 - Took away the _____ rights of Canadians.
 - Allowed police to hold suspects without charge for 21 days and 90 days without trial.
 - 464 people were eventually _____.

October 18

The body of _____ was found in the trunk of a car in _____ (St. Hubert).



December 4

- Police surrounded a home in Montreal where James Cross had been held for _____ days.
- Police _____ with the kidnapers and an agreement was reached; Cross was released at the Expo 67 site and the kidnapers were flown to _____.

December 28

- The FLQ members accused of kidnapping Pierre Laporte were _____ just outside of Montreal.
- The crisis was finally over.



Effects of the October Crisis

- Alerted many Canadians to the seriousness of the Quebec _____ movement.
- Most Quebecers did not agree with using violence, but recognized that Quebec was _____ too much by the English.
- Many questions whether using the War Measures Act was too _____.

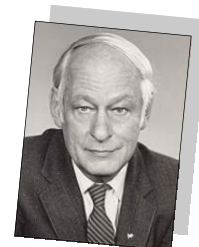

Activity 4: The 1970s

Using the word bank below fill in the blanks with the most appropriate word.

Word Bank			
Declined	English	Alerted	1976
Rene Levesque	Kidnappings	22	Separatist
High Point	Power	French	Independence

Quebec and Canada

French-English relations reached a _____ during the 1970s. The October Crisis had _____ many Canadians to the seriousness of the Quebec _____ movement. Many Quebecers supported Ottawa in their stance against the FLQ _____. However, many Quebecers did agree that the English speaking minority in Quebec held too much _____. When the October Crisis ended French-English relations still remained strained.



The Language Crisis

Birth rates in Quebec had _____ following WW II. Many immigrants came to Quebec and they preferred to learn the _____ language. This upset the majority of French-Canadians. In order to protect their French language and culture the provincial government led by Henri Bourassa passed new legislation called Bill _____. This bill limited immigrant parents choice of which language their children would be educated in. Unless an immigrant child was fluent in English, the bill stated that immigrant children must attend _____ schools.

Parti Quebecois Victory!



In November of _____ the Parti Quebecois and their leader _____ were elected to power. They were a _____ party who's platform called for an independent Quebec.

Activity 5: Referendums

Research the Quebec Referendums of 1980 and 1995 and fill in the information below.

<u>Referendum</u>
Definition:

	1980	1995
Provincial Leader		
“No” Side (%)		
“Yes” Side (%)		

Activity 6: Constitution

Read the summary below and then research the Meech Lake and Charlottetown Accords and fill in the appropriate info.

The Constitution Act of 1982

Canada’s original constitution was the British North American Act. Any changes that were to be made were required to have the approval of the Britain government. Prime Minister Pierre Trudeau decided it was time to change the constitution. The changes passed in 1982 included the following:

1. The constitution would be brought home, or patriated, from Britain.
2. Any changes to the constitution could be made by the Federal Government and 10 provinces.
3. The Charter of Rights and Freedoms would be added to the constitution.

The Charlottetown Accord and Meech Lake Accord (try “canadahistory.com”)

Quebec refused to sign the new constitution. New Prime Minister Brian Mulroney attempted to change the constitution to please Quebec and better reflect Canada’s changing identity.

Details	Meech Lake Accord	Charlottetown Accord
Year		
Key Details	1. 2. 3.	1. 2. 3.
Passed or Rejected?		

Activity 7: Timeline

Use your text, or the internet, to fill in the missing information below.

1974– Bill 22

Description:

1976– Election of Parti-Quebecois

Description:

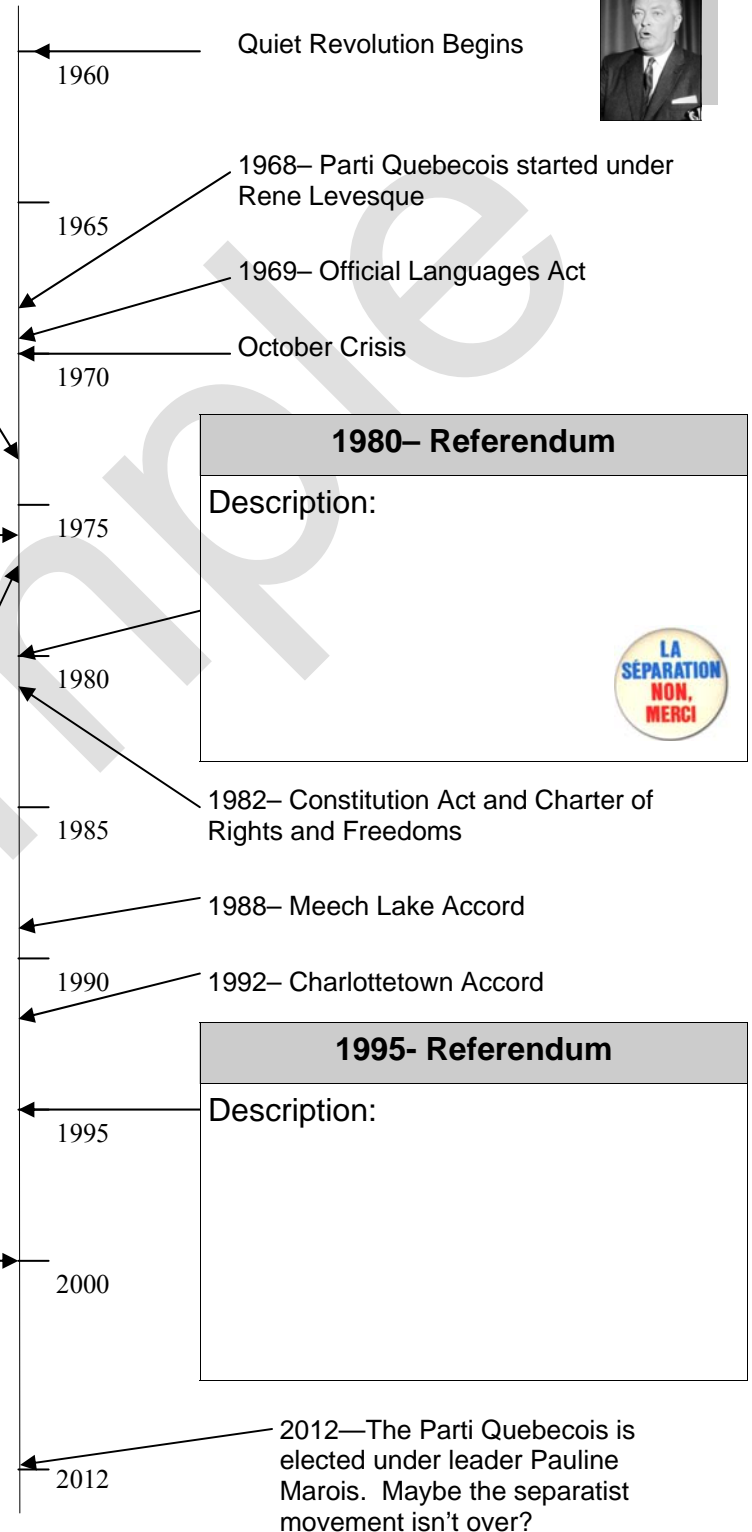
1977– Bill 101

Description:



Clarity Act—Defined the conditions under which the Federal Gov't would accept the results of a Separatist referendum

Use your text, or the internet, to fill in the missing information below.



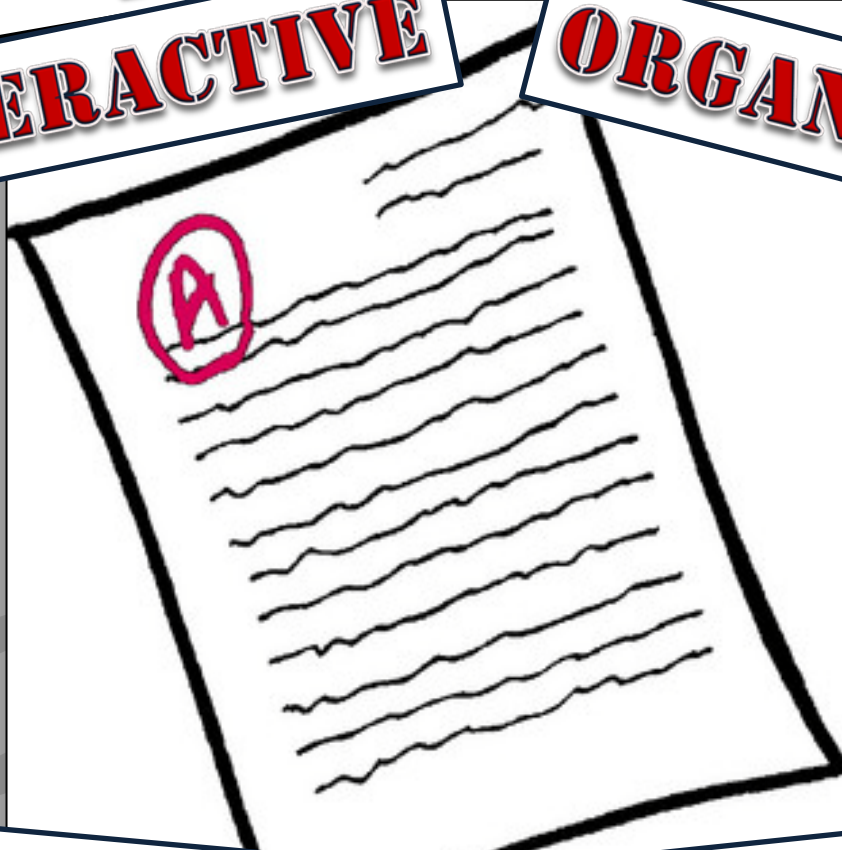


HIGH SCHOOL
CANADIAN HISTORY
(CHC2)

Exam Preparation

INTERACTIVE

ORGANIZED



IN-DEPTH

ENGAGING

**INCLUDES: REVIEW SHEET AND A
REVIEW ACTIVITIES PACKAGE**

CANADIAN HISTORY EXAM REVIEW SHEET

Exam Format

Section A (appr. 60 %)

- Multiple Choice
- Order of Events
- Matching
- Fill in the blank

Tips for Section A:

- Review all the previous multiple choice, matching, order of events and fill in the blank questions from each unit test
- Review each of the Resource Packages
- Make sure you also go over the post-WW II material that has not been tested as well as terms and concepts of the 1920s and 1930s
- Take advantage of the Smartboard Review Activities/

Section B (appr. 40%)

- Mapping
- Standard Answer Questions
- Persuasive Paragraphs
- Political Cartoon interpretation

Tips for Section B:

- This section will be made up of short answer questions and persuasive paragraphs.
- Use the Exam Review Activities Package to organize.
- For questions that ask for a sequence of events create a visual flow chart.
- On the exam Standard Answer Questions may be answered in a variety of different formats.

Important terms and Individuals.

NOTE: Be able to define the term and explain its significance (impact)

- | | | |
|--------------------------|---------------------------|------------------------|
| • Nellie McClung | • Sam Hughes | • Avro Arrow |
| • Joseph Flavelle | • Jean Lesage | • Cold War |
| • Statute of Westminster | • Rene Levesque | • October Crisis |
| • Policy of Appeasement | • Pierre Laporte | • Multiculturalism |
| • Arthur Currie | • Black Tuesday | • Fredrick Banting |
| • Adolf Eichman | • Winnipeg General Strike | • Meech Lake Accord |
| • War Measures Act | • Quiet Revolution | • Charlottetown Accord |
| • Billy Bishop | • Trudeaumania | • Quebec Referendums |

Standard Answer Questions*World War One*

- | | |
|--|---|
| 1) Be aware of the "Steps to War" political cartoon. | 4) What were the M.A.I.N. causes of World War One? |
| 2) Describe what it was like to live on the Home Front during the war. | 5) Identify and describe 3 important contributions Canadians made to the war. |
| 3) Identify 5 challenges soldiers faced in the trenches. | 6) What were the terms of the Treaty of Versailles? |

CANADIAN HISTORY EXAM REVIEW SHEET

World War Two

- 1) What events or developments eventually led to the start of WW II?
- 2) What were the conditions like in post-WW I Germany?
- 3) Choose two battles involving Canadians and explain the following: where and when, details/strategy, Canada's role and historical importance of the battle.
- 4) Describe the sequence of events from 1944—1945 that led to the end.
- 5) How did Hitler and the Nazis sway the minds of the German people?
- 6) Identify and describe how the Holocaust was implemented. (capture, deportation, execution of the Jews).

Roaring Twenties and Dirty Thirties

- 1) How did R.B. Bennett respond to the problems of the depression?
- 2) What sort of challenges did soldiers face upon their return to Canada?
- 3) What are the 4 stages of the business cycle?
- 4) What were the causes of the depression?
- 5) Explain the differences in life during the 1920s and 1930s. (Station Activity)

Post-War Canada and Years of Change

- 1) Identify some early events in the Cold War that heightened awareness among Canadians.
- 2) How is your life different from those who lived through the Cold War?
- 3) What is the story of the Avro Arrow?
- 4) Detail the strained relations between French and English CDNs from 1960 to the present.
- 5) How has Canada's identity changed since the 1970s?
- 6) What is peacekeeping? What is peace-making? Which has Canada supported? Detail events involving Canada.

Prime Ministers of Canada

- 1) Choose 3 Prime Ministers and explain their significance/impact on Canada and how they should be viewed? (can be positive or negative)

Mapping

- 1) World War Two map and alliances
- 2) Cold War Division of Europe (RP: The World After the War—activity 2).

Persuasive Paragraph Topics

- 1) "Lions led by Donkey's" - WW I?
- 2) Treaty of Versailles
- 3) Causes of the Depression
- 4) Appeasement
- 5) Dropping of the atomic bomb
- 6) Multiculturalism
- 7) Quebec as a "Distinct Society"?
- 8) Influential events and Canadian identity.

NOTE: You will have a choice of topics. Be aware of persuasive paragraph structure.

- 1st sentence is your mini-thesis. Identify the three main points of your thesis.
- The body of the paragraph includes evidence that supports the points of your mini-thesis.
- The concluding sentence sums up your position without introducing new information

EXAM REVIEW ACTIVITIES PACKAGE

We have covered many important themes during this course. In preparation for the upcoming exam you will be completing this review activities package. The objective of this review package is that you “learn how to better learn.” Everyone learns differently and these activities will hopefully give you some effective ways to study.



Detailed below is some important research regarding learning styles.

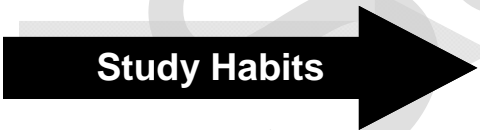
There are different theories on the way in which we all learn. One of the more prominent beliefs is that we each learn in a different way. This is known as the “Multiple Intelligences Theory” developed by Howard Gardiner. He believes that there are seven different types of learners (you may be one or a combination). Here is a summary of the different learners:

What type of learner are you?

Learning Type	Description
Linguistic	Words and language
Logical-mathematical	Logic and numbers
Musical	Music, sound, rhythm
Spatial-Visual	Images and spaces
Bodily-Kinesthetic	Body movement control
Interpersonal	Other peoples feelings
Intrapersonal	Self-awareness

Circle the type(s) of learner you think you are?

The activities throughout this package are designed to reflect many of these learning styles. Give each of the activities a try! Remember there are also three Smartboard activities that can be used in class and also at home.



Positive study habits are just as important as your learning style. Review the tips below.

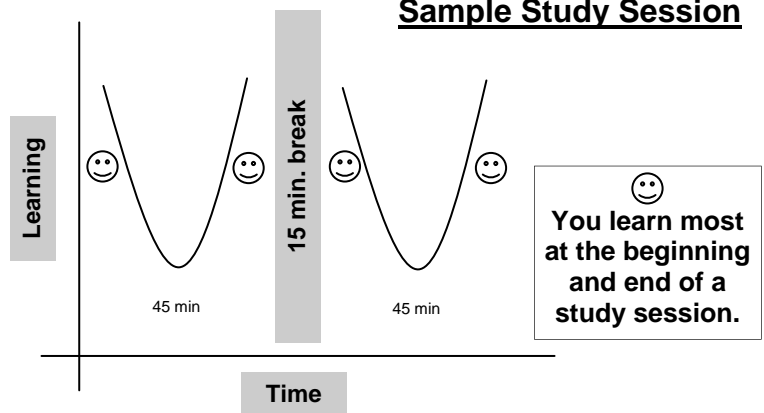
Things to Avoid or Severely Limit

- Texting
- Twitter, Facebook
- Computer Games
- TV

Things to Increase:

- Nutrition and rest

Sample Study Session



EXAM REVIEW ACTIVITIES PACKAGE

The following activities will help you review for the upcoming test. This does not replace your review test, but rather is intended as a supplement.

Activity One: Multiple Choice and Matching

Reminders:

1. When preparing for multiple choice and matching questions it is important to have a recognition knowledge of the terms.
2. An in-depth understanding is not needed.
3. When reviewing for this section focus on the terms that you have difficulties with, do not spend time on terms and concepts you already know.

Instructions:

- ⇒ On your review sheet is a list of each of the ppts that will be tested. Refer to this list.
- ⇒ Important: Many of the multiple choice questions and matching questions on previous tests will appear on the exam.
- ⇒ From your notes and from the previous tests choose the terms you find most difficult and copy question and answer into the boxes below. See the example:

Unit: World War One

Q: Who assassinated the Archduke?

A: Gavrilo Princip

Q:

A:

Q:

A:

Q:

A:

Q:

A:

Q:

A:

Q:

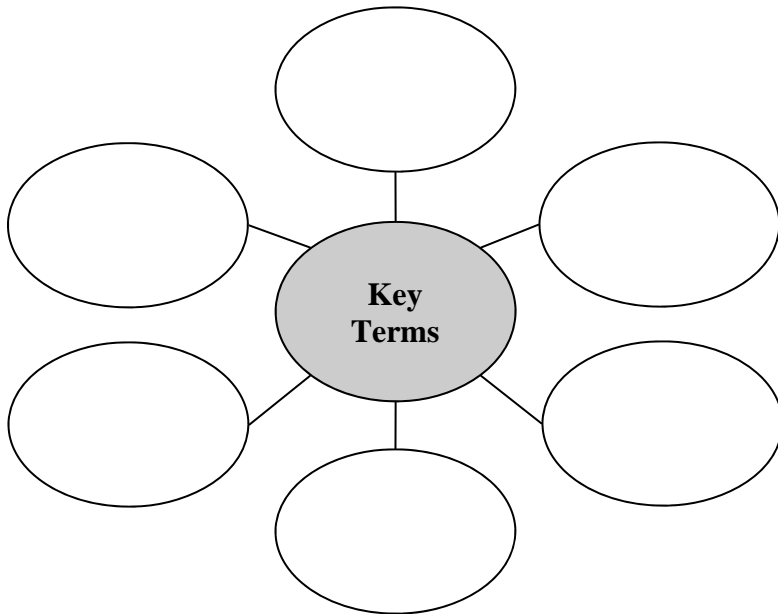
A:

Q:

A:

EXAM REVIEW ACTIVITIES PACKAGE

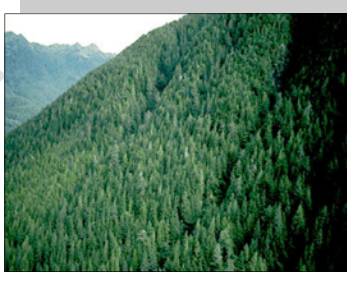
Units: 1920s and 1930s



On the chart below list the major themes of each unit.

The 1920s	The 1930s
Eg. Soldiers returned home.	Eg. Unemployment skyrocketed.

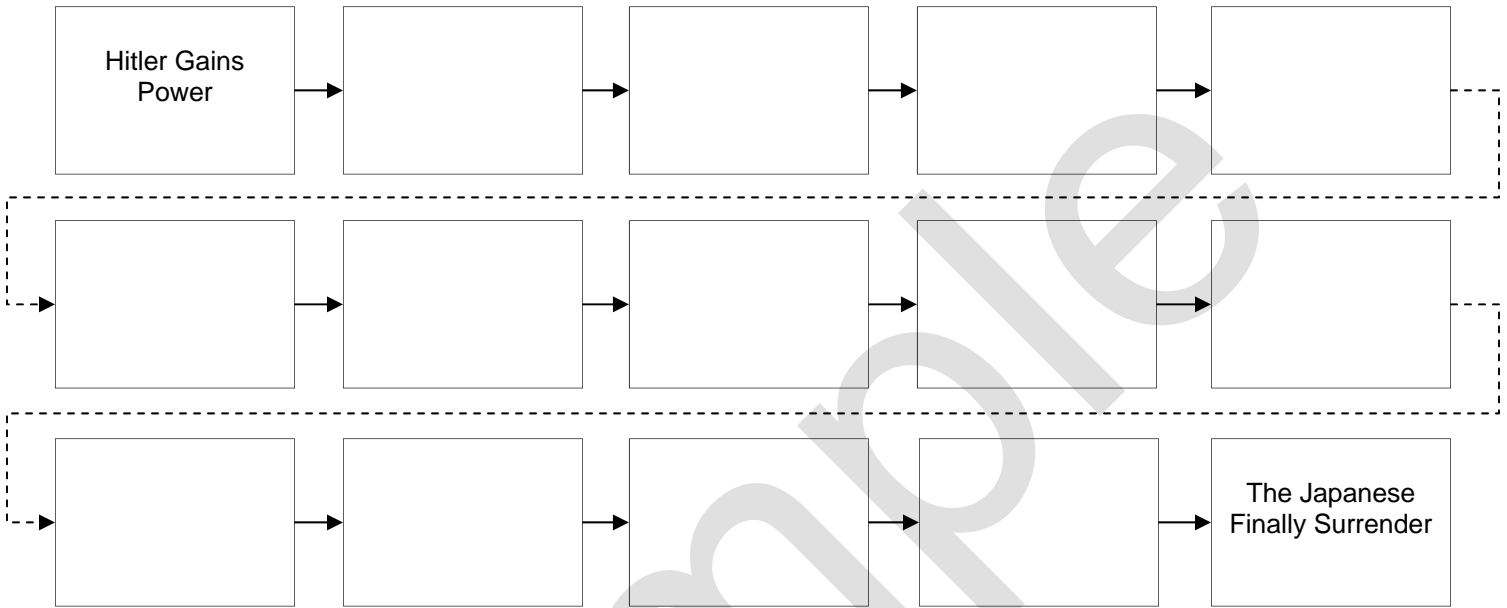
View each of the pictures and label what event or theme it is associated with.



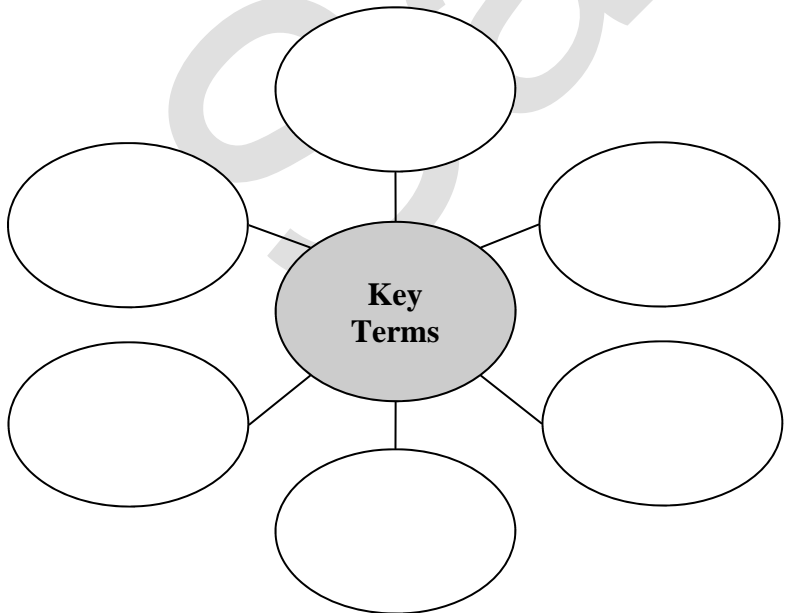
EXAM REVIEW ACTIVITIES PACKAGE

Unit: World War Two

On the flow chart below outline the basic series of events that occurred from the 1930s to the end of the war.



List and briefly explain some major terms associated with WW II.



List 5 key individuals and their position.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

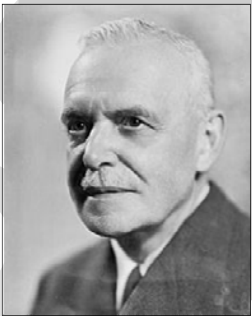
EXAM REVIEW ACTIVITIES PACKAGE

Unit: Post-War Canada

Briefly define the following terms:	
NATO	
NORAD	
Warsaw Pact	
Iron Curtain	
Communism	
Berlin Wall	
Avro Arrow	

List and briefly explain 5 major events of the Post-World War Two Era
1.
2.
3.
4.
5.

Name the following post-war Prime Ministers.



Explain 5 major themes of the post-war era.

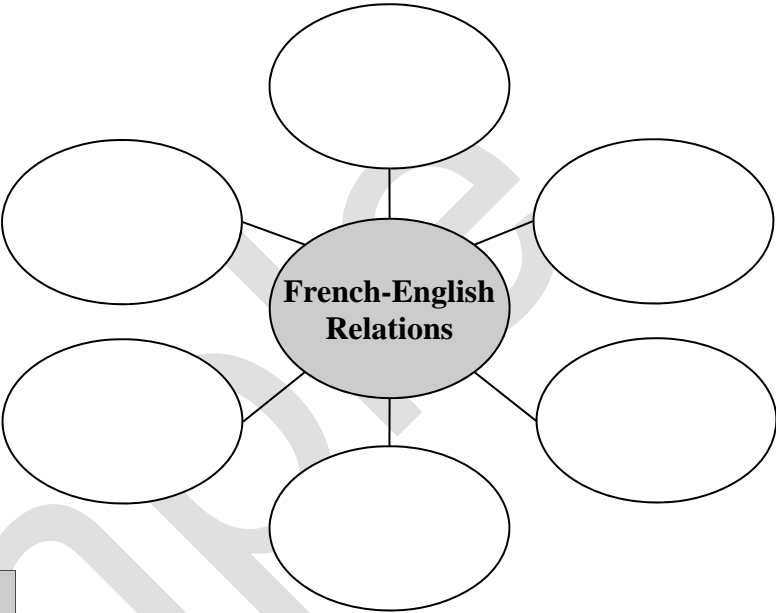
Life During the Cold War				
Description:				

Unit: Years of Change

List and briefly explain 5 major events that heightened French-English tensions.

1. _____
2. _____
3. _____
4. _____
5. _____

List and briefly explain some major terms associated with French-English relations.



What are 5 major events that helped Canada develop a new identity?

1. _____
2. _____
3. _____
4. _____
5. _____

Briefly define the following terms:

Peacekeeping	
Peacemaking	
Peacebuilding	
Multiculturalism	
Patriation	
Referendum	
Bilingualism	



Who is this and what role did he play in the Quebec independence movement?

Thank you for your interest in the Canadian History Course, *Canada: A Proud Past and Promising Future*.

Below you will find a breakdown of the pricing options:

Pricing Options	
Option #1: Digital Version	
<ul style="list-style-type: none">• All the course resources are provided on a CD.• The purchaser is required to print the necessary files for use.• Files are in either pdf. format or Powerpoint format.	Price: \$180
Option #2: Workbook and Resource CD	
<ul style="list-style-type: none">• A 200 page creatively designed workbook is provided.• In addition, a Resource CD is included. This CD includes all necessary resources to complete the workbook (eg. Powerpoints).	Price: \$215
Option #3: Workbook Only	
<ul style="list-style-type: none">• If you have previously purchased option #2 for a member of your family and require a new workbook for another member of your family, you may purchase the workbook individually.	Price: \$110

If you are interested in purchasing one of the options listed above please email me with your option of choice and address. The product and bill will then be shipped directly to you.

Sincerely,

Mike Zietsma

(mzietsma@kingschristian.net)

