



Each student  
needs a  
workbook

This workbook  
is NOT  
reproducible

Welcome to the high school Canadian history course, which covers from 1914 to as close to the present day as can possibly be published in a textbook in time for you to use! This course fulfills the requirements for a Canadian high school history credit and corresponds to Ontario **CHC2D**- in case you were wondering.

This workbook was designed to go with the **Think History: A Canadian History Since 1914** textbook by Pearson, and specifically the etext version that is included in this course. We do not represent Pearson and references to the text are under Fair Use guidelines for educational purposes and are shown by quotation marks.

There are **4** components to this course:

1. The **Think History** etextbook
2. This **workbook**
3. The videos and course materials that you will receive access to through your purchase of the course on the “**course platform**”
4. The **Answer Key** available FOR PARENTS use ONLY

### Instructions:

By now you will have received an email with your access code to the etext and also access to the videos and quizzes on the course platform. In the space below, write any important web addresses, passwords or usernames that you will be using to access your etext and videos so that you don't forget that information.

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

The course videos are online on the course platform. Quizzes are multiple choice and can be done directly online and are automatically marked for you. Tests and the exam will be available on the course platform as a download to print and complete. You do not have permission to reproduce this exclusive workbook.

**PLEASE USE ONLY PARENTAL EMAIL ADDRESSES AS WE DO NOT WANT DIRECT ACCESS TO STUDENTS WITHOUT PARENTAL PERMISSIONS.** Thanks!

# Course Outline



A Credit Hour is a unit of measurement that describes the learning time needed to meet the learning objectives in a course. (It may take longer than an hour to fulfill a credit hour)

## Unit One: Canadian History Review & Historical Thinking Concepts



Lesson 1: Course Introduction, The Importance of History, Get to Know Your eText **5**

Lesson 2: Historical Thinking/Inquiry **12**

Quiz 1: Historical Thinking **on the course platform**

## Unit Two: Canada 1914–1929



Lesson 1: Society & Manners in the Early 20th Century **14**

Lesson 2: Canada & the British Empire **16**

Lesson 3: Canadian Demographics **17**

Lesson 4: Economics & Technology **20**

Lesson 5: Review of Unit 2 Lessons 1-4 **21**

Quiz 2: The Early 20<sup>th</sup> Century **on course platform**

Lesson 6: Causes of the First World War **25**

Lesson 7: Canada Responds to the War **30**

Lesson 8: The War: Campaigns on Land **33**

Lesson 9: The War: By Air and Sea **36**

Lesson 10: The War Concludes **38**

Quiz 3: World War One

Lesson 11: Post WW1 Canada **42**

Lesson 12: The Roaring Twenties and Cultural Change **46**

Lesson 13: Review of Lessons 6-12 and Quiz 4: War's End and the Twenties **52**

UNIT 2 TEST **download from course platform**

## Unit Three: Canada 1929–1945



Lesson 1: The Causes of the Great Depression **53**

Lesson 2: Life During the Great Depression **55**

Lesson 3: The Response to the Great Depression **57**

Lesson 4: Economics & Politics **60**

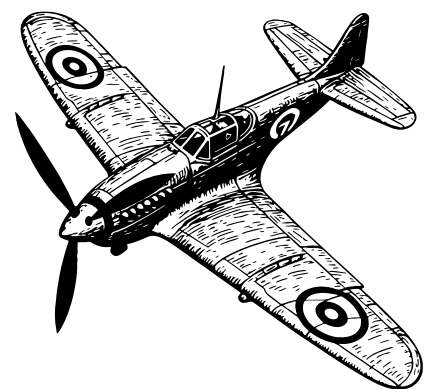
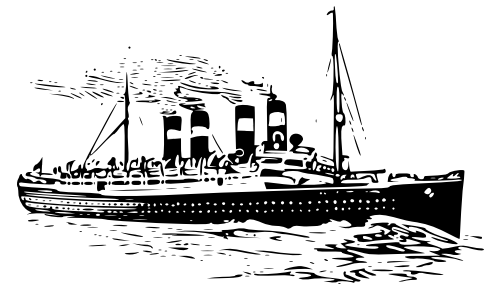
Lesson 5: Review of Lessons 1-4 **64**

Quiz 5: The Depression and Politics

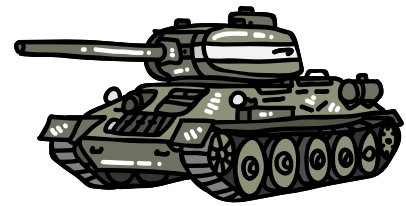
Lesson 6: Causes of World War Two **65**

Lesson 7: Canada Responds to the Threat of War **67**

Lesson 8: World War Two Part One **70**



Lesson 9: World War Two Part Two **75**  
Lesson 10: The World War Two Home Front **80**  
Lesson 11: Unit Review **84**  
UNIT 3 TEST **download from course platform**



## Unit Four: Canada 1945–1982

19  
credit  
hrs

Lesson 1: Post WW2 Canada **85**  
Lesson 2: Postwar Politics & Economics **89**  
Lesson 3: The Cold War and the Global Landscape **94**  
Lesson 4: An Era of Social Change **99**  
Lesson 5: Canadian Politics in the 60's and 70's **102**  
Lesson 6: Review of Unit 4 **112**  
Quiz 6: Social & Political Change to the 70's  
Unit 4 Test **download from course platform**



## Unit Five: Canada 1982–The Present

13  
credit  
hrs

Lesson 1: Canadian Society in the 80's & 90's **114**  
Lesson 2: The Constitution and the Charter **117**  
Lesson 3: Aboriginal Matters **122**  
Lesson 4: Economics and Politics **126**  
Lesson 5 Review of Lessons 1-4 **130**  
Quiz 7: The 80s and 90s  
Lesson 6: Terrorism and Response **131**  
Lesson 7: Party Politics **133**  
Lesson 8: Canadian Culture **136**  
Lesson 9: The Global Economic Crisis and International Aid **138**  
Quiz 8: Global Change  
Lesson 10: Unit 5 Review **141**  
Unit 5 Test **download from course platform**



## Culminating Activity

9  
credit  
hrs

## Final Exam

3  
credit  
hrs

110  
credit  
hours

Glossary of Key Terms 145  
Group Discussion Questions 166  
Suggested Reading List 180  
Illustration Credits 181



Video #2  
The Historical  
Inquiry Process

**Watch Video#2 on the Historical Inquiry process** (after you have answered the questions on the previous pages).

3.What advice was given for keeping track of your sources while doing research?

4.What is a good source of information for how to cite your references?

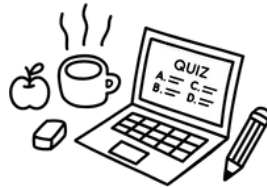
What is “plagiarism”?



APA citation guide

[https://guides.library.ontariotechu.ca/ld.php?content\\_id=35476273](https://guides.library.ontariotechu.ca/ld.php?content_id=35476273)

### QUIZ TIME!



**Go onto the course platform where the videos are and do Quiz 1: Historical Inquiry.**

It’s an easy one- only 3 questions! You must get  $\frac{2}{3}$  questions right to proceed, so go over your work so far!

How did you do on the quiz? Write your score here: \_\_\_\_\_



**Read pages 2-3 in your textbook.**

5. Write down the five themes noted on these pages and give a brief description of each:

## Superstar Student Tip



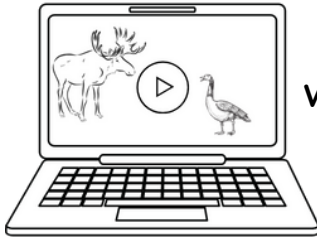
Let’s face it- there is a tendency to do the minimum that is required of you. That’s human nature. A helpful tip is to read the textbook for the following lesson **BEFORE** the lesson. That way, you will be better prepared for your class and get more out of it. In an interactive class or co-op group, you can then think of questions to pose which will accelerate your learning.

## Lesson 3

### Canadian Demographics

**Demographics:** statistical data relating to the population and particular groups within it (Oxford Languages)

the qualities (such as age, sex, income) of a particular group of people (Britannica)



Video #5  
Canadian  
Demographics

**Watch Video #5** on Canadian Demographics

**Answer these questions:** What are some reasons, apart from ethnocentricity, that would make Canadians prefer immigrants from the United Kingdom over other jurisdictions?

How might French-Canadians feel differently about this?



**Read pages 9-14** in your textbook.

**Write the definitions to the key words** in the key word list at the back of this workbook.

“Checkpoint Questions” page 10

“1.Despite their poor treatment in Canada, immigrants kept coming. Explain the factors that attracted immigrants to Canada.”

“3.What were the steps taken in British Columbia to restrict Asian immigration?”

“4.How were the policies of the federal government designed to assimilate Canada’s Aboriginal people?”

**Take a closer look at pages 12 and 13.**

“Interpret and Analyze Questions” page 13

“1. Classify each of the four sources as Primary or Secondary. Explain your choices.”

“2. How reliable might the statistics in Source 1 be? What are some possible reasons for inaccuracies in population statistics?”

“3. Given the advances in digital technology, are photographs taken today more or less reliable than those taken 100 years ago? Explain.”



## Dig Deeper

Looking at immigration from the point of view of experiences in the new country is only half of the picture. Each immigrant has a story from the country that they came from which shaped their decision to move.

**Look at Figure 1-9 on page 13 of your text.**

**Go online and research Galicia in 1914 and Famines in Austrian Galicia.**

How would you describe life in Galicia at the end of the nineteenth century and the beginning of the twentieth century?

Now you have context for the immigrants and their possible perspectives on their experiences in Canada. These are the kinds of additional pieces of information you should use in answering question 5 on page 13.



# Lesson 3

## The Response to the Great Depression



Video #14  
Government Response  
to the  
Great Depression

**Watch Video #14** about the Government Response to the Great Depression

**Remember:** Prior to WW1, the government had little direct involvement in the lives of Canadians.

Keep an eye on the increased amount of involvement that is welcomed or permitted during times of crisis.



**Read pages 103-107 in your textbook.**  
**Write the definitions for the key terms** in the glossary at the back of this workbook as you go.

1. Why did Prime Minister Mackenzie King put off doing anything to help Canadians during the Great Depression?

2. How did King show his partisanship in the context of helping the provinces?

### Current Events Bonus Question

Can you think of examples of federal government partisanship in how it relates to provinces today?

3. What three measures did the new Prime Minister Bennett put in place to try to help Canadians during the Depression? Were they successful? Why/why not?

4. What was Bennett's stated intention for creating the network of work camps?

5. What were the drawbacks of the work camps and how did the workers organize in protest?

6. What role do you think the fear of communism played in the government's response to the On to Ottawa protest?

**Read more** about the Regina Riot by clicking on the middle PDF link on the top right of page 104 of your text. Follow the link through "On to Ottawa Historical Society" which takes you to the Canadian Encyclopedia page. There's also a YouTube video linked there that you can watch.



7. What were the reforms promised by Prime Minister Bennett in his “New Deal”?

8. Why was the CBC/Radio Canada created?

**Current Events Bonus Question**

As of 2025, the government spends over a billion dollars annually to subsidize the CBC. Should the CBC receive more government funding than the Canadian Security and Intelligence Service? Explain your opinion.

“Checkpoint Question” page 106

“3. Do you think the On-to-Ottawa Trek was a success or failure? Provide evidence to support your opinion.”

# Glossary of Key Terms

You will get tired of writing the definitions in this glossary but persevere! Writing will help you to remember them.

“abdicate

ace

advanced economy

allegiance

alliance

Allies

amending formula

ABMT

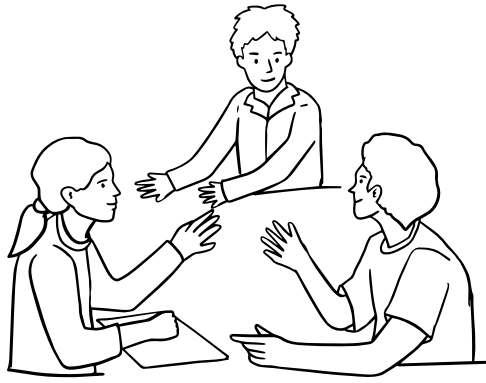
anti-Semitism

armistice

arsenal of democracy

artillery

assimilation”



## Group Discussion Questions

These are for your class or homeschool co-op, as applicable

It may be helpful to have the discussions at the beginning of the class following the lesson for the questions so students have covered the material beforehand. Any question in the workbook is fair game for group discussion. All Current Events discussion questions are ideal for group discussion, and we have included them here. Plan extra time for Unit 4 Lessons 3 & 4 as there are a lot of juicy topics to cover from those lessons!

Unit 1

Lesson 1: Course Introduction, The Importance of History, Get to Know Your eText

**What has your experience been in studying history before now? Is it something you have enjoyed or not? Why or why not?**

**Was there anything in the very brief history of Canada that was new to you or stood out to you?**

Lesson 2: Historical Thinking/Inquiry

**If you were to write a history textbook, what might be your biases?**

**Why is it important to take into account Historical Perspectives when studying history?**

**Current Events question: How does the toppling of statues of our founding leaders show a lack of taking historical perspectives into account?**

## Unit 2

### Lesson 1: Society & Manners in the Early 20th Century

**What are your thoughts on the digging deeper section of the video?**

**What was the major legal accomplishment of the Famous Five?**

**What would you have enjoyed about Victorian society in Canada and what would you not have enjoyed?**

**How do the ideals of Victorian society and how some people actually lived in contrast to the ideals illustrate the concept of God's sovereignty?**

**Present your Historical Inquiry art activity to the group.** When you are finished, then you may attach it into your workbook.

### Lesson 2: Canada & the British Empire

**How did the Alaskan Boundary Dispute affect Canadians' attitudes towards the British Empire?**

**Describe the attitudes of French Canadians towards being part of the British Empire.**

### Lesson 3: Canadian Demographics

**What are some reasons, apart from ethnocentricity, that would make Canadians prefer immigrants from the United Kingdom over other jurisdictions?**

### Lesson 6: Causes of the First World War

**How were European alliances responsible, in part, for WW1?**

### Lesson 8: The War: Campaigns on Land

**What role do technological advancements play in warfare?**

### Lesson 10: The War Concludes

**How did conscription in WW1 affect national unity?**

### Lesson 11: Post WW1 Canada

**Look at the key terms definition on the left side of page 58. Now look at the description of the life under communism on the right-hand side of the page. What do you notice about the different "tones" in these descriptions? When property is "owned by the people" in communism, who really owns it?**

# Suggested Reading List

These books go well with the topics in this course!  
They are not mandatory for the course unless the parent/teacher assigns them.

These books are suggestions but it is up to the parent/teacher to determine the suitability of each one for their student.

**Rilla of Ingleside by L.M. Montgomery** (World War 1 Home Front)

**Dear Canada: Torn Apart by Susan M. Aihoshi** (Japanese Internment Camps)

**Camp 30 (Camp X Book 2) by Eric Walters** (WW2 POW camp)

**Lesia's Dream by Laura Langston** (Immigrant from Ukraine before WW1)

**Li Jun and the Iron Road by Anne Tait with Paulette Bourgeois** (Chinese workers on the CPR)

**A Bear in War by Stephanie Innes and Harry Endrulat** (WW1)

**A Kind of Courage by Colleen Heffernan** (WW1)

**Dear Canada: An Ocean Apart by Gillian Chan** (Chinese Immigration and Head Tax)

**Clearing in the West by Nellie McClung** (autobiography of her formative years)

**The Landing by John Ibbitson** (takes place during the Great Depression)

**The Farmerettes by Gisela Tobien Sherman** (WW2 farm "land girls")

**The Girls They Left Behind by Bernice Thurman Hunter** (WW2 teen in Toronto)

**Separated from Santo: The True Story of an Italian-Canadian Internee during the Second World War by Brian Barazzuol** (WW2 Italian internment, graphic novel)

**The Greenies by Myra Paperny** (orphaned Jewish survivors of WW2)

**One Proud Summer by Marsha Hewitt** (labour strike in Quebec 1940s)

**Skateway to Freedom by Ann Almaa** (Cold War, immigration)

**Are You Liberal, Conservative or Confused?** Uncle Eric Book #4, Bluestocking Press