Canada:

A Proud Past and Promising Future

“May God continue to guide our country.”

Created by:
Mike Zietsma

Editors:
Corina Manninen
Robyn Wimmers

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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.

   Welcome to SMART Notebook Express

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

   *Website can be used from any computer*

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

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

4. Complete the interactive quizzes!

---

**Visual and Tactile Learning**

**Click “Check” for instant feedback**

---

**Key Facts**

- Word: Robert Borden
  - Description: Zimmerman...
- Word: Vladimir Lenin
  - Description:...
- Word: American President
  - Description:...
- Word: Arthur Currie
  - Description:...
- Word: Woodrow Wilson
  - Description:...
- Word: David Lloyd
  - Description:...
- Word: Isolationism
  - Description:...
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

EXAM RESOURCES

Exam Review Sheet
Exam Review Activities Package

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

Includes:
Activity Packages and Evaluations

High School
Canadian History
(CHC2)
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
- Canadians in Battle
- The Changes of 1917
- Life in the Trenches
- 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!
## 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

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Type</th>
<th>Notes</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>canadahistory.com</td>
<td>website</td>
<td>Great website for anything Canadian history.</td>
<td>NA</td>
</tr>
<tr>
<td>firstworldwar.com</td>
<td>website</td>
<td>Although not specific to Canada, it is still a valuable resource.</td>
<td>NA</td>
</tr>
<tr>
<td>warmuseum.ca</td>
<td>website</td>
<td>Great resource for WW I. From the main page search, “Canada and the First World War.”</td>
<td>NA</td>
</tr>
<tr>
<td>All Quiet on the Western Front</td>
<td>DVD</td>
<td>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.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>For King and Empire</td>
<td>DVD</td>
<td>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.</td>
<td>1-2 hrs.</td>
</tr>
<tr>
<td>Spotlight Canada</td>
<td>Text</td>
<td>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!</td>
<td>NA</td>
</tr>
<tr>
<td>the-map-as-history.com</td>
<td>Website</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>Canada a People’s History</td>
<td>DVD</td>
<td>An excellent series on Canadian History. Episodes 11 and 12 are most relevant to this unit.</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>
## World War One Activities Checklist

<table>
<thead>
<tr>
<th>Theme</th>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Steps to War</strong></td>
<td></td>
<td>Check off each activity as you progress through the package, &quot;The Steps to War.&quot;</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td></td>
<td>□ Activity 1: Assassination <em>(Powerpoint)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 2: Causes <em>(Q and A)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 3: Europe <em>(Mapping)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 4: Final Steps <em>(Powerpoint)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 5: War Begins <em>(Map Animation)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 6: Analysis <em>(Cartoon)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 7: Application <em>(Writing Skills)</em></td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td></td>
<td>□ Smartboard Review Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Notes: This review activity can be completed from a regular computer. Open the file, <strong>12.3 SMB Review Activity—WW I #1,</strong> at the website listed below:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://express.smarttech.com">http://express.smarttech.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Steps to War Twitter Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Notes: Using the files <strong>3.1 Description Twitter Activity</strong> and <strong>3.1 Student Version—Twitter Activity</strong> complete the Twitter Template.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ World War One Primary Sources Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Notes: Use the zipped file <strong>4 World War One Primary Sources</strong> For activity 1 search your local newspaper website for access to their archives.</td>
</tr>
</tbody>
</table>

| **Canada and the Home Front**      |                                            | Check off each activity as you progress through the package, "Canada and the Home Front." |
| **Summary:**                       |                                            | □ Activity 1: Canada at War *(Powerpoint)*                                             |
|                                    |                                            | □ Activity 2: Posters *(Propaganda Poster Analysis)*                                  |
|                                    |                                            | □ Activity 3: At Home *(Powerpoint)*                                                  |
|                                    |                                            | □ Activity 4: Key Facts *(Q and A)*                                                   |

**Extension Activities:**

□ "Canada a People’s History" *(Documentary)*  
→ 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: Life in the Trenches

**Summary:**
This activities package communicates the horrible reality of life in the trenches for the soldiers.

**Time:** 3-4 Hours

### Files
- 12.3 SMB Review Activity WW I—#2

### Completion Checklist
- **Activity 1:** Weapons (Webquest)
- **Activity 2:** Trenches (Analysis)
- **Activity 3:** Strategy (Drawing)
- **Activity 4:** Terms (Web Game)
- **Activity 5:** Trench Life (Image Analysis)
- **Activity 6:** Article (Analysis)

### Review Activity:
- Smartboard Review Activity
  → 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:
  - http://express.smarttech.com

### Extension Activity:
- “All Quiet on the Western Front” (Movie)
  → Notes: Watch the 1980s version of the movie. It clearly portrays what life in the trenches was like and the futility of war.

## Theme: Canadians in Battle

**Summary:**
This activities package highlights the important contributions Canadian soldiers made in battle.

**Time:** 3-4 Hours

### Files
- 6.1 - Activities Package: Canadians in Battle

### Completion Checklist
- **Activity 1:** Overview (Map Animation)
- **Activity 2:** Battle of Ypres (Q and A)
- **Activity 3:** Battle of the Somme (Webquest)
- **Activity 4:** Vimy Ridge (Webquest)
- **Activity 5:** Passchendaele (Webquest)
- **Activity 6:** War in the Air (Webquest)
- **Activity 7:** War at Sea (Webquest)

### Extension Activity:
- “For King and Empire” (Documentary)
  → Notes: An excellent documentary series that details the battles and shows what the present day battle sites look like.
### The Changes of 1917

**Summary:**
This activities package highlights the key events of the year 1917.

**Time:**
1 Hour

<table>
<thead>
<tr>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
</table>
| 8.2 Changes of 1917 ppt. | Check off each activity as you progress through the package, “The Changes of 1917.”
  | Activity 1: Conscription (*Q and A*) |
  | Activity 2: The Events (*Powerpoint*) |
  | Activity 3: Map Study (*Map Animation*) |

### The Final Events

**Summary:**
This activities package details the events that brought the war to a conclusion and the after-effects.

**Time:**
1 Hour

| Files               | Check off each activity as you progress through the package, “The Final Events.”
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9-2 Treaty of Versailles ppt.</td>
<td>Activity 1: Map Study (<em>Map Animation</em>)</td>
</tr>
<tr>
<td>12-3 3 SMB Review Activity—WW I #3</td>
<td>Activity 2: The Treaty (<em>Powerpoint</em>)</td>
</tr>
<tr>
<td></td>
<td>Activity 3: Analysis (<em>Cartoon Analysis</em>)</td>
</tr>
</tbody>
</table>

**Review Activity:**

| Smartboard Review Activity |
| 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: |
| [http://express.smarttech.com](http://express.smarttech.com) |

**Extension Activity:**

| “No Man’s Land” - song by Eric Bogle |
| Notes: Search the song above on YouTube. What is the main message of the song? |
## Unit Evaluations

Complete one of the evaluation options listed below:

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

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Files</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World War One Essay</strong></td>
<td>• NA</td>
<td>• This is an introduction to the essay writing process. The essay guide provides step-by-step instructions on how to complete an effective essay.</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>8 Hours</td>
<td></td>
</tr>
<tr>
<td><strong>World War One Project</strong></td>
<td>• NA</td>
<td>• This project contains many different options. Students can write a letter, design a battlefield model, create a display etc.</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>8 Hours</td>
<td></td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Files</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World War One Test</strong></td>
<td>• 12.3 SMB Review Activities (#1,#2 and #3)</td>
<td>• The review sheet is clear and concise and is intended to be the base for all studying.</td>
</tr>
<tr>
<td></td>
<td>• 13 WW I Test</td>
<td>• The “Review Activities Package” is intended to provide the student with ideas on how to study effectively.</td>
</tr>
<tr>
<td></td>
<td>• 13.2 Answer Key—WW I Test</td>
<td>• The Smartboard review files completed throughout the unit are also an excellent resource.</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>80 minutes</td>
<td>• The test is designed to evaluate not only basic knowledge, but also the critical thinking skills of the student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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
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

2) Outline the Austro-Hungarian Empire and circle Sarajevo

3) The Archduke Arrives

4) Are They Really Safe?

5) The Assassination

6) The Assassin and the Black Hand

7) The Aftermath
**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.

<table>
<thead>
<tr>
<th>MAIN</th>
<th>Definition</th>
<th>How did it Contribute to WW1?</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>MILITARISM</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>ALLIANCES</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>IMPERIALISM</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>NATIONALISM</td>
<td></td>
</tr>
</tbody>
</table>

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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.
ACTIVITIES PACKAGE: THE STEPS TO WAR

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

2) Europe Reacts

3) The Ultimatum

4) Final Steps
   ⇒ 1)
   ⇒ 2)
   ⇒ 3)
   ⇒ 4)
   ⇒ 5)
   ⇒ 6)
   ⇒ 7)

5) Draw the Schlieffen Plan
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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Germany</th>
<th>France</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the military plans for each country in the event of war?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What challenges did each face?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Offensives of 1914

1. Explain the Battle of the Frontiers.

2. Explain the Race to the Sea.
Activity 6: Analysis

Analysis Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify who each of the characters above represent (countries).</td>
</tr>
<tr>
<td>2</td>
<td>What is the main message that the cartoonist is trying to convey?</td>
</tr>
<tr>
<td>3</td>
<td>Is there evidence of bias, fragmentation or distortion in the cartoon? Explain.</td>
</tr>
<tr>
<td>4</td>
<td>Does the cartoonist present an accurate portrayal of the event or situation? Explain.</td>
</tr>
</tbody>
</table>
Question: Who was to blame for the start of the First World War?

Your Position:

Thesis

Reason 1: Reason 2: Reason 3:

Evidence

Persuasive Paragraph Format

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

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
Canada During the 20s and 30s

INCLUDES:
ACTIVITY PACKAGES AND EVALUATIONS
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.

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Type</th>
<th>Notes</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada a People’s History</td>
<td>DVD</td>
<td>Episodes 12 and 13. Can be ordered from cbc.ca or rented from a library. Not all the chapters need to be shown.</td>
<td>90 Minutes</td>
</tr>
<tr>
<td>canadahistory.com</td>
<td>Website</td>
<td>A great resource for any period in Canadian history.</td>
<td>NA</td>
</tr>
<tr>
<td>Spotlight Canada</td>
<td>Text</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>Comic Touch</td>
<td>Smartphone App</td>
<td>A free app for Smartphones and tablets that allows students to make creative posters.</td>
<td>NA</td>
</tr>
</tbody>
</table>
## 1920s and 1930s Activities Checklist

<table>
<thead>
<tr>
<th>Theme</th>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>From War to Peace</td>
<td>• 1.2 Prohibition and the Spanish Flu ppt.</td>
<td>Check off each activity as you progress through the package, “From War to Peace.”</td>
</tr>
<tr>
<td></td>
<td>• 1.3 The Winnipeg General Strike ppt.</td>
<td>□ Activity 1: Home! (Q and A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 2: Changes in Canada (Powerpoint)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 3: Spanish Flu (Article Analysis)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 4: Strike! (Powerpoint)</td>
</tr>
<tr>
<td></td>
<td>2 Hours</td>
<td></td>
</tr>
<tr>
<td>Canada as a Nation</td>
<td>• 2.2 Booming Economy ppt.</td>
<td>Check off each activity as you progress through the package, “Canada as a Nation.”</td>
</tr>
<tr>
<td></td>
<td>• 4.1 SMB Review Activity—Roaring Twenties</td>
<td>□ Activity 1: Economy (Powerpoint)</td>
</tr>
<tr>
<td></td>
<td>• 5.1 Stock Market Game ppt.</td>
<td>□ Activity 2: Autonomy (Writing Skills)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 3: Minorities (Q and A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 4: Individuals (Webquest)</td>
</tr>
<tr>
<td></td>
<td>3-4 Hours</td>
<td>Review Activity:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Smartboard Review Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ 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:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://express.smarttech.com">http://express.smarttech.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extension Activities: (choose one)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Stock Market Game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Notes: Using the file, “5.1 Stock Market Game,” play the stock market game with a group of 5—10 friends!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ “Canada a People’s History” (Documentary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Notes: Watch the second half of episode 12, “Ordeal by Fire.”</td>
</tr>
</tbody>
</table>
### New Forms of Entertainment

**Summary:**
This activity highlights new forms of entertainment.

**Time:**
2 Hours

<table>
<thead>
<tr>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1.1 Benny Goodman...mp3</td>
<td>□ Activity 1: Films (YouTube)</td>
</tr>
<tr>
<td>• 2.1 Big Band...mp3</td>
<td>□ Activity 2: Music (Mp3 Files)</td>
</tr>
<tr>
<td>• 3.1 Fred Astaire...mp3</td>
<td>□ Activity 3: Dance (YouTube)</td>
</tr>
<tr>
<td>• 4.1 Louis Armstrong...mp3</td>
<td>□ Activity 4: Radio (YouTube)</td>
</tr>
<tr>
<td>• 1.1 Fashion in the 1920s</td>
<td>□ Activity 5: Games (Website)</td>
</tr>
<tr>
<td></td>
<td>□ Activity 6: Fashion (Powerpoint)</td>
</tr>
</tbody>
</table>

Check off each activity as you progress through the Primary Source Activity Package, “New Forms of Entertainment.”

### A Time of Hardship

**Summary:**
This package focuses on the causes of the Great Depression and the hardships faced by Canadians.

**Time:**
2 Hours

<table>
<thead>
<tr>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 6.2 Stock Market Crash and the Causes of the Great Depression ppt.</td>
<td>□ Activity 1: The Crash (Powerpoint)</td>
</tr>
<tr>
<td>• 6.3 The Effects of the Great Depression ppt.</td>
<td>□ Activity 2: Effects (Powerpoint)</td>
</tr>
<tr>
<td>• 8.1 SMB Review Activity—Dirty 30s</td>
<td></td>
</tr>
</tbody>
</table>

Check off each activity as you progress through the package, “A Time of Hardship.”

- **Extension Activities:**
  - “Canada a People’s History” (Documentary)
    - Notes: Watch all of episode 13, “Hard Times.”
  - **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:
      - http://express.smarttech.com
Unit Summative Evaluation

The projects below replace 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.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Files</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solutions to the Depression</strong></td>
<td>• NA</td>
<td>• Using a smartphone or tablet download the free app and create a poster!</td>
</tr>
<tr>
<td><em>Time:</em> 2 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>From Riches to Rags</strong></td>
<td>• NA</td>
<td>• Choose the project option that best reflects your learning style.</td>
</tr>
<tr>
<td><em>Time:</em> 5 Hours</td>
<td></td>
<td>• Prior to beginning the project set a due date and make a schedule that will help you meet the deadline.</td>
</tr>
</tbody>
</table>
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.

Produced by: Mike Zietsma
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

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 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?
PRIMARY SOURCE ACTIVITY: NEW FORMS OF ENTERTAINMENT

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.

<table>
<thead>
<tr>
<th>Song Name:</th>
<th>Song Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band:</td>
<td>Band:</td>
</tr>
<tr>
<td>Music Genre (circle):</td>
<td>Music Genre (circle):</td>
</tr>
<tr>
<td>Big Band</td>
<td>Big Band</td>
</tr>
<tr>
<td>or Jazz</td>
<td>or Jazz</td>
</tr>
<tr>
<td>Tone (circle):</td>
<td>Tone (circle):</td>
</tr>
<tr>
<td>Subdued</td>
<td>Subdued</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Your Rating:</td>
<td>Your Rating:</td>
</tr>
</tbody>
</table>
PRIMARY SOURCE ACTIVITY: NEW FORMS OF ENTERTAINMENT

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

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.

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.
PRIMARY SOURCE ACTIVITY: NEW FORMS OF ENTERTAINMENT

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.

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.

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) ________.

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

Activity 5: Games

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?**

- School
- Church
- Beach
- Dancing
- Diner

**How would the older generation of that time view this outfit?**

<table>
<thead>
<tr>
<th></th>
<th>Outrageous</th>
<th>Modest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
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<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Your view of the outfit:**

<table>
<thead>
<tr>
<th></th>
<th>Tacky</th>
<th>Classy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
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</tr>
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<td>7</td>
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<td>9</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Picture # _______

**Where would you wear this type of outfit?**

- School
- Church
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- Diner

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<td>6</td>
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<td>9</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
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**Your view of the outfit:**

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<th>Classy</th>
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</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question:

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?
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.

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Type</th>
<th>Notes</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitler: The Rise of Evil</td>
<td>DVD</td>
<td>These movie can be shown in whole or sections in connection with the theme, &quot;The Rise of Hitler.&quot; Only show sections of the movie as it is quite long.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>The Liberation of Holland</td>
<td>DVD</td>
<td>Can be purchased from the cbc.ca website. This DVD connects with the &quot;Canada and WW II&quot; theme.</td>
<td>1 hr.</td>
</tr>
<tr>
<td>The Boy in Stripped Pajamas</td>
<td>DVD</td>
<td>Can be purchased online through Amazon. Connects with the theme of &quot;The Holocaust&quot; through the eyes of a German child.</td>
<td>1.5 hrs.</td>
</tr>
<tr>
<td>The Hiding Place</td>
<td>DVD</td>
<td>Can be purchased online through Amazon. The true story of Corrie Ten Boom and her family who hid Jews.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Downfall</td>
<td>DVD</td>
<td>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.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Spotlight Canada</td>
<td>Text</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>the-map-as-history.com</td>
<td>Website</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>warmuseum.ca</td>
<td>Website</td>
<td>Great resource for WW II. From the main page search, “Canada and the Second World War.”</td>
<td>NA</td>
</tr>
<tr>
<td>canadaatwar.ca</td>
<td>Website</td>
<td>Also an excellent resource for completing many of the activities.</td>
<td>NA</td>
</tr>
</tbody>
</table>
# World War Two Activities Checklist

<table>
<thead>
<tr>
<th>Theme</th>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Rise of Hitler</strong></td>
<td>1.1 The Rise of Evil.pptx</td>
<td>Check off each activity as you progress through the package, “The Rise of Hitler.”</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This package highlights the conditions in Germany following WW I and how Hitler gained power.</td>
<td></td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-5 Hours</td>
<td></td>
</tr>
</tbody>
</table>

- Activity 1: Germany after WW I *(Webquest)*
- Activity 2: Hitler’s Youth One *(Article Analysis)*
- Activity 3: The Rise of Evil *(Powerpoint)*
- Activity 4: Hitler’s Germany *(Q and A)*

**Extension Activities:** *(optional)*

- “Hitler: The Rise of Evil” *(Movie)*
  → Notes: This movie can be ordered on Amazon or borrowed from most libraries.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Road to War</strong></td>
<td>2.2 The War Begins.pptx</td>
<td>Check off each activity as you progress through the package, “The Road to War.”</td>
</tr>
<tr>
<td></td>
<td>2.3 SMB Review Activity—WW II #1</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**
This package covers the events of 1930s and early developments in the war.

**Time:**
3 Hours

- Activity 1: Road to War *(Webquest)*
- Activity 2: Europe 1939 *(Mapping)*
- Activity 3: War Begins *(Powerpoint)*
- Activity 4: Map Study *(Map Animations)*
- Activity 5: Occupation *(Image Analysis)*

**Review Activity:**

- Smartboard Review Activity
  → 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:

  http://express.smarttech.com
## HOME SCHOOL UNIT GUIDE: WORLD WAR TWO

### Theme: Canada and World War Two

**Summary:**
This package focuses on the contributions of Canada both on the battlefield and on the home front.

**Time:**
3 Hours

<table>
<thead>
<tr>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
</table>
| 3.2 Canada at War.pptx  
3.3 On the Home Front.pptz  
3.4 SMB Review Activity—WW II—#2 | Check off each activity as you progress through the package, “Canada and World War Two.”  
- Activity 1: At War (Powerpoint)  
- Activity 2: Dieppe (Article Analysis)  
- Activity 3: At Home (Powerpoint)  
- Activity 4: Internment (Article Analysis)  
- Activity 5: Ortona (Q and A)  
Extension Activities: (choose one)  
- “Canada a People’s History” (Documentary)  
  Notes: Watch all of episode 14, “The Crucible.”  
Review Activity:  
- 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](http://express.smarttech.com) |

### Theme: From D-Day to Victory

**Summary:**
This package highlights the sequence of events from 1944 to 1945 that led to the liberation of Europe and Asia.

**Time:**
4-5 Hours

<table>
<thead>
<tr>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
</table>
| 4.2 The End of War Nears.pptx  
4.3 SMB Review Activity—WW II #3 | Check off each activity as you progress through the package, “From D-Day to Victory.”  
- Activity 1: The Atlantic (Map Animation)  
- Activity 2: Defenses (Webquest)  
- Activity 3: D-Day (Map Animation)  
- Activity 4: Images of War (Image Analysis)  
- Activity 5: Victory (Powerpoint)  
- Activity 6: Review (Flow Chart)  
Extension Activities:  
- “The Liberation of Holland” (Documentary)  
  Notes: This is documentary can be ordered through cbc.ca.  
Review Activity:  
- 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](http://express.smarttech.com) |
## WORLD WAR TWO

### H O M E S C H O O L U N I T G U I D E: W O R L D W A R T W O

<table>
<thead>
<tr>
<th>Theme</th>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Germans Against Germans</strong></td>
<td>• NA</td>
<td>Check off each activity as you progress through the package, “Germans Against Germans.”</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td></td>
<td>□ Activity 1: Supporters (Webquest)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 2: Opponents (Webquest)</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td></td>
<td>Extension Activities: <em>(Optional)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ “Bonheoffer” <em>(Movie)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Notes: Available on Amazon. This movie highlights the life of Dietrich Bonheoffer who had the courage to stand up to Hitler’s regime.</td>
</tr>
</tbody>
</table>

| **The Holocaust**            | • NA  | Check off each activity as you progress through the package, “The Holocaust.”                                                                         |
| **Summary:**                 |       | □ Activity 1: The Journey *(Webquest)*                                                                                                                 |
|                              |       | □ Activity 2: Key Terms *(Webquest)*                                                                                                                     |
|                              |       | □ Activity 3: The Camps *(Map Animation)*                                                                                                               |
|                              |       | □ Activity 4: Auschwitz *(Q and A)*                                                                                                                      |
|                              |       | □ Activity 5: Artwork *(Q and A)*                                                                                                                        |
|                              |       | □ Activity 6: Survivors *(Video Clips)*                                                                                                                   |
| **Time:**                    |       | Extension Activities: *(Choose one)*                                                                                                                     |
|                              |       | □ “The Boy in Stripped Pajamas” *(Movie)*                                                                                                               |
|                              |       | → Notes: This movie communicates the events of the Holocaust through the eyes of a child. Available through Amazon.                                      |
|                              |       | □ “The Hiding Place” *(Movie)*                                                                                                                          |
|                              |       | → 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

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Files</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holocaust Project</td>
<td>NA</td>
<td>This project focuses on the human reality of the Holocaust. Students have four different project options to choose from.</td>
</tr>
<tr>
<td><strong>Time:</strong> 3 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World War Two Project</td>
<td>NA</td>
<td>This project contains many different options. Choose one that best reflects your learning style.</td>
</tr>
<tr>
<td><strong>Time:</strong> 5 Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Files</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>World War Two Test</td>
<td>8.2 WW II Test, 8.3 ANSWER KEY—WW II Test</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Time:</strong> 80 Minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To understand the failure of appeasement.

To understand the early developments in the war.

To empathize with those who lived under Nazi rule.
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.

1933
Hitler
Appointed
Chancellor

1935

1936

March 1938

September 1938

October 1938
Alliance with
Italy

March 1939

August 1939

September 1, 1939

September 3, 1939

1. The Allies pursued a policy of *appeasement* towards Hitler in the 1930s. Define this policy.
Using your text, or the internet, shade the following

**Allies**
- Britain, France, Czechoslovakia, Greece, Poland, Russia, Belgium, Netherlands, Norway, Italy, Yugoslavia
- Canada, USA, Australia, New Zealand

**Axis**
- Germany, Albania, Hungary, Bulgaria, Finland
- Japan

**Neutral Nations** (do not color)
- Spain, Switzerland, Sweden, Finland

Prior to the war, complete each of the tasks listed.

The map of Europe below details what Europe looked like in 1939.

**Activity 2: Europe 1939**
Activity 3: War Begins

1) The Allies Mobilize
2) The “Phoney War”
3) Blitzkrieg
4) The Spring of 1940
5) The Miracle at Dunkirk
6) The Defense of France
7) The Occupation of France
8) The End of the Beginning

Follow along with the lecture, “The War Begins,” and take the appropriate summary notes below.
Activity 4: Map Study

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

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

Login Information

Website: the-map-as-history.com
Username: 
Password: 

Animated Map: War in Europe 1939—1940

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

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany Invades France</td>
<td>Poland Surrenders</td>
</tr>
<tr>
<td>Invasion of Belgium and Netherlands</td>
<td>Germany Occupies Yugoslavia, Greece and Parts of North Africa</td>
</tr>
<tr>
<td>Invasion of Poland</td>
<td>Germans and Soviets Divide up Poland</td>
</tr>
<tr>
<td>France and Britain Declare War on Germany</td>
<td>Armistice with France</td>
</tr>
</tbody>
</table>

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

German Gains June 1940
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?

<table>
<thead>
<tr>
<th>Country</th>
<th>Weeks taken to Conquer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td></td>
</tr>
<tr>
<td>Belgium</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Yugoslavia and Greece</td>
<td></td>
</tr>
</tbody>
</table>

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.
Activity 5: Occupation

Analyze each of the following pictures and use a descriptive word to describe its contents.
Canada: Post-War Era

Includes:
Activity Packages and Evaluations

Interactive
Organized
In-Depth
Engaging

High School
Canadian History
(CHC2)
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.

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Type</th>
<th>Notes</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada a People’s History: Episode 15</td>
<td>DVD</td>
<td>This DVD series can be ordered through cbc.ca.</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Spotlight Canada</td>
<td>Text</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>the-map-as-history.com</td>
<td>Website</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>warmuseum.ca</td>
<td>Website</td>
<td>Great resource for WW II. From the main page search, “Canada and the Second World War.”</td>
<td>NA</td>
</tr>
<tr>
<td>canadahistory.com</td>
<td>Website</td>
<td>A great website for anything Canadian.</td>
<td>NA</td>
</tr>
</tbody>
</table>

Copyright 2013. Mike Zietsma
# Home School Unit Guide: Post-War Era

## Post-War Era Activities Checklist

<table>
<thead>
<tr>
<th>Theme</th>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The World After the War</strong></td>
<td>• NA</td>
<td>Check off each activity as you progress through the package, “The World After the War.”</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td></td>
<td>□ Activity 1: New Conflict <em>(Webquest)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 2: Rebuilding <em>(Map Animation)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 3: Satellites <em>(Webquest)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 4: Germany <em>(Map Animation)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 5: Events <em>(Webquest)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 6: Korea <em>(Map Animation)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Activity 7: Attacked!* <em>(Interactive)</em></td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>2 hours</td>
<td></td>
</tr>
</tbody>
</table>
| **Canada During the 1950s and 1960s** | • 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 | Check off each activity as you progress through the package, “Canada During the 1950s and 1960s.” |
| **Summary:**                      |                        | □ Activity 1: Life in the 1950s *(Powerpoint)*                                       |
|                                   |                        | □ Activity 2: Leadership *(Powerpoint)*                                              |
|                                   |                        | □ Activity 3: The Avro *(Powerpoint)*                                                |
| **Time:**                         | 3 hours                |                                                                                     |
| **Extension Activity:**           |                        | □ “Canada a People’s History” *(Documentary)*                                         |
|                                   |                        |   → Notes: Watch all of episode 15, “Comfort and Fear.”                               |
| **Review Activity:**              |                        | □ 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: |

http://express.smarttech.com
## 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.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Files</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Project Based Learning Project:** Decisions of the Post-War Era | • 4.1 PBL—Decisions of the Post-War Era  
• 4.2 Organizer  
• 4.3 PBL Grading Scheme | • 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. |
| **Time:** | **10-15 hours** | |
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.

Produced by: Mike Zietsma

Product may not be distributed or sold to others without permission from the producer.
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.

<table>
<thead>
<tr>
<th>Key Population Facts</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of Canada</td>
<td></td>
</tr>
<tr>
<td>French Speaking Population</td>
<td></td>
</tr>
<tr>
<td>Urban Population</td>
<td></td>
</tr>
<tr>
<td>Christian Population</td>
<td></td>
</tr>
</tbody>
</table>

**Post-War Prime Ministers**

<table>
<thead>
<tr>
<th>Prime Minister</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Canada’s Flag**

<table>
<thead>
<tr>
<th>Key Facts</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Per Family</td>
<td></td>
</tr>
<tr>
<td>Life Expectancy</td>
<td></td>
</tr>
<tr>
<td>Annual Income</td>
<td></td>
</tr>
<tr>
<td>Average Hourly Wage</td>
<td></td>
</tr>
</tbody>
</table>
### Activity 2: Leadership

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

<table>
<thead>
<tr>
<th>Mackenzie King</th>
<th>Louis St. Laurent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Facts:</td>
<td>Quick Facts:</td>
</tr>
<tr>
<td>Known For:</td>
<td>Known For:</td>
</tr>
<tr>
<td><img src="image" alt="Mackenzie King" /></td>
<td><img src="image" alt="Louis St. Laurent" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>John Diefenbaker</th>
<th>Lester B. Pearson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Facts:</td>
<td>Quick Facts:</td>
</tr>
<tr>
<td>Known For:</td>
<td>Known For:</td>
</tr>
<tr>
<td><img src="image" alt="John Diefenbaker" /></td>
<td><img src="image" alt="Lester B. Pearson" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pierre Trudeau</th>
<th>“Trudeauania”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Facts:</td>
<td></td>
</tr>
<tr>
<td>Known For:</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Pierre Trudeau" /></td>
<td><img src="image" alt="“Trudeauania”" /></td>
</tr>
</tbody>
</table>
ACTIVITIES PACKAGE: CANADA DURING THE 50S AND 60S

Activity 3: The Avro

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 .
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 changes 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**

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

**Unit Guide**

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**Additional Notes:**

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- 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.

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Type</th>
<th>Notes</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada a People’s History: Episode 16 and 17</td>
<td>DVD</td>
<td>This DVD series can be ordered through cbc.ca. Additional episodes are required for the next unit, “Years of Change.”</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Spotlight Canada</td>
<td>Text</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>the-map-as-history.com</td>
<td>Website</td>
<td>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 your school.</td>
<td>NA</td>
</tr>
<tr>
<td>canadahistory.com</td>
<td>website</td>
<td>Great website for anything Canadian history.</td>
<td>NA</td>
</tr>
<tr>
<td>Shake Hands with the Devil</td>
<td>DVD</td>
<td>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.</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>
## Years of Change Activities Checklist

<table>
<thead>
<tr>
<th>Theme</th>
<th>Files</th>
<th>Completion Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>French-English Relations</strong></td>
<td>• 2.2 Quiet Revolution ppt.  &lt;br&gt;• 2.3 The October Crisis ppt.</td>
<td>Check off each activity as you progress through the package, “French-English Relations.”&lt;br&gt;☐ Activity 1: Key Terms (Webquest)  &lt;br&gt;☐ Activity 2: Revolution (Powerpoint)  &lt;br&gt;☐ Activity 3: Crisis (Powerpoint)  &lt;br&gt;☐ Activity 4: The 1970s (Fill in the Blank)  &lt;br&gt;☐ Activity 5: Referendums (Webquest)  &lt;br&gt;☐ Activity 6: Constitution (Webquest)  &lt;br&gt;☐ Activity 7: Timeline (Webquest)  &lt;br&gt;Extension Activities:&lt;br&gt;☐ “Canada a People’s History” (Documentary) → Notes: Watch all of episode 16, “Years of Hope and Change.”</td>
</tr>
<tr>
<td><strong>Canadian Identity</strong></td>
<td>• 3.2 Developments of the 1970s ppt.</td>
<td>Check off each activity as you progress through the package, “Canadian Identity.”&lt;br&gt;☐ Activity 1: Anthem (Webquest)  &lt;br&gt;☐ Activity 2: New Flag (Webquest)  &lt;br&gt;☐ Activity 3: The 1970s (Powerpoint)  &lt;br&gt;☐ Activity 4: Diversity (Article)  &lt;br&gt;☐ Activity 5: Sports (Webquest)  &lt;br&gt;Extension Activities:&lt;br&gt;☐ “Canada a People’s History” (Documentary) → Notes: Watch all of episode 17, “In an Uncertain World.”</td>
</tr>
<tr>
<td><strong>Events of the 1980s</strong></td>
<td>• NA</td>
<td>Check off each activity as you progress through the package, “1980s in the News.”&lt;br&gt;☐ Activity 1: Events (Webquest)  &lt;br&gt;☐ Activity 2: Interview (Q and A)  &lt;br&gt;Extension Activities:&lt;br&gt;☐ “Canada a People’s History” (Documentary) → Notes: Watch all of episode 17, “In an Uncertain World.”</td>
</tr>
</tbody>
</table>
# HOME SCHOOL UNIT GUIDE: YEARS OF CHANGE

## Theme: Canada and Peacekeeping

### Summary:

This package discusses Canada’s role as a peacekeeping nation.

### Completion Checklist:

- Check off each activity as you progress through the package, “Canada and Peacekeeping.”
  - Activity 1: Peace... (Powerpoint)
  - Activity 2: Our Role (Article)
  - Activity 3: A New Europe (Map Animation)

### Extension Activities: (optional)

- “Shake Hands with the Devil” (Movie)
  - 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.

### Review Activity:

- Smartboard Review Activity
  - 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:
    - [http://express.smarttech.com](http://express.smarttech.com)

## Unit Summative Evaluation

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

### Assignment: Influential Political Events

**Time:** 3 Hours

- **Files:** NA
- **Description:** Using the website Bitstrips for Schools students create a comic strip about an influential political events of either the 1970s, 1980s or 1990s.

### Final Essay: Towards a New Future

**Time:** 5-7 Hours

- **Files:** NA
- **Description:** 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.
To understand the origins of French separatism.

To understand the relations between French and English.

To understand how these changes have shaped Canadian identity.
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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Revolution</td>
<td></td>
</tr>
<tr>
<td>Separatism</td>
<td></td>
</tr>
<tr>
<td>Quebec Sovereignty</td>
<td></td>
</tr>
<tr>
<td>Federalist</td>
<td></td>
</tr>
<tr>
<td>Official Languages Act</td>
<td></td>
</tr>
<tr>
<td>Parti-Quebeois</td>
<td></td>
</tr>
<tr>
<td>Rene Levesque</td>
<td></td>
</tr>
<tr>
<td>Front de Liberation du Quebec (FLQ)</td>
<td></td>
</tr>
</tbody>
</table>
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

4) Changes Result

5) The Impact of the Quiet Revolution
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 kidnappers 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 a car in ____________ (St. Hubert).

December 4

Police surrounded a home in Montreal where James Cross had been held for ________ days. Police ________ with the kidnappers and an agreement was reached; Cross was released at the Expo 67 site and the kidnappers 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.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declined</td>
</tr>
<tr>
<td>Rene Levesque</td>
</tr>
<tr>
<td>High Point</td>
</tr>
</tbody>
</table>

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.
ACTIVITIES PACKAGE: FRENCH-ENGLISH RELATIONS

Activity 5: Referendums

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

<table>
<thead>
<tr>
<th>Referendum</th>
<th>1980</th>
<th>1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“No” Side (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Yes” Side (%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Details</th>
<th>Meech Lake Accord</th>
<th>Charlottetown Accord</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Details</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>Passed or Rejected?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 7: Timeline

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

1968– Parti Quebecois started under Rene Levesque

1969– Official Languages Act

October Crisis

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

1975

1980– Referendum

Description:

1982– Constitution Act and Charter of Rights and Freedoms

1988– Meech Lake Accord

1990– Charlottetown Accord

1995- Referendum

Description:

2000

2012—The Parti Quebecois is elected under leader Pauline Marois. Maybe the separatist movement isn’t over?

2012
Exam Preparation

INCLUDES: REVIEW SHEET AND A REVIEW ACTIVITIES PACKAGE

HIGH SCHOOL
CANADIAN HISTORY
(CHC2)
Exam Format

Section A (appr. 60 %)
- Multiple Choice
- Order of Events
- Matching
- Fill in the blank

Section B (appr. 40 %)
- Mapping
- Standard Answer Questions
- Persuasive Paragraphs
- Political Cartoon interpretation

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/

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

Standard Answer Questions

World War One

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

### 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 CDN’s from 1960 to the present.
5) How has Canada’s identity changed since the 1970s?
6) What is peacekeeping? What is peacemaking? Which has Canada supported? Detail events involving Canada.

### 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 1030s. (Station Activity)

### 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

- “Lions led by Donkey’s” - WW I?
- Treaty of Versailles
- Causes of the Depression
- Appeasement
- Dropping of the atomic bomb
- Multiculturalism
- Quebec as a “Distinct Society”?
- 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
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.

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:

<table>
<thead>
<tr>
<th>Learning Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>Words and language</td>
</tr>
<tr>
<td>Logical-mathematic</td>
<td>Logic and numbers</td>
</tr>
<tr>
<td>Musical</td>
<td>Music, sound, rhythm</td>
</tr>
<tr>
<td>Spatial-Visual</td>
<td>Images and spaces</td>
</tr>
<tr>
<td>Bodily-Kinesthetic</td>
<td>Body movement control</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Other peoples feelings</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Self-awareness</td>
</tr>
</tbody>
</table>

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

You learn most at the beginning and end of a study session.
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**

<table>
<thead>
<tr>
<th>Q: Who assassinated the Archduke?</th>
<th>Q:</th>
<th>Q:</th>
<th>Q:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Gavrilo Princip</td>
<td>A:</td>
<td>A:</td>
<td>A:</td>
</tr>
</tbody>
</table>

Q: |
| A: |

Q: |
| A: |

Q: |
| A: |

Q: |
| A: |
EXAM REVIEW ACTIVITIES PACKAGE

Units: 1920s and 1930s

Key Terms

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

<table>
<thead>
<tr>
<th>The 1920s</th>
<th>The 1930s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg. Soldiers returned home.</td>
<td>Eg. Unemployment skyrocketed.</td>
</tr>
</tbody>
</table>

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

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:

<table>
<thead>
<tr>
<th>Pricing Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option #1: Digital Version</strong></td>
</tr>
<tr>
<td>- All the course resources are provided on a CD.</td>
</tr>
<tr>
<td>- The purchaser is required to print the necessary files for use.</td>
</tr>
<tr>
<td>- Files are in either pdf. format or Powerpoint format.</td>
</tr>
<tr>
<td><strong>Price:</strong> $180</td>
</tr>
</tbody>
</table>

| **Option #2: Workbook and Resource CD** |
| - 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**      |
| - 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)