



**The Bishop Strachan School**  
**Department Name: Canadian, Business and World Studies**

**Course Title: Canadian History Since the First World  
War**

**Grade Level: 10**

**Ministry Course Code: CHC2D**

**Teachers' Names: Rita Gravina, James Stewart**

**Developed by: Rita Gravina, James Stewart, Vanessa Vanclief**

**Date: June 2005**

**Revision Date: August 2009**

**Developed from: Canadian and World Studies Ontario Curriculum 2005**

**Text: *Canada: A Nation Unfolding*. Garfield Newman. McGraw Hill Ryerson  
(2000)**

**Prerequisite: None**

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

## Overall Curriculum Expectations

### **Communities: Local, National, and Global**

1. explain how local, national, and global influences have helped shape Canadian identity;
2. analyse the impact of external forces and events on Canada and its policies since 1914;
3. analyse the development of French-English relations in Canada, with reference to key individuals, issues, and events;
4. assess Canada's participation in war and contributions to peacekeeping and security.

### **Change and Continuity**

5. analyse changing demographic patterns and their impact on Canadian society since 1914;
6. analyse the impact of scientific and technological developments on Canadians;
7. explain how and why Canada's international status and foreign policy have changed since 1914.

### **Citizenship and Heritage**

8. analyse the contributions of various social and political movements in Canada since 1914;
9. assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity.

### **Social, Economic, and Political Structures**

10. analyse how changing economic and social conditions have affected Canadians since 1914;
11. analyse the changing responses of the federal and provincial governments to social and economic pressures since 1914.

### **Methods of Historical Inquiry and Communication**

12. formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources;
13. interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
14. communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Intro to 20 <sup>th</sup> Century Canadian History	10				10
2. The First World War	25	4			29
3. The 1920s and 1930s	10				10
4. The Second World War	25	2			27
5. Post War Politics and Economy	13	2			15
6. Post War Social Change	12	2			14
Summative	3		2		5
<b>Total</b>	<b>98</b>	<b>10</b>	<b>2</b>		<b>110</b>

## Unit Descriptions

### Unit 1 – Introduction to 20th Century Canadian History

- The nature of history, what is history? Whose history to study?
- What is the Canadian identity?
- Great Canadians that have shaped our country
- Canada at the turn of the century

### Unit 2 – The First World War

- background and nature of the war
- Canada's contributions both on the warfront and homefront
- political and social issues such as conscription, status of women, role of the family and the impact of war on the family, treatment of enemy aliens

### Unit 3 – The 1920s and 1930s

- economic prosperity of the 1920s
- political situation - new leaders, important events, regionalism
- social and cultural changes - fashion, media and technology, prohibition, arts and literature, sports
- women's changing role - suffrage movement and Person's Case
- stock market crash and the Great Depression
- Depression life - relief camps, On-To-Ottawa Trek, drought, literature, home life

- political response and development of new political parties

### Unit 4 – The Second World War

- international events leading up to the war
- nature of war and characteristics of Nazi rule
- Canada’s role in the war and the impact of the war on the homefront
- impact of the war on Canada’s international reputation
- race relations through the study of pre-war immigration policies and the treatment of enemy aliens
- the Holocaust

### Unit 5 – Post War Politics and Economy

- Canadian foreign and domestic policies
- significance of Canada’s contribution to the United Nations
- the Cold War and its impact on Canadian-American relations
- Quebec nationalism
- impact of October Crisis, War Measures Act
- Meech Lake Accord, Charlottetown Accord, Quebec separation
- Free Trade and NAFTA
- relations among leaders
- cultural imperialism and the fight for sovereignty

### Unit 6 – Post War Social Change

- native rights
- status of women
- role of youth
- advocacy groups
- immigration and multicultural policies
- Canadian culture and identity
- demographics
- regionalism
- economy

### Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Video analysis
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group work	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Reading	<input type="checkbox"/> Debate	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Forum	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Research project	<input type="checkbox"/> Field trip
<input type="checkbox"/> Guest Speakers	<input type="checkbox"/> Literature circles	<input type="checkbox"/> Game
<input type="checkbox"/> Case study		<input type="checkbox"/> Independent study
<input type="checkbox"/> Role play		

<input type="checkbox"/>	Discovery		
<input type="checkbox"/>	Conference		
<input type="checkbox"/>	Interview		

### Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Interviews	Teacher anecdotal records
Work sheets	Role playing	Conferences	Teacher log
Examinations	Presentations	Classroom discussion	Checklists
Document Analysis	Essays	Online Discussion	Rubrics
	Debate	Self evaluation	
		Peer evaluation	

### Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Evaluation Strategies
70%	1. Introduction to 20 <sup>th</sup> Century Canadian History (10hrs)	12, 13, 14	History Card (Assessment only) Laurier Paragraph (Assessment only)
	2. The First World War (25hrs)	1, 2, 3, 4, 6, 7, 9, 12, 13, 14	Letter Writing Assignment
			Literature Circle
			Unit Test
	3. The 1920s and 1930s (10hrs)	1, 2, 8, 9, 10, 11, 12, 13, 14	On-line Discussion NING
			Role Play Research Notes (Assessment Only)
	4. The Second World War (27hrs)	1, 2, 4, 6, 7, 9, 12, 13, 14	Research Essay
Research Notes & Process (Assessment Only)			
Unit Test			
5. Post War: Politics and Economy (15hrs)	1, 2, 5, 6, 8, 9, 10, 11, 12, 13, 14	Oral History Project Process (Assessment Only)	
5. Post War: Social Change (14hrs)	13, 14	Ottawa Report	
30%	Summative (5 hours)	1, 12, 13, 14	Exam Debate

### Course Resources

- *Canada: A Nation Unfolding*. McGraw Hill Ryerson (2000)
- *Canada: A People's History* (CBC Television)
- CBC News in Review
- Early Canadiana On-line
- Canadian Encyclopedia On-line
- CBC Archives On-line
- The Globe and Globe and Mail archives
- BSS Archives
- Selected websites, videos, newspaper articles

**Achievement Chart – Canadian and World Studies, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness