

Canadian History CHC2D

Units 1-5 Handouts

Canadian History in the 20th Century

Website: markvillehistory.cjb.net

Teacher: _____

Course Code: CHC2D1- _____

COURSE DESCRIPTION

Canadian history is absolutely incredible when given a chance, and when approached in the right manner. If you take the time to dig into Canada's history, you are likely to find a past that is as rich and as fascinating as any other country's.

Illuminating the past, challenging you to think critically and creatively, and building the academic and social skills necessary for future educational and career endeavors are the cornerstones of this course. Throughout the course you will be encouraged to be an active participant through debates, simulations, and role-playing. The ultimate success of the course depends on you!

EXPECTATIONS OF STUDENTS

Students are expected to put forth at all times a sincere effort and to maintain and complete organized notes. Regular attendance and punctuality are essential to ensure success in the course.

Should students miss a class due to illness or any legitimate reason, they are expected to catch up on the work they missed and to see the teacher to ensure that all the material covered in the class is clearly understood.

EVALUATION

Your midterm and final grades will be determined by your level of performance on a number of activities. Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

- **Knowledge and Understanding** (evaluation of your knowledge of facts and terms and understanding of concepts and theories)
- **Thinking/Inquiry** (evaluation of your critical and creative thinking and inquiry skills)
- **Communication** (evaluation of your ability to communicate information and ideas in a variety of ways)
- **Application** (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

YOUR COURSE WORK AT A GLANCE

In each unit you will complete the following:

1. Learning Portfolio (a variety of activities)
2. Unit Test

CULMINATING ACTIVITIES

- WWI Debate (1914-1919)
- Essay (Entire Course)
- Canadian Pavilion (1945-Present)

FINAL EVALUATION WILL INCLUDE (30%):

15% Oral Exam: "Trials of the Prime Ministers"

15 % Written Exam

Immigration Interview

Instructions:

Step 1: The Interview

Using the historical process, conduct an interview with someone who immigrated to Canada. Part of this process is finding someone to interview (saying "I don't know anyone is unacceptable"). Through the interview ask questions that will bring the immigrant's story to life.

How did they travel?

When did they come to Canada?

What were their first impressions?

Why did they come to Canada?

Where did they come from?

Where did they travel?

Describe your emotions leaving one place to start a new life.

Include your OWN questions to enhance the interview.

Step 2: Historical Evidence

Back up your interview with historical evidence:

Primary Documents: The Interview, passports, pictures, documents, oral history, etc...

Other Documents: Maps, pictures, place names, etc...

Step 3: Analysis

Interpret the story and situation by studying the events that led to the person's immigration. (1 page, double spaced, typed)

Step 4: Putting it all Together

Please include the information from STEPS 1-3 in a duotang or folder with the rubrics. Present the information in a creative and interesting way by using the themes of the story of the persons you have interviewed.

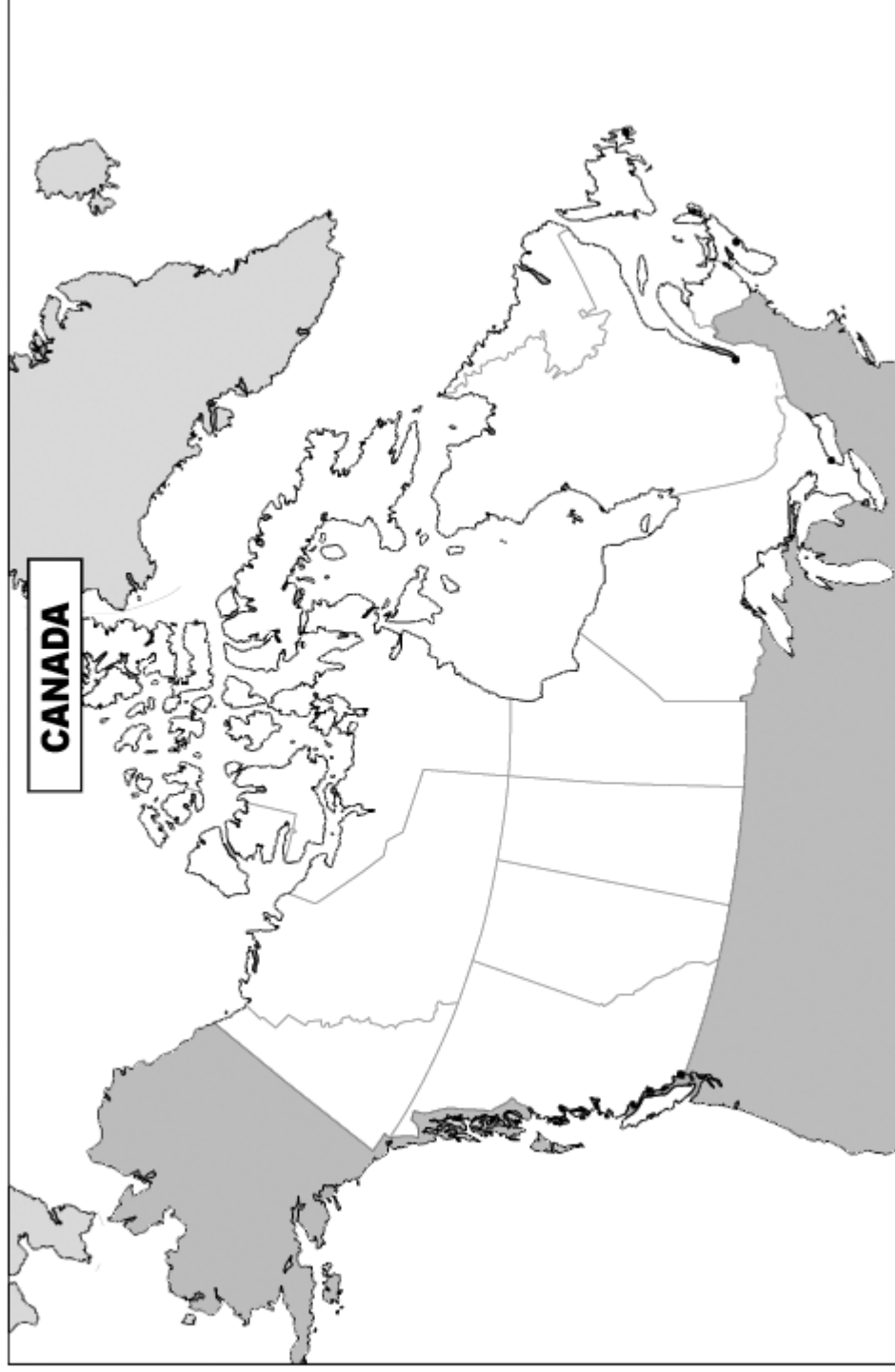
Due Date: _____

Immigration Interview Project

Criteria	Level 4 (10 Marks)	Mark
Creativity and Effort	<ul style="list-style-type: none"> - Excellent use of historical evidence - Presentation: the assignment is neat and well organized, contains meaningful pictures that enhance the overall presentation of the material, original 	
The Interview	<ul style="list-style-type: none"> - High quality of questions - Method of recording interview has been done in a quality fashion, whether written, recorded or taped. 	
Research	<ul style="list-style-type: none"> - Supplementary Information adds to the final product. - Evidence of research in the analysis of the interview. - An excellent effort has been made to tell the story of the person interviewed. 	
Analysis	<ul style="list-style-type: none"> - The evidence has been analyzed to interpret the events and facts of the assignment in a clear and critical manner. 	
Total		40 Marks

Name: _____

Date: _____



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Unit 1: Turn of the Century

Activity 1: People and Events Mr. Melnyk's Class

Part A: Key Figures of the Laurier Era

Clifford Sifton

Max Aitken

Henri Bourassa

J.S. Woodsworth

Wilfred Laurier

Timothy Eaton

Nellie McClung

Part B: Key Events and Terms

Manitoba Schools Act

Reserve System

Head Tax

Trades and Labour Council

Victoria Day

Immigration Act of 1910

Sodbusters

Children's Aid Society

Temperance Movement

Alaska Panhandle

Learning Portfolio: People and Events of the Turn of the Twentieth Century

Miss Chong's Class

1. Identify the following people and explain his / her importance:

Clifford Sifton

Wilfrid Laurier

Nellie McClung

Henri Bourassa

2. Identify the following events and explain its importance:

Manitoba Schools Act

Head Tax

Reserve System

Temperance Movement

Suffrage Movement

Alaska Boundary Dispute

Laurier: "The Big Compromiser"

Event	Issue / Conflict	Laurier's Decision	Canadian's Reactions
Boer War 1899			
Naval Issue 1910			
Reciprocity 1911			

1911 Election

Who was against reciprocity? Why?

What were the results of the 1911 election?

List the reasons of the defeat.

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

Outline the major accomplishments / contributions of Laurier during his time as Prime Minister.

SGA: Small Group Acting

SGA's are used to try to portray and re-live events in history. They work best when the actors make a real commitment to bring the facts to life. SGAs will occur on a regular basis as a part of your Portfolio.

For each unit we will choose topics and bring them to life. Refer to the rubrics to see how you will be assessed.

You will be given a set amount of time to prepare you skit. In the allotted time you must:

- brainstorm ideas (identify the main ideas and how you want to perform your skit)
- develop a script (you may not read from a paper during your performance)
- practice your skit (run through so that the performance is professional)
- perform your skit for the class

Groups

TOPIC	SGA GROUP	NAMES of Group Members
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	

SGA Storyboard

[illegible]

[illegible]

Small Group Acting Rubric

Thinking / Inquiry	Level 1	Level 2	Level 3	Level 4
Research of topic	Script research shows limited accuracy and use of texts	Script research is mostly accurate and shows moderate evidence of use of texts	Script research is accurate and shows evidence of competent use of texts	Script research is accurate and shows evidence of information from sources other than provided texts
Communication	Level 1	Level 2	Level 3	Level 4
Writing Skills	Language is occasionally concise and suitable; grammar and spelling are rarely correct	Language is sometimes concise and suited to the topic; grammar and spelling are sometimes correct	Language is frequently concise and suited to the topic; grammar and spelling are usually correct	Language is concise and suited to the topic; grammar and spelling are correct
Acting	Uses voice and body movements with limited skill; inaudible voice; little movement	Supports interpretation of characters with an audible voice and some characteristic action	Varies pitch, tone and volume to reflect interpretation of the characters; gestures and actions are appropriate	Uses pitch, tone, pacing, and volume to skilfully render characters; gestures and actions reflect and complement an insightful view of the characters
Direction	Poor shift from scene to scene; actors move aimlessly or stand still; poor use of space	Awkward shift from scene to scene; actors move with some degree of purpose; awkward use of space	Good shift from scene to scene; actors move with purpose; appropriate use of space	Seamless shift from scene to scene; actors move with skill and purpose; skilful and creative use of space
Entertainment	Story has limited interest or excitement; needs considerable development	Story is somewhat interesting; needs some development	Story is well-developed and presented in an interesting manner	Story is well developed and presented in an interesting and exciting manner
Application	Level 1	Level 2	Level 3	Level 4
Storyboard connection to script	Storyboard follows action of the script only minimally	Storyboard follows action of the script some of the time	Storyboard follows action of the script accurately and competently	Storyboard follows action of script precisely and connects almost all of the details
Storyboard presentation	Storyboard lacking organization; pictures are incomplete; fewer than 6 frames	Storyboard is adequately laid out; pictures show some clarity; 6-8 frames used	Storyboard is clearly laid out; pictures are neat and easy to understand; 9-10 frames used	Storyboard is neat and clearly laid out; pictures are well-drawn and adds to understanding of script; 11+ frames

Canadiana Scrapbook

A Nation Beckons: Canada 1896-1941

P.6-7 The Sea Voyage

Read the descriptions of the voyage to Canada by H. Robertson and V. Lysenko.

- A) Describe conditions on the ships.
- B) How much did the trip to Canada cost from Liverpool?
- C) Approximately how long was the trip from Britain to Canada in Hours and Kilometres?

P.14-15 Establishing a Home

- A) How did the people that came to Canada survive?
- B) Who were some of the main groups of settlers?
- C) What were the main requirements for people who wanted to own land? Look in the box: Land Regulations in Canada

P.18-19 Prairie Community Life

- A) What were some of the social events for people in the prairies?
- B) How is the role of women described?

P.20-21 Cities

- A) What is the significance of infant mortality?
- B) How can we compare laws regarding motor vehicles to today?
- C) Looking at the big picture on page 21, what are some similarities and differences to Toronto today?

P.24-25 Living in the City... Another Look

- A) What were conditions like in many of the cities according to J.S. Woodsworth?
- B) What were labourers homes like?

P.26-27 People at Work

- A) Describe some of the jobs?
- B) Where were there the highest number of fatal accidents?

P.28-29 Building the Railway Continues

- A) According to J.M. Kirschbaum, what did people eat?
- B) List 5 causes of accidents to the Railway workers.
- C) Why did people steal?

P.34-35 Lets go Shopping

- A) Do you see any product labels that you can still purchase today?
- B) How much was a Men's High Class Suit?
- C) What items would people not buy anymore?

P.38-39 The Entertainment Page

- A) What did people do for fun? Are there any forms of entertainment that are similar to today?

Canadian History

Unit 2: The World at War

Unit 2: World War One

Activity 1: People and Events

Person/Event	What?	Historical Significance
Robert Borden		
Frederick Banting		
Billy Bishop		
Sam Hughes		
John McCrae		
Treaty of Versailles		
League of Nations		
Enemy Aliens		
Triple Entente		
Vimy Ridge		
Triple Alliance		
Trench Warfare		

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Unit 2: World War One
MANIA: The Causes of World War I

MANIA	DEFINITION	How did it Contribute to WWI?
Militarism		
Alliance System		
Nationalism		
Imperialism		
Assassination		

Comparison Organizer for WWI

Battle	When	Events of Battle	Role Played by Canadians	Importance to the Outcome of the War
Ypres				
The Somme				
Vimy Ridge				
Passchendale				

All Quiet on the Western Front

Name: _____

1. Describe the sounds and images that begin the movie. What does this depict (tell) about war?

2. What does Paul Baumer's teacher tell him about war?

3. Why did the hospital amputate Camry's leg? What happened after and why?

4. Describe the military training of Paul and his friends in Germany.

5. Describe the boys' first experience in battle. (3 points)

6. What did Paul realize when he was in the trench with the Belgian soldier?

7. How did Paul's experiences at war change his life (what did he realize on his leave)?

8. What are the realities and hardships of war that Paul experiences near the end of the war?

9. Describe the land and what the trench systems looked like on the Western Front.

10. What is the significance of the bird at the end of the movie? Why?

Plot Summary for All Quiet on the Western Front

- the story begins with a group of young German soldiers repulsing a French attack and counter-attacking
- one of the Germans is wounded and taken to the rear for treatment
- Paul, the narrator of the story, rests and reflects on his days with all his fellow soldiers when they were in school together prior to joining the army and going to war. He remembers how enthusiastic they were to join the army.
- Paul remembers the young men going through basic training under a sadistic sergeant
- they arrive at the front, where they are put into the care of Kap, an experienced sergeant.
- Kap takes Paul and his friends under his wing and teaches them survival skills
- throughout the years at the front, Paul's friends die off one by one
- Paul is wounded but recovers and returns home for a rest
- he gets discouraged when he hears his father and friends talk about the fighting as if it were a glorious affair
- when Paul returns to the front, he gets lost one night in no man's land (the land between the two armies) and is forced to seek shelter in a shell hole
- a French soldier jumps into the hole. Paul attacks and stabs him.
- Paul is forced to spend the night with the wounded man, who slowly bleeds to death
- filled with remorse, Paul promises to write the man's family. Before he leaves the hole, however, he returns the dead man's identification papers.
- Kap is wounded. Paul carries him to the medical station, but it is too late
- Paul becomes the one responsible for the newest recruits. He takes on the role of Kap
- During a lull in the fighting, Paul sees a bird and sketches it, A gust of wind carries his sketch over the edge of the trench. Paul reaches for it and a sniper kills him

The Final Steps to War

1. June 28th, 1914 Archduke Ferdinand is assassinated at Sarajevo by Gavrilo Princip, a member of the Black Hand
2. July 23rd, 1914 Austria-Hungary blames Serbia for the deaths and (with support of Germany) sends Serbia an ultimatum
3. July 26th, 1914 Serbia replies to Austria-Hungary's ultimatum, accepting all terms except one. Austria-Hungary invades Serbia.
4. August 1st, 1914 Russia mobilizes forces (ally/ supports Serbia) and Germany, feeling threatened, orders Russia to stop. Russia refuses and Germany declares war on Russia
5. August 2nd, 1914 France mobilizes/ forces (ally/ supports Russia) and Germany, feeling threatened, orders France to stop. France refuses and Germany declares war on France
6. August 4th, 1914 Germany invades neutral Belgium (neutrality protected by Britain) and Britain declares war on Germany

By August 4th, 1914, all members of the European alliances (except Italy) were at war. Britain's forces included troops from Canada. Thus began "The Great War".

Results of World War I: Fact Sheet

1. Over 14 million people were killed in the war.
2. At the Treaty of Versailles, Germany was forced to pay for all of the damages caused by the war.
3. New nations, like Czechoslovakia, were created out of old European nations by the Treaty of Versailles.
4. Europe was in ruins both politically and economically at the end of the war.
5. At the Treaty of Versailles, Germany was forced to admit that it was to blame for causing the war.
6. Canada's unity was split by the conflict over the use of conscription.
7. There was no attempt at the Treaty of Versailles to limit the size of armies or the arms race among the major powers (except Germany).
8. The Canadian federal government became stronger by the use of income tax and the use of Control Boards to watch over the consumption of products.
9. Canadian women got the vote federally for the first time.
10. About 75 000 of Canadians soldiers returning were permanently disabled and received pensions from the government to compensate.
11. The war by 1918 cost Canada one million dollars per day and left the government with a substantial debt in the 1920s.
12. Many women in Canada were employed for the first time in war industries.
13. Many refugees in Europe fled their homelands and relocated in other areas.
14. The "balance of power" between nations in the world was assured by the defeat of Germany.
15. The export value of Canadian munitions grew by 400% between 1915 and 1918.
16. Four governments ruled by kings were swept away and replaced by democratic types of government in Germany, Austria-Hungary, Russian and Turkey.
17. Canadian troops gained a reputation as some of the best troops in the war.
18. The attempts at the Treaty of Versailles to blame Germany for the whole was set up a situation which resulted in another conflict, twenty years later.

19. The production of Canadian natural products rose by 300% over the course of the war.
20. Civilians (non-soldiers) for the first time were threatened with death or injury as a result of the use of the bomber and the submarine.

World War I Scrapbook Assignment

Use the WWI scrapbooks to complete the following questions on a separate piece of paper.

Trench Warfare (p. 8-9)

1. List three reasons why life in the trenches was difficult.
2. Describe "no man's land" and "over the top".
3. Describe the effects of poison gas.
4. How long would men spend in the trenches? How long did they get to rest?

Life in the Front Lines (p. 12-15)

5. What was another name for lice? Why were some of the methods to avoid lice unrealistic for soldiers' in the trenches?
6. What was "trench foot"? How would a soldier get this ailment? How could it be prevented?
7. Examine the articles on page 15.
 - a) What evidence is there that the Canadians were quite friendly with the enemy during the first war time Christmas in 1914?
 - b) What evidence is there that the Canadians were much less friendly at Christmas in 1916?

Propaganda (p. 33)

8. Read the section "Enemy Atrocities reported...". What emotions would these stories produce in their readers?
9. Examine the poster, "Daddy, what did you do...". What do you think this "Daddy" did in the war? Who is this poster aimed at?

10. Read the poster, "To the Women of Canada". What is the message of the poster? Is it effective and why / why not?

11. Read the "Under the Defence of the Realm Act". What kind of stories could newspapers NOT published during the war?
Why not, do you think?

Fighting the War on the Homefront (p. 34-35)

12. List three ways how Canadians, young and old, contributed to the war effort.

13. According to the Food Controller 1917, what four things were to be produced, consumed and never wasted? Why?

Women and the War Effort (p. 36-37)

14. Name five ways women contributed to the war effort.

Paying for a War (p. 40-41)

15. What three methods were used to raise money to help pay for the war?

16. In 1918, how much did the war cost Canada per day?

17. By 1919, how much had the war cost Canada in total?

Conscription (p. 42-43)

18. Examine the Enlistment / Casualty rate for 1917. Why would Prime Minister Borden introduce conscription?

19. According to the "Military Service Act", who was eligible for conscription? Who was exempted?

20. Examine the "Wartime Elections Act". Who was granted the vote? Who was denied the vote?

World War I: War in Air and War at Sea

Criteria	War in Air	War in Sea
Name of Canadian Force		
Description / Job / Role / Reasoning		
Strategies / Technology/ Weaponry		

Canada's Contribution		
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Diplomacy

The Recreation of the Causes of World War I

It is the year 1914 and your team represents one of the major European powers, about to engage in war. There are six teams in all representing the following countries: **Austria, Russia, Germany, France, Britain and Italy**. Each country has a set of objectives that are TOP SECRET and will form the basis of the strategies each will use in carrying out this war. It is important to keep these objectives secret from all other countries, but you must work toward the fulfilment of as many objectives as possible.

The war is divided into six rounds and each round has four stages:

1. Diplomacy 2. Movement 3. Combat 4. Growth

(1) DIPLOMACY

Teams, acting as the governments of each country meet to determine the best strategy for obtaining the objectives as stated in the **OBJECTIVES CHART**. Remember, you cannot expect to meet all objectives in one year. Long term planning is necessary. Your country will not be able to achieve all objectives without some help from other countries. The **Diplomacy Stage** may also be used to make agreements with other countries. Ambassadors may be sent out to negotiate such agreements (called treaties). All agreements must be dated, signed by a signatory (HEAD OF STATE) of the countries involved and handed into the Control Desk. Indicate the length of time that the treaty is to last. Remember: **NO AGREEMENTS ARE BINDING**.

(2) MOVEMENT STAGE

Play begins with the leader of each country standing, one at a time, and deploying (moving) armies and navies for that year. Armies may move to any adjacent area on land, or they may be convoyed across a body of water by navies- one navy for each army being convoyed. If there is another country's army in the area, and the movement is considered an unfriendly advance, the second country must place at least an equal number of armies in that area. Joint attacks by more than one country are possible. *The first country into an area is considered the defender.* Navies may fight in water areas only and if in port have no fighting value. Navies move and fight in the same manner as armies.

(3) COMBAT STAGE

After all countries have made their moves, battles are fought. Combat is resolved by rolling a die and using the **BATTLE CHART**. Battles are fought in the order in which they occur wherever possible. Armies must retreat to the area from which they were deployed at the beginning of the current year.

(4) GROWTH STAGE

After all battles have taken place, each country will receive additional armies and navies. The number of new armies and navies is determined by looking at the **GROWTH CHART** for the current year of the war. The government will determine the number of armies and navies, but the total must equal the number on the chart.

Diplomacy Game Pre-Game Instructions

1. Each country should assign the following roles:

- a) 1 Head of State
- b) 1 Ambassador / Diplomat
- c) 1 Minister of War
- d) 1 Secretary of War
- e) 1+ Advisors of War

Head of State

Britain - King George V *

Austria - Emperor Franz Josef

Italy - King Victor Emmanuel III

Russia - Tsar Nicholas II *cousin to King George V

Germany - Kaiser Wilhelm II *cousin to King George V

France - President Clemenceau

2. Record every countries starting armies and navies

3. Read over objectives and plan for first movement

Diplomacy Game Rules

- 1. Treaties must be completed for any "friendly" movement or else combat takes place.
- 2. No agreements or treaties are binding.
- 3. All treaties must be signed by prospective countries and given to control desk before each movement stage.
- 4. Armies can only move to adjacent land with the equivalent (or more) armies or navies.
- 5. Armies and navies are interchangeable by converting through "port". There is never any combat in port. Therefore to move from land to sea and vice versa takes TWO moves.
- 6. No one may enter Switzerland ever.
- 7. In the case of combat (unfriendly movement) the first country into the area is the defender.
- 8. Armies retreat to area from which they were deployed at the beginning of the current year.
- 9. Control Desk makes final decisions or can "strike down" an army or navy with sickness etc. if necessary.

10. Winner of game is decided by adding up points gained by achieving objectives at the end of 1918 (last round).

Heritage Minutes

In groups of 4, you will write and perform a Canadian Heritage Minute based on a person or event from World War I. Your performance can be done live in class or filmed.

What is a Heritage Minute?

A Heritage Minute is a short narrative that describes a Canadian hero or a significant Canadian event from the past. Your Heritage Minute must be based on a person or event from World War I.

Selecting a Role

First, you must decide what each person in the group will do. Each group member will have a **primary role** to play in the production of the Heritage Minute. However, remember that your primary role is not the only role you play. **Every member of the group will contribute to every aspect of the production.** For example, the scriptwriter will also act in the performance, though his or her part will be small compared with the principal actors.

Here are the roles:

1) **1) Director**

The director is the creative leader behind the production. He or she will decide **how** the performance is done.

2) **2) Scriptwriter**

Collaborating with the director and the actors, the scriptwriter is responsible for writing the script and the storyboard.

3) **3) Actors (2)**

The actors are the principal performers in the production.

Selecting and Researching a Topic

Here are some suggestions:

1. 1. Billy Bishop
2. 2. Emily Murphy
3. 3. Henri Bourassa
4. 4. John McCrae
5. 5. Vimy Ridge
6. 6. Conscription
7. 7. Canadian Homefront
8. 8. No man's land

Storyboarding

Once you have finished writing your script, you must put together a storyboard. Whether you are filming your Heritage Minute or not, you must complete a storyboard. A storyboard is a detailed plan

of what you plan to shoot on video. Your storyboard will consist of these headings: Sketch, Action,

Thinking / Inquiry	Level 1	Level 2	Level 3	Level 4
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and Narrative/Sound.

Due Date: _____
Rubric for Heritage Minutes

Research of topic	Script research shows limited accuracy and use of texts	Script research is mostly accurate and shows moderate evidence of use of texts	Script research is accurate and shows evidence of competent use of texts	Script research is accurate and shows evidence of information from sources other than provided texts
Communication	Level 1	Level 2	Level 3	Level 4
Writing Skills	Language is occasionally concise and suitable; grammar and spelling are rarely correct	Language is sometimes concise and suited to the topic; grammar and spelling are sometimes correct	Language is frequently concise and suited to the topic; grammar and spelling are usually correct	Language is concise and suited to the topic; grammar and spelling are correct
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Direction	Poor shift from scene to scene; actors move aimlessly or stand still; poor use of space	Awkward shift from scene to scene; actors move with some degree of purpose; awkward use of space	Good shift from scene to scene; actors move with purpose; appropriate use of space	Seamless shift from scene to scene; actors move with skill and purpose; skilful and creative use of space
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Application	Level 1	Level 2	Level 3	Level 4
Storyboard connection to script	Storyboard follows action of the script only minimally	Storyboard follows action of the script some of the time	Storyboard follows action of the script accurately and competently	Storyboard follows action of script precisely and connects almost all of the details
Storyboard presentation	Storyboard lacking organization; pictures are incomplete; fewer than 6 frames	Storyboard is adequately laid out; pictures show some clarity; 6-8 frames used	Storyboard is clearly laid out; pictures are neat and easy to understand; 9-10 frames used	Storyboard is neat and clearly laid out; pictures are well-drawn and adds to understanding of script; 11+ frames

World War I Poster Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
- knowledge and accuracy of WWI events and personages	- demonstrates inadequate knowledge of WWI events and/or personages; details not accurate (or complete lack of detail or irrelevant detail); no research	- demonstrates some knowledge of WWI events and/or personages; 1-2 details which are somewhat accurate, but also somewhat vague; little evidence of research	- demonstrates solid knowledge of WWI events and/or personages; 3 specific details that accurately reflect historical facts; evidence of research	- demonstrates thorough knowledge of WWI events and/or personages; 4 or more specific details that accurately reflect historical facts; evidence of research; consults textbook and sources not provided in class
- selection of topic and images	- choice of topic and images is inappropriate and demonstrates lack of thinking	- choice of topic and images is adequate, but reflects limited inquiry	- choice of topic and images is appropriate (i.e. related to WWI) and reflects some inquiry	- choice of topic and images is highly appropriate and reflects thoughtful inquiry; images are relevant and nicely encapsulates WWI events and/or personages (i.e. picture tells story better than a thousand words)
- use of text	- use of text inappropriate; lacks purpose; too much text (more than 20 words)	- use of text appropriate, but lacks purpose; does not add anything to the overall quality and/or interpretation of the text; too much text (more than 20 words).	- appropriate and purposeful use of text; conveys relevant information; economic use of text (approx. 15 words).	- appropriate and skillful use of text; conveys relevant information; purposeful and adds to the overall quality and/or interpretation of the poster; catchy title/slogan; thoughtful placement of text--skillfully integrated into poster; economic use of next (approx. 10-15 words).
- elements of design: line, texture, color, shape/form, value, space principles of design: repetition, balance, emphasis, contrast, unity	- did the minimum or the poster was never completed	- did the poster adequately, yet it shows lack of planning and little evidence that an overall composition was planned.	- the poster shows that the designer applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.	- planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.
- effort/perseverance	- the poster was completed with minimum effort.	- finished the poster, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy idea.	- worked hard and completed the poster, but with more time or effort it would have been outstanding.	- the poster was continued until it was complete as the designer could make it; gave it effort far beyond that required; pride in going well beyond the requirement.

Canadian History

Unit 3: Between the Wars

Canada in the 1920s and 1930s

People

Who	What?	Historical Significance
Billes Brothers		
Agnes McPhail		
Ted Rogers		
Armand Bombardier		
Group of Seven		
Bobbie Rosenfeld		

Events

Event	What?	Historical Significance
Statute of Westminster		
Chautauqua		
CCF		
Social Credit		
Pier 21		
Persons Case		
Union Nationale		
Bennett's New Deal		
"Black Tuesday"		

Learning Portfolio: Canada Between the Wars 1919 – 1939

People

Ted Rogers
Armand Bombardier
Foster Hewitt
Mackenzie King
R.B. Bennett
Group of Seven

Events

Winnipeg General Strike
Person's Case
Charleston
Statute of Westminster
Branch Plants
Black Tuesday
Five Cent Speech
New Deal
On to Ottawa Trek

Introduction: Canada Between the Wars

After the First World War, Canada faced economic hardship. During the great boom of the war years, demand for goods was high and prices rose accordingly. When the soldiers returned, they found that things cost nearly twice as much as they had before the war. To make matters worse, many industries fell into a slump. Factories that thrived during the war had to cut production significantly or closed down altogether. For the war veterans, this meant that jobs were hard to find. Many turned to the labour movement, which gained the national spotlight as unions demanded the right to strike. The Winnipeg General Strike of 1919 came to symbolize workers' discontent.

Once the economy improved during the early part of the 1920s, Canada experienced one of the greatest economic booms in its history. American companies invested in Canada's natural resources and manufacturing industries. A seemingly endless supply of new products, such as vacuum cleaners, stoves and refrigerators became available. Automobiles and radios had the greatest impact on the social and economic life of Canadians. The stock market boomed with new investors.

The 1929 stock market crash wiped out the huge stock market gains and signaled the beginning of the Great Depression. The successive governments of Mackenzie King and R.B. Bennett struggled to solve the social and economic problems of the Depression. Many Canadians began to look at alternative political parties such as the Cooperative Commonwealth Federation (CCF), the Social Credit Party and the Union Nationale.

The outbreak of the Second World War in 1939 brought back the war economy and the Depression came to an end.

Labour Unrest: Post World War I

1. Complete the following chart based on the class role play and Spotlight Canada p. 138-139.

Group	Feelings / Grievances / Resentments / Demands after WWI
Women	
Veterans	
Workers	
Factory Owners	

2. Why did the Canadian government and employers react with alarm to the 1917 Russian Revolution?

3. What was the One Big Union? What did it believe?

Winnipeg General Strike (Film)

1. List the three demands behind the general strike.
2. What were some reasons behind the general strike?
3. How many workers walked out in May, 1919? _____
4. What did the strikers do at the beginning of the strike compared to the end of the strike?
5. What were the special police?
6. Outline the events of June 16th.
7. Outline the events of June 21st, “Bloody Saturday”.
8. What were the short term and long terms effects of the strike?
9. What is the significance of the names George Armstrong, John Queens and William Ivens?
10. What is the significance of the name J.S. Woodsworth?

Between the Wars: **“Good Bright Days 1919-1927”**

1. After the end of WWI, what signs of peace were there back in Canada?
2. Provide two reasons why many Canadians did not return home until one year after the armistice.
3. What evidence was there of a “communist red-scare” in Canada?
4. Upon their return from overseas, what things did veterans receive?
5. Who was Laurier’s liberal successor? _____
6. From 1900 – 1921, what industrial changes had occurred?
7. What leisure activities did people enjoy in the 1920s?
8. What changes took place in women’s fashion and behaviour?
9. How had Canada’s relationship with the U.S. changed since 1900?
10. What were the two great scientific miracles of the 1920s?

Between the Wars: “Sunshine and Eclipse”

1927 – 1934

1. What proof was there of continued economic prosperity?
 2. What did Medcalf and Tulley attempt? Were they successful?
 3. In 1928, the greatest crop was _____.
 4. What fashions were popular at this time? How much did they cost?
 5. How did Canada profit from prohibition in the United States.
 6. Who was the Group of Seven?
 7. What happened on October 29, 1929 aka “Black Tuesday”?
 8. How did P.M. King’s “five cent speech” lead to his defeat in the 1930 election?
 9. List examples of human suffering as a result of the Great Depression.
 10. a) Who was the best known announcer of his day? _____
b) Who became worldwide celebrities on their birth in 1934?
-

1920s Scrapbook Activity

Students should answer the following questions on a separate piece of paper.

Life in the 1920s

1. a) List five new products that emerged during the 1920s. (p. 2-3)
- b) What do most of these new products have in common?
2. a) List 5 examples of slang and its meaning from the 1920s. (p. 6)
- b) Write 3 sentences using the slang in the proper context of the 1920s.
3. Why were telephone operators so important? (p. 7)
4. Name three things a teacher was not allowed to do in the 1920s. (p. 10)
5. Describe four characteristics of men's and women's fashions in the 1920s. (p. 18-19)

Entertainment and Culture (p. 22-23)

6. Name 5 dances of the 1920s.
7. Who was the Group of Seven? What did they focus on?
8. Name three forms of entertainment in the 1920s. Why would these activities be popular?
9. Explain the reasons for the popularity of church-centered activities.

Sports (p. 24-25)

10. Who was Lionel Conacher? Name the sports that he played. (p.9)
11. What was the schooner "Bluenose" famous for?
12. Who made the first radio broadcast of a hockey game in 1923?
13. Name five popular sports of the 1920s.

Prohibition (p. 26-29)

14. When did prohibition occur in Ontario?
15. What was the Windsor-Detroit area known as during Prohibition?
16. What was the danger of drinking bootleg booze?

17. How did the Hamilton man make a living?

Transportation and the Automobile (p. 32-35)

18. List 5 methods of transportation during the 1920s.

19. What three items did Armand Bombardier use to make the snowmobile?

20. a) Give three reasons why the Model T was the most popular car.

b) Why do you think the price decreased from 1917 to 1924?

21. Examine the chart "Automobiles of Canada in the 1920s". Which models still are still produced today?

22. Outline two problems in the performance and maintenance of automobiles in 1920s.

Canada's Growing Autonomy

During the twentieth century, Canada began to take steps towards full autonomy (complete control over its own affairs) and becoming an independent nation.

TASK

1. Using the key years listed below, create a graph (bar / line) and plot the RATE (in terms of percentage 0%-100%) of Canada's growth towards full independence and autonomy.

1867 - Confederation

1899 - Boer War

1909 - Naval Crisis

1917 - Vimy Ridge

1919 - Treaty of Versailles

1922 - Chanak Affair

1926 - Balfour Report

1931 - Statute of Westminster

2. Below the graph, identify EACH event/year and explain how it fueled Canada's growth towards autonomy and independence.

DUE DATE: _____

Knowledge / Understanding	<ul style="list-style-type: none"><i>all events are identified and explain its contribution to Canada's growth towards autonomy and independence</i>
Communication	<ul style="list-style-type: none"><i>graph is organized, neat, logical and clearly plots Canada's growth in autonomy and independence</i><i>explanations are clear, to the point and logical</i>

1930s Scrapbook Activity

Name: _____

Answer the following questions on a separate piece of paper.

From Boom to Bust p. 2-3

1. Describe three examples / situations of how people lost everything.

A Decade of Hunger... Cold... and Fear p. 6-7

2. Name three places where people could live.
3. Why did the "Bennett buggy" replace the automobile for some people?

Out of Work p. 8-9

4. Read the letter to Prime Minister Bennett. List three problems faced by the Hamilton woman. Why would women like this write to the prime minister.

On the Dole p. 10-11

5. Why were relief payments never in cash?
6. Outline five criteria for eligibility of direct relief payments.

Dust, Drought... and Grasshoppers p. 14-15

7. What year did the worst grasshopper plague hit Manitoba?
8. Name three problems caused by grasshoppers in the prairies.
9. What caused dust storms?

Riding the Rods p. 24-25

10. Describe three aspects of soup kitchens.
11. Explain the dangers of "riding the rods".

Government Camps p. 26-27

12. List three complaints of relief camps.
13. Outline five rule / regulations of relief camps.

New Politicians p. 38-39

14. Compare the programs of the Social Credit Party, the CCF and the Union Nationale by recording the first item in each of the programs.

Diversions and Sports p. 46-47

15. Name four diversions that entertained Canadians during the 1930s.

Political Responses to the Depression

Complete the following chart using Spotlight Canada p. 199-202

Party	Leader	Party Policies
Social Credit Party		
Co-operative Commonwealth Party (CCF)		
Unione Nazionale		

Review Sheet: Canada Between the Wars (1919-1939)

1. Explain one reason why each of the following groups of people were upset / resentful following WWI:

women _____

veterans _____

workers _____

2. Explain two ways Canada's economy changed during the post war:

3. Define and explain collective bargaining: _____

4. Three demands behind the Winnipeg General Strike were : _____

and _____ and _____

5. Match the most correct statement / definition to the term by placing the letter in the space.

___ Bluenose A. day of rioting and violence which ended the Winnipeg General Strike

___ Lionel Conacher B. the ban of sale, distribution and production of alcohol

___ Bloody Saturday C. invented the first battery-less radio

- ___ Charleston D. family of quintuplets born during the depression
- ___ Flapper E. made Canada completely self-governing
- ___ Prohibition F. vouchers given to the unemployed during depression
- ___ Bootlegging G. protest movement starting in British Columbia against conditions of relief camps
- ___ Ted Rogers H. buying items with a small down payment and paying over time with interest
- ___ Foster Hewitt I. a famous Canadian schooner featured on the dime
- ___ Dionne's J. Canadian actress featured in Hollywood movies of 1920s
- ___ Mary Pickford K. the smuggling and selling of illegal alcohol
- ___ Group of Seven L. hopping on trains to travel & look for jobs during 1930s
- ___ Statute of Westminster M. paying 10% price of stock and pay broker back with profits
- ___ riding the rods N. women's fashion of the 1920s of loose clothing
- ___ relief O. one piece of ownership in a company
- ___ Bennett Buggy P. day of stock market crash (October 29, 1929)
- ___ On to Ottawa Trek Q. male super athlete of the 1920s who played many sports
- ___ Buying on Margin R. mass produced during 1920s as result of assembly line
- ___ Buying on Credit S. famous radio announcer of Hockey Night in Canada
- ___ Stock / share T. artists and painters who focused on Canada's landscapes
- ___ Black Tuesday U. popular dance of the 1920s
- ___ Model T V. car with engine removed and pulled by a horse

6. Explain one two reasons how technology (automobile, airplanes, radio, electric appliances) impacted Canada during the 1920s and 1930s: _____

7. Give two reasons why the 1920s did not benefit the Aboriginals of Canada:

8. The "Person's Case" was when the _____ Five asked Parliament if _____ were considered "persons" under the law. Women wanted to be appointed to the _____, however the _____ of Canada ruled that women were not "persons". The _____ Five then appealed to the _____ Council of Britain who ruled that women were indeed "persons" and could be appointed to the _____. The first Canadian woman to be appointed to the _____ was _____.

9. The Prime Minister of Canada during the 1920s was _____. Who won the election of 1930? _____ Who won the election of 1935? _____

10. Explain what caused the stock market crash of 1929.

11. Explain two reasons / causes of the Great Depression.

12. Give two reasons why the prairies were "worse off" during the 1930s.

13. Complete the following chart:

Party Name	Party Policies	Party Leader
Communist Party		
		William Aberhart
	-protect French language, culture -increase minimum wage and workers compensation	
		J.S. Woodsworth

Canadian History

Unit 4: World War Two

Canada and WWII

People

Who	What?	Historical Significance
Norman Bethune		
William LM King		
Igor Gouzenko		
C.D. Howe		
Lester Pearson		
Louis St. Laurent		

Events

Event	What?	Historical Significance
Munich Agreement		
Nazi-Soviet Pact		
Battle of Hong Kong		
Bren Girl		
War Measures Act		
Cold War		
St. Louis		
Miracle of Dunkirk		
Battle of Dieppe		
SS Caribou		
United Nations		
Marshall Plan		

Learning Portfolio: World War II

People

Adolf Hitler
Benito Mussolini
Mackenzie King
Adrian Arcand

Events

Fascism
Nazism
Munich Agreement
Anti-Semitism
Holocaust
United Nations
D-Day
Dieppe
St. Louis
Convoys and Corvettes
Camp X
Internment

The Wave (film)

1. What was Mr. Ross' motivation behind his experiment "the Wave"?

2. Complete the chart below.

Changes or Innovations introduced by Mr. Ross	Reaction / Impact of Changes on Students /Classroom / School

3. a) Name the 4 principles or mottos of the "Wave".

b) Why are these mottos effective?

4. Why does Mr. Ross set up the rally and want all "Wave" members in attendance?

5. What happens at the rally?

6. What was the point or lesson of Mr. Ross's experiment or "The Wave"?

Reflection

7. Do you think an experiment like the "Wave" would be successful today? Why or why not?

8. How does the film "The Wave" parallel the actions of the Nazis and the German people prior to and during WWII?

WWI and WWII Comparison Chart

Find parallels between the causes of WWI and WWII. In a chart, please show the parallel causes of WWI and WWII. Try to identify how the events of column one are similar to the events of column two.

Task: Having fully defined and explained the terms below, link them together where possible as causes of WWI and WWII. You can use The Treaty of Versailles, 1919, specifically Article 231 and 232 or any other relevant information.

Causes of WWI	Causes of WWII
Schlieffen Plan	Mein Kampf
Nationalism	Lebensraum
Imperialism	Anschluss
Militarism	Rome-Berlin Axis
Arms Race	Rhineland (remilitarization)
Alliance System	Appeasement
Balkan Powder Keg	Hitler
“the spark” in Sarajevo	Munich Agreement
	Nazi-Soviet Pact
	Blitzkrieg

War on the Horizon: Germany after World War I

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Spotlight Canada p. 213-216

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1. Name the 4 areas / problems that Germany experienced after WWI:

2. List 5 effects that the Treaty of Versailles had on Germany.

3. a) How did the German government pay off its debts?

- b. What problems did this create?

4. Give 5 examples explaining the value of the German mark / wages / items.

5. Explain 5 ways the Great Depression affected Germany.

6. What did Hitler claim was the cause of Germany's economic problems?

7. Name the three political parties of Germany after WWI:

8. Outline the beliefs of the Nazi party.

9. Give two reasons why the political and economic instability of Germany would work to Hitler's and the Nazi's advantage.

Adolf Hitler and the Nazi Party 1919 – 1929

What of Adolf Hitler and the Nazi party? Who was he and who were they? How could a “funny little man” with an eighth grade education carry his party from its small beginnings in a Munich beer cellar to its dominant position in world politics in fourteen years? Was Hitler peculiar or was it his success that was unusual?

Adolf Hitler was born in Austria on April 20, 1889. He was the fourth of six children. The first three children died in a diphtheria epidemic in 1888. A fifth child died of measles at age six. Only Adolf and Paula, born in 1896 survived. Hitler's stepfather, a custom's official, died when Adolf was fourteen. Hitler's first years in school were very successful and he got all A's, but at age eleven he entered a technical school where his grades became so poor that he left school at sixteen.

Hitler received unusual attention from his mother, perhaps to compensate for the loss of the first three children. She always encouraged him, even spoiled him. Hitler's mother died of cancer in 1907. Hitler disagreed with Dr. Block, the Jewish doctor, over the treatment for his mother, and blamed the doctors for his mother's death.

Hitler lived in Vienna from 1907 – 1913. In 1909 he applied for admission to the Academy of Art in Vienna and was rejected twice for lack of talent. He made a living by selling small paintings. Although he was eligible for military service in Austria, he managed to avoid it for four years.

In 1913 Hitler moved to Munich, Germany. Now twenty four, he joined the Germany army and took part in heavy fighting in France in World War I. In October 1916, he was wounded in the leg and sent back to Germany. After returning to the front lines in March 1917, he was the victim of a gas attack by the British in October 1918. Temporarily blinded, he was recovering in the hospital when the news reached him of the armistice.

Hitler had entered the military service as a quiet, reserved soldier. His commanding officer felt that Hitler had no capacity for leadership. He never rose above the rank of lance-corporal, although there were heavy losses in his units. Nonetheless, Hitler had demonstrated bravery and was decorated with the Iron Cross, which was most unusual for someone of such low rank.

The war had been the greatest experience in Hitler's life. He loved the comradeship, discipline and excitement of army life. From these experiences emerged the central ideas he was to pursue later: his belief in the inequality of races and individuals, the heroic virtues of war and the insistence that the Germany army was never defeated in World War I.

In 1919 Adolf Hitler was thirty years old. He was out of work: actually he had never really worked. He returned to chaotic Munich, where he found many ex-servicemen's associations set up in opposition to those who “lost the war”: profiteers, politicians and Jews who were blamed as those who “stabbed the army in the back.” Hitler took a course in political instruction, which was given to soldiers and became an instruction officer himself. The quiet soldier of the recent war who felt speechless in a small group was changing character.

In September 1919, Hitler was asked by the army to investigate the German Workers Party. The party had been organized in March 1918 and had tried to join workers and nationalists. Hitler met with a few party members in a Munich beer cellar, the Sterneckenbrau. Invited back, he joined the group as party

member seven. Apparently Hitler believed that the only change he had to play a leading role in German politics was with a party, starting at the bottom.

In 1920, Hitler transformed the party to the National Socialist German Workers Party (National Sozialistische Deutsche Arbeiter-Partei- SMDAP). The Twenty-five Point Program of the party was announced on February 25, 1920. It seemed an obscure event, but future events proved it to be very significant.

By 1922 Hitler had become a well-known figure around Munich and in the state of Bavaria. He often hired a dozen beer halls and dashed from one to another to deliver his speeches, he always hammered away at his basic themes: hatred of Jews and Communists, the injustice of the Treaty of Versailles, and the fact that the German army had been sold out by pacifists and Jews.

One of his bitterest critics, Otto Strasser, wrote: "Hitler responds to the vibration of the human heart with the delicacy of a seismograph...Adolf Hitler enters a hall. He sniffs the air. For a minute he gropes, feels his way, senses the atmosphere. Suddenly he bursts forth, his words go like an arrow to their target... he touches each private wound on the raw, liberating the mass unconscious, expressing the innermost aspiration, telling it what it most wants to hear."

On November 8, 1923, Hitler and his followers attempted a Putsch (takeover of the government) in Munich. In the two-day struggle sixteen Nazis were killed. Hitler fled, but was captured on November 11. The Nazi movement was apparently over.

After a trial of twenty-four days, Hitler was given the minimum sentence of five years in jail. He was sent to Landsberg Prison near Munich. Prison life for Hitler was hardly a sobering experience. He grew fat, entertained many visitors, and dictated a book, *Mein Kampf* (My Struggle). Published in 1925, the book sold 9473 copies that year.

Freed from prison in December 1924, Hitler found his party in shambles. The unsuccessful Putsch had taught him that the Nazis must come to power legally. All of Hitler's oratorical prowess was needed to rebuild the party and to recruit new membership.

Given the relative peace and prosperity of Germany during this time, who would want to join the Nazi Party? At this time Nazism united the disillusioned of every class: the army officer who couldn't find his role in civilian life, the ruined capitalist, the unemployed worker, the unemployed clerk, the university student who had flunked his examinations, and the incompetent lawyer or blundering doctor. All of these people could exchange their shabby clothes for the smart uniforms of the Nazi and seek new hope in Hitler's promises.

Hitler and the Nazis proclaimed was a normal state of life, Hitler felt that people could fight only if they had one common and permanent enemy. Historians disagree on the source of Hitler's anti-Semitism. He always claimed it came from his day in Vienna.

The Nazis proclaimed that the salvation of the world depended on the German race; it was the symbol of all creative genius. The counter race was the Jews, and it was the Nazi duty was to destroy the counter race. Hitler had explained it clearly in a Munich speech on July 28, 1932:

"The Jew has never founded any civilization, though he has destroyed hundreds. He possesses nothing of his own creation to which he can point, everything he has is stolen. Foreign people, foreign

workmen build his temples; it is foreigners who shed their blood for him. He has not art of his own; bit by bit he has stolen it all from other peoples. He does not even know how to preserve the precious things others have created.”

The Nazis operated as a state within a state. Hitler’s storm troopers (Sturm Abteilungen-SA) policed Nazi meetings and often broke up opposition party meetings. The Nazi did everything possible to attract attention; they used slogans, posters and rallies. Party membership grew from 17 000 members in 1926 to upward of 60 000 members in 1928.

Despite the activity and dynamism of the party, the political instability of 1924 – 1929 hurt the Nazis. Nazi representation in the German parliament, the Reichstag, gradually declined. From 1924 to 1928 their membership dropped from 32 to 12. The party seemed on the way to permanent obscurity. Only a major calamity for the Weimar Republic could ever make the Nazis a factor in the German political scene.

Hitler's Germany: 1933 - 1936 (film)

1. How many Germans were out of work by 1927?

- a. 1 million
- b. 2 million
- c. 6 million
- d. 16 million

1. He was Hitler's propagandist, and spread the Nazi message to the German people.

- a. Goebbels
- b. Himmler
- c. Mussolini
- d. Hindenburg

1. President Hindenburg appointed Hitler _____ of Germany in 1933.

- a. President
- b. Furher
- c. Chancellor
- d. Dictator

1. Who did Hitler blame for burning the Reichstag the week before the election?

- a. Jews
- b. Gypsies
- c. Germans
- d. Communists

1. What did the Enabling Act give Hitler the power to do? _____

2. On the Night of the _____, Hitler had Ernst Rohm, the leader of the SA (storm troopers) executed.

- a. Broken Glass
- b. Long Knives
- c. Black Hand
- d. Master Race

1. Who was given control of the secret police and the concentration camps?

- a. Hindenburg
- b. Himmler
- c. Rohm
- d. Goebbels

1. Hitler named himself _____ after Hindenburg's death in 1934.

2. Members of the _____ swore an oath to Hitler at the age of 10.

3. Girls had to be healthy to become mothers of the _____.

4. Event though it was banned by the Treaty of Versailles, Germany began building its _____, _____, _____.

5. German children were taught to hate _____.

6. In March 1935, Hitler implemented universal _____ service to enlarge his army.

14. Why was Hitler embarrassed at the 1936 Olympics?

Swing Kids: Movie

1. What do Peter and Thomas think of the HJ or Hitler Youth at the beginning of the movie?
2. Why is "swing" music and dancing prohibited?
3. a) Why does Peter join the HJ?

b) What does Thomas then do? Why?
4. Why is Arvid beaten? How does this change him?
5. What are the HJ's taught about the Jews? How?
6. Why does Arvid refuse to play the song requested by the Nazi official?
7. What happened to Peter's father? Why?

8. What happens to Thomas's father? Why?
9. What happens to Arvid at the end of the movie? Why?
10. How does Thomas's character and attitude towards Nazism and his friends change during the movie?
11. What decision does Peter make at the end of the movie?
12. What can be learned from Peter's actions?

Road to World War II: 1919-1939

1919

- APRIL 28 - League of Nations founded
- JUNE 28 - Treaty of Versailles is signed

1921

- JULY 29 - Adolf Hitler becomes leader of the National Socialist German Workers Party (NAZIS)
- National Socialist Party (Nazi) led by Hitler criticizes the German democratic government (Weimar Republic) and supports the theory that all Germans were part of an Aryan superhuman race and all others (Jews, gypsies, Slavs) were to be eliminated

1923

- NOV. 8 / 9- Beer Hall Putsch: Nazi attempt to overthrow the Munich government fails, and Hitler sentenced to prison where he wrote Mein Kampf (My Struggle) – his plan for attaining power

1925

- JULY 18 – Hitler's book, Mein Kampf is published

1926

- SEPTEMBER 8- Germany admitted to the League of Nations

1928

- vast increase in Nazi power in German parliament (Reichstag)

1929

- OCTOBER 29 – Stock Market on Wall Street crashes

1930

- SEPTEMBER 14 - Germans elect Nazis making them the 2nd largest political party in Germany

1931

- Japan's occupation of Manchuria leads the League of Nations to condemn Japan. However the League of Nations does nothing to force Japan out. Japan resigns as a member of the League of Nations.

1933

- JANUARY 30 - Hitler appointed Chancellor (Prime Minister) of Germany by President Hindenburg

- FEBRUARY 27 - a week before the election, the Reichstag burns. Hitler blames it on the Communists.
- Nazi party only had a small majority in the Reichstag (parliament), but arrests his opponents, has another vote to and gains the power to re-write Germany's constitution
- MARCH 23 - Hitler passes the Enabling Act (power to make own laws, abolish political parties, and open concentration camps), establishing himself as dictator
- APRIL 1 – Nazi boycott of Jewish owned shops
- JULY 14 – Nazi party declared only party in Germany
- OCTOBER 14 – Germany resigns from League of Nations

1934

- Japan builds battleships
- JUNE 30-“Night of the Long Knives”
- AUGUST 2- President Hindenberg dies
- AUGUST 19 - Hitler names himself Furher (dictator) of Germany

1935

- MARCH 16 – Hitler violates the Treaty of Versailles by introducing military conscription
- SEPTEMBER 15- German Jews stripped of rights by Nuremberg Race Laws

1936

- FEBRUARY 10 – German Gestapo is placed above the law
- MARCH 7 - Germany marches into Rhineland (violation of Treaty of Versailles) and League of Nations takes no action
- MAY 9 - Italy invades Ethiopia and the League of Nations takes no action
- Non-aggression treaty signed between Italy, Germany and Japan = AXIS powers

1938

- MARCH 12 / 13 - Germany invades Austria (Anschluss = union)
- SEPTEMBER 30 – British Prime Minister Chamberlain appeases Hitler at Munich
- OCTOBER 15 - Sudetenland (northwest part of Czechoslovakia) occupied by Germany
- NOVEMBER 9 / 10 – “Night of the Broken Glass” (also called Kristallnacht or Night of the Broken Crystals)

1939

- FEBRUARY – Japan continues advances and threatens Hong Kong (a British colony)
- MARCH 15/16. – Germany takes rest of Czechoslovakia (violation of Munich Agreement)
- APRIL. – Italy occupies Albania
- MAY 22- formal treaty “Pact of Steel” signed between Italy and Germany (Rome-Berlin Axis)
- JULY - U.S. decreases trade with Japan
- AUGUST 23- Soviet Union signs Non-Aggression Pact with Germany
- AUGUST 25 – Britain and Poland sign Mutual Assistance Treaty
- SEPTEMBER 1- Nazis invades Poland
- SEPTEMBER 3 – Britain, France / Austria / New Zealand declare war on Germany
- SEPTEMBER 4 – British Royal Air Force attacks the German navy

SEPTEMBER 5 – United States proclaims neutrality

SEPTEMBER 10 – Canada declares war on Germany; Battle on Atlantic begins

SEPTEMBER 17 – Soviets invade Poland

World War II Movie Review

The last century has produced many films that feature instrumental moments in history; namely in wars or conflicts. WWII is a classic example, where directors like Stephen Spielberg and actors like Tom Hanks have directed and acted in many films that attempt to re-tell history through dramatic and accurate accounts.

Examine a movie based on WWII and complete a movie review as outlined below.

Saving Private Ryan
Tora Tora Tora!
Swing Kids
Enemy at the Gates
Thin Red Line
Schindler's List
Story of Anne Frank
Pearl Harbour
Life is Beautiful
Jacob the Liar
A Bridge too Far
Stalingrad
Das Boot
Other _____

MOVIE REVIEW CRITERIA

1. List the cast:
 - main actor/actress
 - supporting actor/actress
 - director
 - running time
 - rated
2. Provide a 100 word maximum plot summary of the film.
3. Critique/ review:
 - a) Is the movie historically accurate? Give examples
 - b) Does the movie show all viewpoints of the war? Give examples.
 - c) Is the movie believable or realistic? Give examples.
 - d) What evidence is there of "Hollywood" in the movie? (ie. romance, sub-plot, sound, visual, humour etc.)
 - e) Is the ending of the movie suitable or believable? Explain.
 - f) ½ page personal commentary / reflection / rating

DUE DATE: _____

HOLOCAUST POSTERS ASSIGNMENT

1. Take a close look at **each** of the posters. Read the captions and pay attention to the pictures. Once you have had the chance to see each poster, decide which one you feel is the most powerful.
2. In the poster you have selected, find a picture of **one person**.
3. From the point of view of the person you have selected, write a story about life during the holocaust. Your story must:
 - a. Include research information collected from the posters (use information from each of the 4 “sections” so that you can demonstrate progression over time).
 - b. Reflect deep thought and insight (beyond just the facts) about life during the holocaust.
 - c. Authentically reflect not only what the posters show but the horror and devastation of the holocaust.
4. Some questions to consider before/as you complete your assignment:
 - a. What, in terms of content, makes certain posters “powerful” or not?
 - b. If you and your family were in Europe during WWII, in to which group of people would you have fit?
 - c. If you were a German during WWII, what do you think your attitudes and actions would have been?

RUBRIC

	Level 4	Level 3	Level 2	Level 1
Knowledge & Understanding - use of dates, events, people, etc.	Very clearly reflects accurate content of posters	Accurately reflects content of posters	Reflects little content of posters	Does not reflect content of posters
Thinking & Inquiry - goes beyond repetition of facts	Very clearly demonstrates deep thought & insight about life during the holocaust	Clearly demonstrates deep thought & insight about life during the holocaust	Demonstrates some deep thought & insight about life during the holocaust	Does not demonstrate deep thought & insight about life during the holocaust
Application - connects to elements of daily life	Very clearly connects to elements of daily life	Clearly connects to elements of daily life	Connects somewhat to elements of daily life	Does not connect to elements of daily life
Communication - use of storytelling to relate historical facts - appropriate use of grammar, spelling, etc.	Use of storytelling very clearly relays historical facts Excellent use of appropriate grammar, spelling, etc	Use of storytelling clearly relays historical facts Good use of appropriate grammar, spelling, etc	Use of storytelling somewhat relays historical facts Some use of appropriate grammar, spelling, etc	Use of storytelling does not relay historical facts Appropriate use of grammar, spelling, etc. not apparent

Holocaust: Picture Gallery

A holocaust is a disaster that results in the large-scale destruction of life. The Holocaust refers to the annihilation of millions of Jews and other people by Hitler and the German Nazis during World War II.

TASK: Individually, students will research and create a "picture gallery and captions" that relate to a specific topic of the Holocaust.

STEP 1 – Pick ONE topic from the topic list that will be the focus of your research and picture gallery

STEP 2 - Research your topic using the Internet, library, textbook etc. making handwritten notes

STEP 3 – Find a minimum of FIVE pictures that relate to your topic. The pictures may be taken from books, magazines, Internet, library sources and can be scanned, photocopied or printed from computer.

STEP 4 – Using your research notes and selected pictures, write a 25 word minimum caption that identifies and explains the importance and relevance of each picture.

STEP 5 – Read the following passage.

Was it just Hitler and his fellow Nazis who gave the orders? What of the guards who ran the camps, chemical workers who made the poison gas, railway workers who carried thousands to the camps, ordinary citizens who watched their neighbors disappear and said or did nothing, those who claimed that they were innocent because they simply did what they were told, the nations who looked the other way before and during the war, or Canada, which refused to admit Jewish refugees in the 1930s. Who bears the guilt?

Drawing from your research on the Holocaust and the knowledge gained from class work / discussions / activities, write a 200 word MAXIMUM reflective paper that answers the questions:

- a. In your opinion, "who bears the guilt?"
- b. What lessons must be learned from the Holocaust?

STEP 6 – Create a booklet / poster / collage / storyboard that includes all pictures, captions and reflective paper, research notes and rubric.

DUE DATE: _____

TOPIC LIST

- Concentration / extermination camp (Auschwitz, Dachau, Treblinka, Bergen-Belsen)
- Life in ghettos
- Life in concentration camps

- **Warsaw Ghetto Uprising**
- **Role of SS of SA**
- **Story of Anne Frank**
- **Anti-Semitism**
- **Final Solution**
- **Medical Experiments**
- **Holocaust Memorials (Yom Hashoah)**
- **Stories of Holocaust Survivors / righteous Gentiles (rescuers)**
- **Nuremberg Trials**
- **Other (approved by teacher)**

HOLOCAUST PICTURE GALLERY RUBRIC

Category	Level 4	Level 3	Level 2	Level 1
Knowledge / Understanding 6 marks	-all captions are complete and historically accurate and include detailed evidence	-captions are complete and are historically accurate with evidence	-some captions have accurate information and evidence	-some captions are incomplete and lack historical accuracy and evidence
Thinking / Inquiry 6 marks	-reflective paper is insightful, critical, and makes connections that relate to themes of Holocaust	-reflective paper is logical and makes connections to issues and themes of Holocaust	-reflective paper needs to be more critical and focus more consistently to the themes of the Holocaust	-reflective paper lacks insight and needs to make more concrete connections to the themes of the Holocaust
Communication 4 marks	-captions and paper is typed and demonstrates mature language conventions	-captions and paper are typed and achieve grade level language conventions	-captions and paper have some errors in language conventions	-no proofreading is apparent as captions have numerous errors in language conventions
Application 4 marks	-final product is creative, colorful and eye-catching -pictures are clear and easy to interpret	-final product is colourful and neat -pictures are clear	-final product has some colour -some pictures are blurry and unclear	-final product lacks colour and creativity -pictures are unclear and difficult to interpret

Jewish Casualties During the Holocaust

Country	Initial Jewish Population	Estimated % Killed	Estimated # Killed	Number of Survivors
Poland	3 300 000	91	3 000 000	300 000

Holo caus t Tim eline

And I
Said
Nothing
In Germany they first came for the Communists and I didn't speak up because I wasn't a communist. They came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade

USSR	3 020 000	36	1 100 000	1 920 000
Hungary	800 000	74	596 000	204 000
Germany	566 000	36	200 000	366 000
France	350 000	22	77 320	272 680
Romania	342 000	84	287 000	55 000
Austria	185 000	35	65 000	120 000
Lithuania	168 000	85	143 000	25 000
Netherlands	140 000	71	100 000	40 000
Bohemia	118 310	60	71 150	47 160
Latvia	95 000	84	80 000	15 000
Slovakia	88 950	80	71 000	17 950
Yugoslavia	78 000	81	63 300	14 700
Greece	77 380	87	67 000	10 380
Belgium	65 700	45	28 900	36 800
Italy	44 500	17	7680	36 820
Bulgaria	50 000	0	0	50 000
Denmark	7800	.8	60	7740
Estonia	4500	44	2000	2500
Luxembourg	3500	55	1950	1550
Finland	2000	.03	7	1993
Norway	1700	45	762	938
TOTAL	9 508 340	63	5 962 129	3 546 211

unionist, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestants. Then they came for me and by that time no one was left to speak up.

1933

- Hitler becomes Chancellor of Germany
- Nazis burn Reichstag building to create crisis atmosphere; Hitler granted emergency powers
- First concentration camps open
- Nazis boycott Jewish stores

- Nazis issue decrees defining a non-Aryan as "anyone descended from non-Aryan, especially Jewish, parents or grandparents. One parent or grandparent classifies the descendant as non-Aryan...especially if one parent or grandparent was of the Jewish faith"
- Jewish people forbidden from owning land or running newspapers
- Nazis pass a law against Habitual and Dangerous Criminals, which allows beggars, the homeless, alcoholics and the unemployed to be sent to concentration camps

1934

- Night of the Long Knives
- President Paul von Hindenburg dies and Hitler declares himself both President and Chancellor of the Third Reich

1935

- Nazis pass law allowing forced abortions on women to prevent them from passing on hereditary diseases
- Nuremberg Race Laws against Jews decreed; these deprive Jews of German citizenship and reduce them to the status of "subjects"; marriages and sexual relationships between Jews and Aryans are forbidden

1936

- SS Death's Head division is established to guard concentration camps
- German army occupies Rhineland
- Jews no longer have the right to participate in parliamentary elections

1938

- Germans invade Austria and proclaim the Anschluss
- Jews ordered to register for identity cards; passports stamped with the letter "J"
- Nazi troops occupy the Sudetenland
- All Jewish street names are replaced
- All Jews must have only Jewish first names (if a Jew has a German first name, Israel or Sarah must be added to it)
- Kristallnacht: Night of the Broken Glass; Nazis fine Jews one billion marks for damages
- Jews no longer have right to own or bear arms
- Destruction of synagogues in entire Reich
- Jews no longer head business; attend plays, movies, concerts
- Jews attending German schools are removed to Jewish schools
- Jewish businesses are closed down
- Jews may no longer attend universities
- Jews must hand in drivers licenses, car registrations
- Jew must sell businesses, real estate and hand over securities to Nazis

1939

- Nazis force Jews to hand over all gold and silver items

- Nazi troops seize Czechoslovakia
- Nazis invade Poland
- Jews in Germany are forbidden to be outdoors after 8 p.m. in winter and 9 p.m. in summer
- Britain and France declare war on Germany
- Nazis begin euthanasia on sick and disabled in Germany
- Jews must hand in radios to Nazis or police
- Austrian Jews are beginning to get deported to Poland
- Polish Jews must now wear Yellow Star of David

1940

- Germany invades Denmark, Norway, Holland, Belgium and France
- Jewish Ghettos in Poland are sealed off
- German Jews deported to concentration camps
- Jew may no longer have telephones
- Jews must pay a special income tax

1941

- Germany invades Soviet Union
- As the German army advances, SS Einsatzgruppen follow along and conduct mass murder of Jew in seized land
- German Jews ordered to wear Yellow Star of David
- Beginning of general deportation of German Jews
- Japanese attack Pearl Harbor in United States; next day US and Britain declare war on Japan
- In occupied Poland, near Lodz, Chelmo extermination camp becomes operational. Jews taken are placed in mobile gas vans and driven to a burial place while carbon monoxide from the engine exhaust is fed into the sealed rear compartment, killing them. The first gassing victims include 5000 gypsies who had been deported from the Reich to Lodz
- Jews must designate themselves as "unbelievers"
- Large scale deportation of Jews begins
- Jews no longer able to use public telephones

1942

- Mass killings of Jews using Zyklon-B gas begin at Auschwitz - Birkenau
- Wannsee Conference to coordinate the "Final Solution"
- SS begins cashing in possessions and valuables of Jews from Auschwitz and Majdanek. German banknotes are sent to the Reichsbank. Foreign currency, gold, jewels and other valuables are sent to SS Headquarters of the Economic Administration. Watches, clocks and pens are distributed to troops at front. Clothing is distributed to German families. By February 1943 over 800 boxcars of confiscated goods will have left Auschwitz
- Jews must no longer subscribe to newspapers or magazines
- Jewish apartment must be identified with a Star of David
- Jews prohibited from using public transportation
- All Jewish schools are closed
- Blind or deaf Jews must no longer wear armbands identifying their condition in traffic
- Jews can no longer buy meat, eggs or milk

- All remaining Jews still in concentration camps transferred to Auschwitz (extermination camp)

1943

- The number of Jews killed by SS Einsatzgruppen passes one million. Nazis then used special units of slave labors to dig up and burn the bodies to remove all traces
- Nazis order all Gypsies arrested and sent to extermination camps
- Jews found guilty of crimes are sent to extermination camps
- Property of Jews to be confiscated after his death

1944

- D-Day: Allied landings in Normandy
- Last use of gas chambers at Auschwitz; Hammer orders the destruction of the crematories at Auschwitz

1945

- As the Allies advance, the Nazis conduct death marches to concentration camp inmates away from outlying areas
- Soviet troops liberate Auschwitz and Warsaw. By this time, an estimated 2 000 persons, including 1 500 000 Jews have been murdered there
- British troops liberate Bergen-Belsen death camp
- Hitler commits suicide
- Germany surrenders unconditionally
- Nuremberg War Crimes Tribunal commences; judgement for 12 defendants sentenced to death, 3 sentenced to life in prison, 4 to various prison terms, 3 acquitted

"THOSE WHO FORGET HISTORY ARE DESTINED TO REPEAT IT"

George Santayana 1863 - 1952

The Forgotten

FIVE million Non-Jewish Civilians were also murdered during the Holocaust.

For their Religious Beliefs, They Stood Firm

Every European country, even Germany, had those who did not believe in the Nazi ideology and who were willing to die for their beliefs. Perhaps no other group stood so firmly in their beliefs as the Jehovah Witnesses. Hitler felt particularly threatened by this strong group of Christians because they, from the very beginning, refused to recognize any God other than Jehovah. When asked to sign documents of loyalty to the Nazi ideology, they refused. Jehovah Witnesses were forced to wear purple armbands and thousands were imprisoned as "dangerous" traitors because they refused to take a pledge of loyalty to the Third Reich.

For their Race they were Executed

Like the Jews, the Rom Gypsies were chosen for total annihilation just because of their race. Even though Jews are defined by religion, Hitler saw the Jewish people as a race that he believed needed to be completely annihilated. Like the Jews, the Rom Gypsies also were a nomadic people that were persecuted throughout history. Both groups were denied certain privileges in many European countries. The Germans believed both the Jews and the Gypsies were also moved into special areas set up by the Nazis. Half a million Gypsies, almost the entire Eastern European Gypsy population, was wiped out during the Holocaust.

Men and Women of Courage From All Nations

Every European nation had its courageous resisters. Poland's Underground Army - made up of children, teenagers, and regular men and women - was responsible for defending the lives of thousands of its Jewish and non-Jewish citizens. Many were killed for their acts of courage against the Nazis. Even though most German citizens were supportive of Hitler's plan to control Europe, there were German citizens who died because they refused to go along with Hitler's plan.

Priests and Pastors Died for their Beliefs

Hitler wanted not only to conquer all of Europe, he also wanted to create a new religion and replace Jesus Christ as a figure of worship. Hitler expected his followers to worship the Nazi ideology. Since Catholic priests and Christian pastors were often influential leaders in their community, they were sought out by the Nazis very early. Thousands of Catholic priests and Christian pastors were forced into concentration camps. A special barracks was set up at Dachau, a camp near Munich, Germany, for clergymen. A few survived; some were executed, but most were allowed to die slowly of starvation and disease.

Pink Triangle for Homosexuals

Because Hitler's plan for a great master race had no room for any homosexuals, many males from all nations, including Germany, were persecuted, tortured and executed. Hitler even searched his own men and found suspected homosexuals that were then sent to concentration camps wearing their SS uniforms and medals. The homosexual inmates were forced to wear pink triangles on their clothes so they could be easily recognized and further humiliated inside the camps. Between 5000 to 15 000 homosexuals died in concentration camps during the Holocaust.

No Place for the Disabled

The Nazis decided that it was a waste of time and money to support the disabled. During Hitler's "cleansing program", thousands of people with various handicaps were deemed useless and simply put to death like dogs and cats.

Sterilization for Black Children

Prior to WWI, there were very few dark-skinned people of African descent in Germany. But, during World War I, black African soldiers were brought in by the French during the Allied occupation. Most of the Germans, who were very race conscious, despised the dark-skinned "invasion". Some of these black soldiers married white German women that bore children referred to as "Rhineland Bastards" or the "Black Disgrace". In Mein Kampf, Hitler said he would eliminate all children born of African

German descent because he considered them an "insult" to the German nation.

Death or Divorce - A Choice for Many

Many husbands and wives of Jews in Germany were forced to choose between divorce or concentration camps. Hitler would not allow "interracial" marriages. Those that chose to remain married were punished by imprisonment in camps where many died.

Jewish Converts- No Matter to the Nazi Regime

What happened to former Jews who converted to Christianity? In German occupied Poland, a Jew who converted to Christianity was considered to be still a Jew. The Warsaw Ghetto had a special section for such converts and there was even a Catholic Church that served them. It is believed that they shared the fate of all the other Jews.

The Internment of the Japanese Canadians

Spotlight Canada p. 268-271

In 1942, people of Japanese descent, including Japanese Canadians, were uprooted from their west coast homes and placed in internment camps.

1. Outline the events in 1941 that triggered the Canadian government's decision to intern the Japanese-Canadians.
2. Under what power did the Canadian government take this action?
3. Why were the Japanese Canadians in the fishing industry the first group to be evacuated?
4. After the Japanese Canadians were removed from the coast, why was there pressure to intern or deport the Japanese in Canada?
5. How did the Canadian government justify moving the Japanese Canadians inland?
6. Describe the living conditions in the internment camps.
7. Why did many Canadians protest the government plan to deport all Japanese Canadians back to Japan?

8. Where did most of the Japanese Canadians go after they were released from the internment camps?

9. Why were many Japanese Canadians bitter about the way they were treated? Do you think these feelings are justified?

10. What was the Japanese Property Claims Commission and how effective was it?

11. In 1988 the Canadian government issued a formal apology to the Japanese Canadian community and offered cash compensation. Do you agree or disagree with this action. Give two reasons why or why not.

The War Effort: World War II

Textbook: Spotlight Canada

Homefront (p. 255)

1. What is “total war”?

2. a) What was “rationing”?

- b) List 2 ways food and supplies were monitored.

3. Other than food, what are some other goods that were rationed?

4. How did children and teens contribute to the war effort?

Camp X (p. 259-263)

5. What was Camp X?

6. What kind of skills were people taught at Camp X?

7. How did the French Canadian saboteurs contribute to the Battle of Normandy?

Conscription (p. 263)

8. What promise did Mackenzie King make at the beginning of the war?

9. How did the National Resources Mobilization Act attempt to make both sides happy?
10. What is a “plebiscite”?
11. What did King’s plebiscite ask? What were the results?
12. What was King’s famous statement about conscription?
13. What decision did King make in 1944 to help the Allied forces in the war?
14. How did French Canadians and English Canadians react to King’s decision in 1944?
15. List 1 reason to agree and 1 reason to disagree with the statement: “Canadians should have the right to decide whether or not to participate in a war in any manner. Canadians should not be *required* to contribute”.

The Atomic Bomb

Principles

The atomic bomb gets its energy from fission (splitting) of the nuclei (core) of uranium or plutonium atoms. Albert Einstein explained how the fission of heavy atoms could produce energy released at dangerously high levels of heat and radiation. He published his theory in 1905 in the equation $E = mc^2$.

The neutron is the most effective particle to cause uranium fission. Only one neutron is needed to split an atom. When the atom splits, it splits into two smaller atoms, which are almost always radioactive, and releases an enormous amount of energy and two or three neutrons. The neutrons could possibly hit other nuclei of uranium, which then causes them to split in the same fashion. This is a chain reaction (a series of fissions). A baseball made of plutonium produced an explosion equal to 20 000 tonnes of TNT.

The Mushroom Cloud

When TNT explodes it produces a temperature of a few thousand degrees, but when an atomic bomb explodes it produces a glowing ball of fire (mushroom cloud) which can reach to temperatures of millions of degrees. The radiant energy traveling from the fireball travels at the speed of light that includes visible, ultra-violet and infrared rays.

The intensity of the rays is immense. Ceramic roofs can bubble and houses and wooden fences can spontaneously combust. Everything within two kilometres of the hypocentre can become completely burnt.

Fallout

Fallout may occur after an atomic bomb has exploded or it may be delayed for weeks, months or even years. When an atomic bomb explodes near the earth's surface, dirt is sucked up into the fireball. This dirt is coated with radioactive fission fragments and is carried aloft in the mushroom cloud. The radioactive debris drifts back to earth after the explosion. The height of the mushroom cloud determines how high the debris is taken and how long it takes to fall back to earth. The lower the cloud, the quicker the debris will fall back to earth.

Hiroshima: August 6, 1945

In July 1945, United States President Truman urged the Japanese to surrender or risk being destroyed. Japan refused to surrender. On August 6, 1945, the world's first atomic bomb was dropped on the Japanese city of Hiroshima. An American B-29 bomber named the "Enola Gay" released the atomic bomb named "Little Boy". Forty-three seconds later it detonated 1870 feet above the ground. A giant mushroom cloud of smoke and dust covered the city of Hiroshima. 71 000 were dead or missing and 68 000 were injured.

Nagasaki: August 9, 1945

After Hiroshima, Japan still refused to surrender. Three days later the United States dropped another atom bomb "Fat Man" on the city of Nagasaki. 35 000 Japanese were killed and 60 000 were injured.

Effects of Nuclear Bombs

Although the destruction of entire cities by conventional bombing had become common as World War II progressed, the atomic bombs dropped on Hiroshima and Nagasaki introduced a number of new elements, many of which were not fully understood until after the bombs were used.

These included:

- an intense bursts of ionizing (high energy) radiation
- an exploding fireball instantly inflicting burns and starting fires
- an enormously powerful shock wave
- a mushroom cloud propelling fission products and irradiated material into the upper atmosphere, from where it returned as "radioactive fallout"
- short term effects of radiation sickness, including death within a few days among the heavily exposed
- long term effects of radiation exposure, including cancer and birth defects.

Thus the destructive effects of the atomic bombs in Japan were not simply those of an equivalent tonnage of conventional bombs. Some, like leukemia, became apparent only years after the events.

Long Term Effects of the Bomb

The immediate crisis in Hiroshima and Nagasaki had passed by the end of December 1945. People who had suffered from radiation poisoning had either died or apparently recovered. However, it soon became obvious that exposure to radiation created longer-term health problems such as:

- thermal burns became covered with disfiguring scars known as keloids
- severe anemia and other blood disorders
- cataracts
- sterility in both sexes
- menstrual irregularities
- children exposed to high doses of radiation while in the womb faced a 20% risk of being mentally retarded
- some exposed children were born with unusually small heads or other deformities

World War II Small Group Acting

You will study a particular aspect of World War II. For this SGA you can work in pairs or groups of three. Please sign up for a topic with the teacher.

1. First you must choose a topic.
2. Find out if there is any information on this topic in the textbook.
3. Prepare a presentation on your topic. You may use any of the methods that we have used in class: dramatic presentation, art, drawing, sing a song, political cartoon, poster, magazine, pictures, story....

OR you can do a standard presentation (you must provide a handout for the class with the main dates and important facts from your topic).

TOPIC	GROUP
1. Facism in Canada	
2. Appeasement	
3. Propaganda in Canada	
4. Internment of Japanese-Canadians	
5. Hyde-Park Declaration	
6. Wartime Economy	
7. War Act	
8. Women and the homefront	
9. Women at war	
10. War Brides	
11. Conscription	
12. The Battle of Britain	
13. Canadians at Hong Kong	
14. Pearl Harbour	
15. Dieppe	

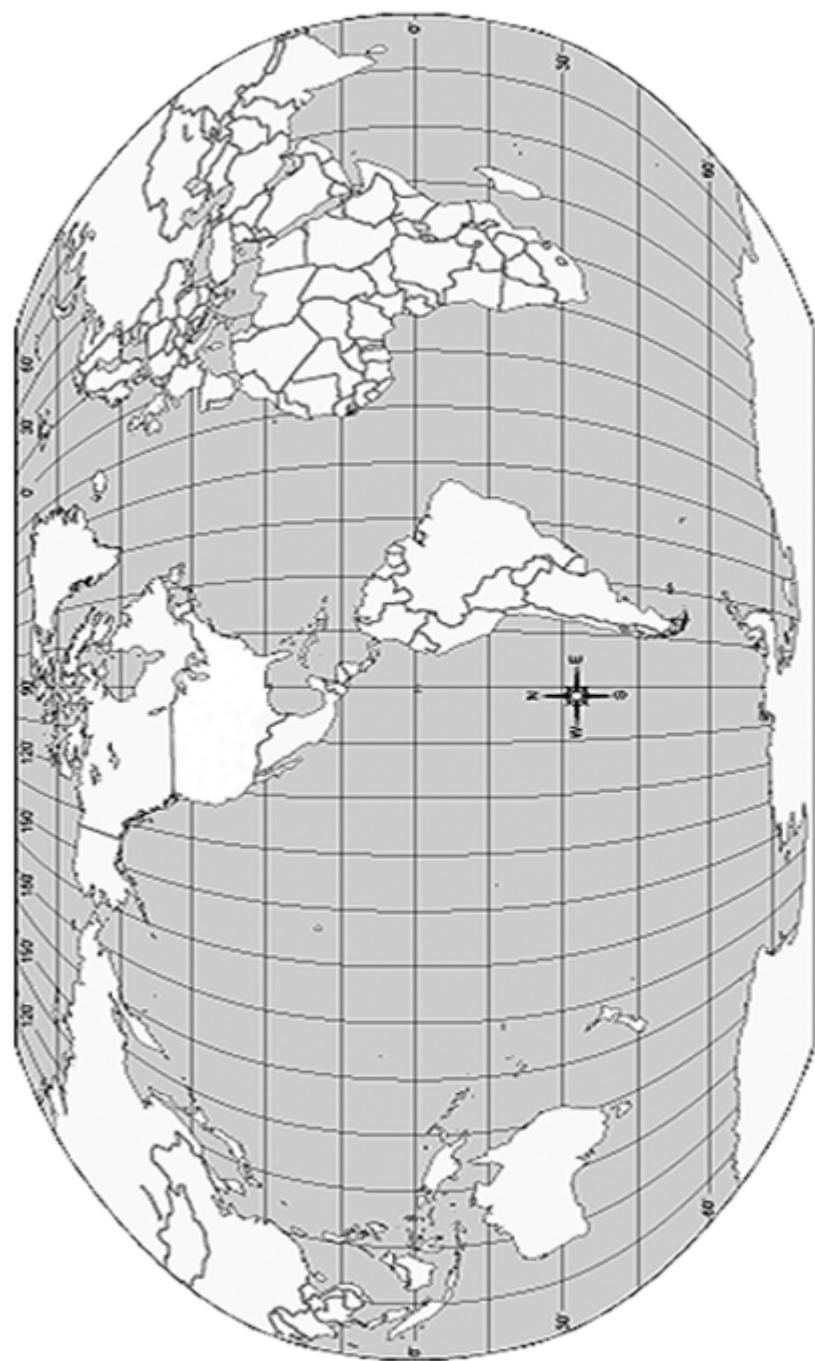
16. Canadian prisoners in Japan	
17. D-Day	
18. Canadians in Italy	
19. The Manhattan Project	
20. The "Final Solution"	
21. Decision to drop the A-Bomb	
22. Hiroshima-Nagasaki	

You will have time to research in the library.

The Presentations will take place: _____

Canadian History

Unit 5: A Nation Matures



World Countries
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WORLD FLASHPOINTS

Following WWII, there have been many conflicts throughout the world that have affected Canadian foreign relations and foreign policy throughout the world.

On the Map of the World, please label the following:

TYPE	Location/Name/Date	Colour
Wars <i>Nation(s) vs Nations(s)</i>		Red
Civil Conflict <i>Wars and/or atrocities within a country</i>		Yellow
Severe Human Rights Violations		Purple
Severe Economic Instability		Green
United Nations Peacekeeping		Blue

Useful Resources:

Crisis Web: <http://www.crisisweb.org>

Centre for Global Peace & Conflict Studies: <http://hypatia.ss.uci.edu/gpacs/index.html>

Canada: A Nation Matures 1945-Present

People

Who?	What?	Historical Significance
Marshall McLuhan		
Preston Manning		
Elijah Harper		
Adrienne Clarkson		
Rene Levesque		

Events

Event	What?	Historical Significance
La Francophonie		
Meech Lake Accord		
“Glass Ceiling”		
October Crisis		
Generation X		
October Crisis		
FIRA		

Canada: A Nation Matures 1945-Present

People

Who?	What?	Historical Significance
Brian Mulroney		
Lester B. Pearson		
John Diefenbaker		
Pierre Elliot Trudeau		
Jean Chretien		

Events

Event	What?	Historical Significance
Avro Arrow		
Auto Pact		
Baby Boom		
October Crisis		
Women's Liberation Movement		
Quiet Revolution		
NAFTA		
Constitution Act 1982 and Charter of Rights and Freedoms		
Official Languages Act		

Grandparents, Parents and Family - - -

Young Like You!!!

Name: _____

With the period after WWII known as the "baby boom", we finally enter a relatively modern period in Canadian history when everything we examine is part of current events. This gives you (as a historian) a great opportunity to record an oral history of your family / friend's experiences and memories of historical events over the last 50 years to the present, and compare his/her experiences to your own.

STEP ONE

You will need to find a family member (parent, aunt, uncle, grandparent) or friend who was a teenager / young adult during the 1950s, 1960s or 1970s.

STEP TWO

Before you start your interview, you should prepare question for each of the topics found in the "Question Organizer". Make sure you use your inquiry skills and ask specific questions that require detailed answers (avoid "yes" or "no" answers).

STEP THREE

It is very important that you are organized and prepared as you may be conducting the interview over the phone or in person. Make sure you record the date, person's name and his/her answers for your own notes.

STEP FOUR

Now that you have completed the interview and recorded information you can now complete the "Information Organizer". The organizer is a good strategy to collect and record the important information you received in your interview and compare it to your own experiences / opinions.

STEP FIVE

Now you will put all the information into a booklet. The booklet should have:

- a) a title page
- b) include all topics from the Questions and Information Organizers (1 topic per page)
- c) include a 50+ word summary for each topic focusing on "what it was like then" and "what it is like now"

d) include any pictures / primary sources / photos etc. from both "what is was like then" and "what it is like now"

e) hand in your "Question Organizer"

f) hand in your "Information Organizer"

g) hand in the rubric

EVALUATION

Category	Level 4	Level 3	Level 2	Level 1
Knowledge / Understanding <i>-Information Organizer</i> <i>-Final Booklet</i>	-summaries are historically accurate and provide historical evidence in detail	-summaries are accurate historical information and include evidence	-some summaries are accurate and contain some evidence	-summaries are historically inaccurate and lack evidence
Thinking / Inquiry <i>-Question Organizer</i>	-questions and answers reflect inquiry skills and show extensive thought and detail	questions and answers are well detailed and are thought provoking	-questions and answers need more details and inquiry	-questions and answers are insufficient and lack inquiry skills and details
Communication <i>-Language</i> <i>-Comparison</i>	-summaries are typed and demonstrate mature language conventions -summaries critically compare different aspects of time	-summaries are complete and demonstrate grade level language conventions -summaries draw many comparisons between generations	-summaries have some errors ins language conventions -summaries draw some comparisons	-no proofreading is apparent as summaries have many errors ins language conventions -very few if any comparisons are drawn
Application <i>-Booklet</i> <i>-Photos / Pictures etc.</i>	-booklet is creative, colourful and well organized -extra photos, pictures or items enhance final product and compare historical experiences over generations	-booklet is clear and organized -many photos/ pictures etc. enhance the booklet and are used to compare different experiences	-most of booklet is complete -booklet need more colour and creativity -some resources are used to show different aspects of life	-booklet lacks organization and some areas are not complete -a lack of resources evident

WHAT WILL MY BOOKLET LOOK LIKE?

Question Organizer

Under each of the following topics, create 3+ appropriate questions for your interview. Remember to use your inquiry skills to obtain specific, detailed answers.

A. TOP NEWS EVENTS / STORIES

1.

2.

3.

B. ECONOMY

1.

2.

3.

C. MUSIC STARS / MOVIE STARS

1.

2.

3.

D. SPORTS / ATHLETES

1.

2.

3.

E. FASHIONS / ENTERTAINMENT

1.

2.

3.

F. SCHOOL

1.

2.

3.

G. YOUR CHOICE

1.

2.

3.

Information Organizer

TOPIC	WHAT IT WAS LIKE THEN	WHAT IT IS LIKE NOW
TOP NEWS EVENTS		
ECONOMY		
MUSIC STARS / MOVIE STARS		
SPORTS / ATHLETES		
FASHION / ENTERTAINMENT		

SCHOOL		
YOUR CHOICE		

Cold War Defences

NATO

In 1949, Canada and the United States joined with ten western European countries to form the North Atlantic Treaty Organization (NATO). Its purpose was to defend Europe and the North Atlantic from Soviet aggression. Although primarily a defensive alliance, NATO had an economic advantage for Canada as well, since such an arrangement binds together all of Canada's trading partners.

NATO was a real threat to the Soviets. In 1955, they formed their own alliance, the Warsaw Pact, with the Soviet satellite countries of Eastern Europe. In the event of attack by NATO countries, the Warsaw Pact members agreed to come to each other's defence.

NORAD

In 1957, Canada signed a treaty with the United States that created the North American Air Defence System (NORAD). Aimed at protecting North America from Soviet attack - NORAD joined Canadian and American fighter, missile and radar units under a single command center. NORAD headquarters are located deep inside a mountain in Colorado. The commander in chief is an American general. A Canadian general serves as deputy commander. Both are always in direct contact with the American president and the Canadian prime minister, whose approval would be necessary for an attack or counterattack.

DEW

Canada's geographical position between the United States and the Soviet Union makes it vital to North America's defence. Canada worked closely with the U.S. to monitor northern airspace and warn off aircraft that intruded there. In 1957, the United States and Canada built a line of long-range warning stations, known as Distant Early Warning (DEW) stations, to monitor airspace activity. If any station - there were fifty in total - detected missiles or aircraft of unknown origin, it sent a message to NORAD headquarters in Colorado. Although both Canada and the United States were involved in the creation of DEW stations, the \$250 million cost of building these radar stations was paid for solely by the United States.

The Debate of Nuclear Warheads

After the NORAD agreement, the United States moved to station 56 Bomarc B anti-aircraft missiles at Canadian NORAD sites. The missiles were equipped with nuclear warheads. In 1960, when Canadians

became aware that there were nuclear warheads in the country, there was an uproar; should Canada adopt nuclear weapons and was this a result of the United States' domination of Canadian defence policy?

Both the Canadian and American governments had to agree to put the armed forces on any alert, however the NORAD forces were clearly under an American commander. The atmosphere became even more tense when federal Civil Defence authorities distributed pamphlets with plans for making underground shelters. These shelters were to protect people from nuclear fallout. While experts debated on whether these shelters would serve any purpose, about 2400 were built in Toronto alone, at a cost of about \$4000 each.

Anti-nuclear protesters were convinced that the arms build-up would not stop the Soviets from attacking the West. People understood that a nuclear war could mean complete and utter destruction.

The controversy over nuclear weapons in Canada led John Diefenbaker, who had become prime minister in 1957, to refuse arming nuclear warheads for the Bomarc missiles. He felt that arming the Bomarcs with nuclear warheads would set back the hopes for nuclear disarmament in the world. He preferred storing nuclear warheads south of the border until they were needed. His opponents argued that Bomarc missiles without nuclear warheads were useless.

Canada and the Cuban Missile Crisis

The question became critical during the Cuban Missile Crisis in 1962, when the world came dangerously close to nuclear war. Cuba was a communist country and the Soviet Union had installed missiles in Cuba. From the Cuban launch sites, missiles could attack most major American and Canadian cities. The United States demanded the Soviet missiles be removed and blockaded the shipment of Soviet military equipment to Cuba.

The United States asked Canada, as its defence partner, to put all Canadian forces on alert as war could be on the horizon. Yet Canada hesitated to put its forces on alert, causing deep rift between the American and Canadian governments. Canada's Bomarc missiles were still not armed with nuclear warheads. Prime Minister Diefenbaker accused the United States of pressuring Canada. He also accused Liberal leader Pearson of flip-flopping on the issue of nuclear arms. Pearson had opposed nuclear missiles in Canada, but in 1963 decided that Canada had an obligation to accept them. After Pearson was elected as Prime Minister in 1963, the Bomarc missiles were armed with nuclear warheads. The issue highlights the controversy in Canada over fears of nuclear attack on the one hand, and the desire for a strong anti-nuclear policy on the other.

The Canadian History Series

Land of Promise: Canada 1945 - 1954

1. Why did Canada appear to be the "land of promise"?

2. In what areas did Canada experience an "economic boom"?

3. List 2 reasons why Canada's population increased from 12 to 14 million between 1945 - 1951.

4. a) Who was the "Cold War" between? _____

b) The series of radar stations built in the Arctic to warn of Soviet attack was called the

- c. Louis St. Laurent helped establish NATO, which stands for _____
_____ in 1949 to deter the spread of
communism.

5. What province joined Canada in 1949? Why?

6. In Quebec, Maurice Duplessis led the "Quiet Revolution". What did he tell Quebecers?

7. According the Massey Commission, what was happening to Canadian culture?

8. How did school differ from today?

9. Who was Marilyn Bell?

Canadian History Series

Optimism and Uncertainty: 1955 - 1963

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1. What were some of the trends or fads of the mid 1950s?

2. What was the purpose of the Canada Council (est. 1957)?

3. By 1956, almost _____ of Canada's population was under the age of _____. The biggest stars of rock n' roll were _____.
- Canada's biggest stars were _____.

4. What award did Lester B. Pearson win for his role in the Suez Crisis of 1956?

5. How did the "space race" begin in 1957?

6. List the chief accomplishments of Prime Minister John Diefenbaker.

7. In 1960, the "Quiet Revolution" in Quebec began with Premier Jean Lesage's quote, "Maitres Chez Nous", which meant _____

8. What signs were there of the on-going "Cold War"?

9. Why did Diefenbaker scrap the Avro Arrow?

10. What happened in the Cuban Missile Crisis?

11. By the early 1960s, violence shock Quebec as the _____ committed terrorist acts to force the issue of Quebec separatism.

Canadian History Series

Seeking an Identity: 1964- 1972

1. What were some of the trends of the mid-1960s?

2. What historical event took place on February 15, 1965?

3. In Quebec, the _____ committed acts of terrorism, such as _____

_____ in order to achieve independence for Quebec.

However, Rene Levesque's _____ sought independence through non-violent and legal means.

4. Outline Trudeau's platform concerning his "Just Society".

5. How did teenagers protest against the "norms" of society?

6. In Canada, what activities or laws were becoming more liberal, or "relaxed"?

7. What monumental event took place on July 20th, 1969?

8. Complete the following timeline of the 1970 October Crisis:

- _____ a British trade official is kidnapped in Montreal
- _____ Labour Minister of Quebec is kidnapped
- the FLQ, short for _____ accepts responsibility for the kidnappings and gives a list of demands
- Prime Minister Trudeau invokes the _____, in order to arrest any suspects. This is the first time this act has ever been invoked during peacetime
- _____ is found murdered, and a month later, _____ is released
- the FLQ no longer exists, however there are political parties such as the federal party Bloc _____ and the provincial party the _____ Quebecois who want to achieve independence for Quebec peacefully

Canadian History Video Series

The Turbulent Years: 1973-1980

1. The first hit to the economy came in _____ when foreign oil producers cut off the supply and raised prices by _____% in two months.
2. Indicate if each of the following increased or decreased ① during the Energy Crisis:
 - A) supply of gasoline: _____
 - B) price of gas, heating oil, etc: _____
 - C) food costs: _____
 - D) car sales: _____
 - E) unemployment: _____
 - F) stock market: _____
 - G) inflation: _____
 - H) interest rates: _____
3. In an attempt to manage the situation, Prime Minister Pierre Trudeau imposed severe _____ and _____ controls.
4. The province of _____ was forced to sell oil to eastern Canada at reduced prices.
5. In 1975, the _____ tribe signed a land claim treaty with the Quebec government, paving the way for the James Bay Hydroelectric project.
6. Describe fashion in the 1970s: _____

7. The 1976 Olympics in _____ were the most widely watched Olympics in history.
8. Also during the 1970s, _____ issues came to the forefront.

9. 1975 marked International _____ Year. Name 3 issues regarding women in the 1970s:

A) _____

B) _____

C) _____

10. Waves of _____ were admitted on humanitarian grounds; one of the results was the birth of Canada's _____ policy.

11. Match the world conflict to the location:

Cold War

USA ends war

Iran

Strategic Arms Reduction Treaties (SALT) signed

Vietnam

American hostages seized

12. Worried about Canada's dependence on the _____, Canada sought new trading partners.

13. The new Conservative leader, _____, was largely unknown. He defeated Trudeau in the 1979 election, but his government lasted only _____ months. The 1980 election was won by _____.

14. Throughout the 1970s, support for the separatist _____ gained strength. Their leader René Lévesque promised a referendum on _____.

15. In 1977, the PQ passed _____, banning non-French signs and prevented some students from studying in English.

16. During the referendum, the "No" side was led by _____.

17. The "No" side took _____% of the votes and the "Yes" side took _____%.

18. _____ tried to run across Canada in his "Marathon of Hope" to raise money for cancer research.

Canadian History Series

The Gilded Eighties

1981-1988

1. When the decade began, Canada was in the worst economic _____ since the Great Depression.
2. A new invention, the _____, was revolutionizing the workplace.
3. On April 17, 1982, Canada gained control of our own _____, signed by Queen Elizabeth II and Prime Minister Pierre Trudeau.
4. Only the province of _____ refused to sign the new constitution.
5. After a snowy walk in 1984, Trudeau decided to _____ forever.
6. One of Trudeau's last acts was to appoint Jeanne Sauvé as Canada's first female _____.
7. In the early eighties, more than _____ of Canadian women were in the workplace.
8. Bertha Wilson became the first woman named to the _____ of Canada.
9. _____ replaced Trudeau as head of the Liberal party and as Prime Minister. He called an election immediately, but did not count on the charm of the new Conservative leader, _____, won the largest majority in Canadian history.
10. Canada's foreign policy shifted to a closer alliance with the _____; negotiations were started to create a _____ Agreement.

11. A mysterious new disease called _____ appeared in North America in 1981.

12. The _____ was Canada's contribution to the space program.

13. In 1988, _____ hosted the most successful Winter Olympics to date.

14. In 1987, Mulroney got the provincial premiers to agree on a constitutional amendment that would include Quebec: the _____ Accord.

15. On "Black Monday" in 1987, the _____ lost 20% of its value in one day.

16. The main issue of the 1988 election was _____; the election was won by _____.

17. In the 1988 Summer Olympics, Canadian sprinter _____ set a new world record, but was disqualified for taking drugs.

Canadian History Series

Brave New World

1989-1995

1. The Free Trade Agreement forced thousands of low-skilled production jobs

_____ . Technology also

caused tens of thousands of _____ jobs to

disappear; however, new jobs were created in the _____ sector.

2. Roberta Bondar became Canada's first woman in _____.

3. In Newfoundland, because of years of overfishing, a ban was put on _____ fishing, causing economic turmoil.

4. In 1991, consumer spending was undermined by the GST, standing for _____

_____, a new federal sales tax of _____ %.

5. Many Canadians saw their standard of living _____.

6. Three environmental issues of the early 1990s were:

1. _____

2. _____

3. _____

7. By 1991, Canada's population had risen to _____ million.

8. The 1987 Meech Lake Accord failed Elijah Harper, a Cree member of the

_____ Provincial Legislature, blocked passage of the Accord.

9. In the summer of 1990, Mohawk warriors staged an armed protest at _____, Quebec to prevent a golf course being built on a native burial ground.

10. In 1992, another attempt to bring Quebec into the constitution; however, the

_____ Accord was rejected in a national referendum.

11. New political leaders of the early 1990s:

Liberal Party: _____

NDP: _____, the first female leader of a Federal party

Conservatives: _____, who became the first female Prime Minister

12. Brian Mulroney's popularity of _____% remains the lowest for any prime minister to date.

13. In the 1993 election, the Conservatives won only _____ seats and _____ became the new prime minister.

14. The separatist _____ party became the Official Opposition.

15. Preston Manning's _____ Party became the 3rd largest in Parliament.

16. In 1989, the dismantling of the _____ signalled the end of the Cold War.

17. For the first time since the Korean War, Canadian soldiers went to war in 1991
against _____, who had invaded _____.

18. Canadian Major-General Lewis MacKenzie led the U.N. Peacekeeping mission in
_____.

19. 14 women were massacred at the University of _____.

20. In 1995, another referendum was held on Quebec independence; Canadians from across the
country gathered in _____ to convince Quebec to stay.

21. The results of the 1995 Quebec Referendum: _____% No
_____ % Yes

Canada during the 1960s and 1970s

Name: _____

Use Spotlight Canada to answer the following questions.

A. A New Flag for Canada p. 318-319

1. Create a chart comparing the arguments FOR and AGAINST adopting a new Canadian flag.

2. When was Canada's new flag first raised? _____

B. Trudeaumania p. 359-360

3. Outline FIVE reasons behind Trudeau's popularity or "Trudeaumania" in 1968.

4. What was Trudeau's stance on separatism?

C. Official Languages Act p. 319-320

5. What was the Official Languages Act of 1969?

6. What was the reaction to the Official Languages outside Quebec?

D. Language Crisis p. 370-371

7. What was Bill 22?

E. Bill 101 p. 373

8. What was Bill 101?

G. Separatism and the Independence Movement p. 315-316

9. What was the FLQ? What did were their ideas / beliefs?

H. October Crisis p. 368-369

10. Create a time line with explanation of the events of the October Crisis of 1970.

11. In your opinion, was Prime Minister Trudeau justified in invoking the War Measures Act?

Canada as a Maturing Nation: Role Play / SGA

The final role-play and SGA will cover the broad themes of the period following World War II. Specifically, we will examine the impact of the baby boom on Canada's culture, society, economy and politics. The role-play / SGA will also examine the threat of the Cold War and the conflicts between Quebec and Canada.

THEME 1: Canadian Identity

- Famous Canadians
- Contribution of government agencies to the Canadian identity (NFB, CBC, Heritage Canada)

THEME 2: Technology

- Impact of telecommunications and the Internet
- Canadian inventors
- Technological and medical advances that have impacted Canadians

THEME 3: French-English Relation

- Bilingualism, October Crisis, Referendum, Meech Lake and Charlottetown Accord.

THEME 4: Peacekeeping and the Cold War

- Peacekeeping missions, spy games, Igor Gouzenko
- Canada's role in the Cold War

THEME 5: Canadian-American Relations

- St. Lawrence Seaway, Auto Pact
- Effect of Auto Pact, FTA, NAFTA on Canadian development

THEME 6: Baby Boom

- Urbanization, immigration, and immigrant contributions, suburbs
- Government role in shaping Canadian culture (CRTC), promotion of resource development, protection of freedom of information etc.

The final role-play (SGA) will take the form of a Radio Show. Each group will present a radio show that has a story about each of the themes listed above. It is not necessary to tape the radio show, but you can choose this option. Costumes are not necessary, but music and sound effects will enhance your radio show.

Examining Quebec's Decisive Decades

The time period between the 1960s to the 1990s saw significant political events in Quebec and Canada.

1960s

During the 1960s, a dramatic process of economic, social, political and cultural change swept through Quebec. This was known as the "Quiet Revolution". A once conservative, rural and religious province was rapidly transformed into a modern, urban, secular and technologically advanced society. Under the rule of Liberal Premier Jean Lesage (1960 - 1966), Quebec assumed many new powers, and its people asserted their right to become "maitre chez nous" (masters in our own house.). For many Quebec leaders, such as Pierre Trudeau and Jean Chretien, it seemed possible to achieve this goal within Canada. Others, however, came to the conclusion that their aspirations could only be realized if their province became a sovereign state. Among these leaders were Rene Levesque, Jacques Parizeau, and Lucien Bouchard.

1970s

This decade began with the first election campaign waged by the pro-independence Parti Quebecois led by Rene Levesque. Also in 1970, a pro-independence terrorist group called the FLQ (Front de Liberation du Quebec) kidnapped a British diplomat and Quebec provincial politician, murdering the latter. In response to this, Prime Minister Pierre Trudeau's government proclaimed the War Measures Act and sent troops to Quebec. As a result of this event, known as the October Crisis, the separatist movement declined for a time. But later in the decade, the PQ began to gain support, and in 1976, it became the government of Quebec. Levesque promised a referendum on sovereignty, which he finally held in 1980. Before this, the PQ government strengthened the position of French as the sole official language of Quebec by passing the controversial Bill 101. The Quebec independence movement, once supported by only a radical fringe, now held office in Quebec City, and was laying the groundwork for the province's eventual separation from Canada.

1980s

In 1980, Levesque offered the voters a plan of "sovereignty-association" under which Quebec would become politically independent while retaining close economic ties with the rest of Canada. His main opponent in the referendum that year was Pierre Trudeau, who promised Quebecers substantial constitutional change if they voted No. The federalist side won the referendum by a margin of 60% No to 40% Yes. Levesque advised his supporters to wait "a la prochaine", but his sovereignty movement appeared to be crushed. True to his promise, Trudeau undertook a process of negotiations with provincial premiers that led to the patriation (bringing home from Britain) of Canada's Constitution in 1982. But Levesque claimed to have been frozen out of the talks, and as a result Quebec never signed the new constitution. This event remains a lingering source of resentment among Quebec nationalists to this day. In 1984, a bilingual English Quebecer, Brian Mulroney - became Prime Minister. He promised to introduce political changes that would make it possible for Quebec to accept the constitution. Some former sovereignists, like Lucien Bouchard, were prepared to take the "beau risque" (beautiful risk) Mulroney offered them. As a result, in 1987, the Meech Lake Accord was negotiated. This recognized Quebec as a distinct society within Canada, and granted it a number of other important powers to control its own affairs.

1990s

Following a three-year ratification period, in 1990, the Meech Lake accord failed to win unanimous approval from all ten provinces. Reaction to this in Quebec was swift and hostile. The sovereignty movement was revived in the wake of what many Quebecers viewed as the rest of Canada's rejection of their legitimate demands. Lucien Bouchard broke with Mulroney and established the Bloc Quebecois, a new federal political party promoting Quebec sovereignty within the House of Commons in Ottawa. Mulroney attempted another round of constitutional talks with provincial premiers and representatives from native and women's groups. This process resulted in the Charlottetown Accord, a package of constitutional reforms that was put before the voters in a national referendum in 1992. Despite widespread support for these proposals among federal and provincial political leaders, Canadians rejected the Charlottetown Accord. One year later, the Liberals under Jean Chretien won the federal election, with second place going to Bouchard's Bloc Quebecois. In 1994, the Parti Quebecois, led by Jacques Parizeau, returned to power in Quebec. A new referendum on sovereignty now seemed inevitable.

1995

The referendum campaign in Quebec began with the federalist side appearing to enjoy a huge lead in the opinion polls. Many Quebecers were worried about jobs and the economy, and were therefore hesitant to take the big political risk sovereignty implied. Parizeau was a lack-lustre leader, unable to inspire the emotional appeal Levesque had been able to generate so successfully in 1980. But a June agreement involving Parizeau, Bouchard and the three young nationalist politicians Mario Dumont gave sovereignists the platform they believed could carry them to victory. It called for Quebec to become sovereign while negotiating a renewed political and economic partnership with the rest of Canada. After Bouchard took over the direction of the Yes side's campaign in October 1995, support for this option soared. For their part, the No side, led by less than charismatic Quebec Liberal Leader Daniel Johnson, seemed to have little to offer except dire warnings of the negative economic consequences of a Yes vote. The final result was a razor thin win for the No side, which Bouchard and others claimed as a near-victory. But Parizeau's bitter election night denunciation of the "money and the ethnic vote" as the reasons for the Yes side's loss left a bad taste in many mouths, both federalists and sovereignists alike.