

## Unit III: The Roaring Twenties and Dirty Thirties

**Timeframe: 1.5 weeks**

### Review for Quest – Nov 27, 2015

- Post-war conditions and labour unrest – Winnipeg General Strike
- Prohibition
- Economy in the 1920s (rise of Canadian industries, boom-and-bust cycle, Black Tuesday, regional economic disparities)
  - Mass production, advertising, growing consumerism
  - Stock market
- Culture and Lifestyle - Life in the 1920s (Famous Five, suffrage, Flappers, changing roles of women, sport, effects of mass production and technology, sports and pop culture, prohibition)
- Politics in the 1920s (immigration, Prime Ministers, Mackenzie King, Canadian Autonomy)
- Economy of the 1930s (After the Stock Market Crash, Causes, Bennett's solution, Dust Bowl, Bennett Buggies)
- Impact of the Great Depression on Canadians and the World
  - Life in the 1930s (coping with the Great Depression, riding the rails, Regina Riot)
- Politics of the 1930s (Bennett, political parties - CCF, Social Credit, Communism, Union Nationale)

#### *Student Learning Expectations*

- explain how local, national, and global influences have helped shape Canadian identity;
- analyse the impact of external forces and events on Canada and its policies since 1914;
- analyse changing demographic patterns and their impact on Canadian society since 1914;
- analyse the impact of scientific and technological developments on Canadians;
- explain how and why Canada's international status and foreign policy have changed since 1914.
- evaluate the impact on Canadian society of post-World War I urbanization;
- demonstrate an understanding of the relationship between invention and the economy (e.g., the invention of the car and its effect on the transportation industry and expenditures on infrastructure);
- describe various ways in which technological developments have affected the lives of Canadians since World War I (e.g., telephones, cars, airplanes, radio);
- analyse how technological developments have changed working conditions in Canada since World War I;
- analyse the contributions of various social and political movements in Canada since 1914;
- assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity.
- analyse the impact of the women's movement in Canada since 1914 (e.g., suffrage, the Famous Five);
- explain how the labour movement has affected social, economic, and political life in Canada (e.g., Winnipeg General Strike, On-to-Ottawa Trek);
- evaluate the role of movements that resulted in the founding of political parties (e.g., Co-operative Commonwealth Federation, Social Credit, Union Nationale, Bloc Québécois, Reform Party of Canada).
- assess the contributions of selected individuals to the development of Canadian identity since 1914 (e.g., Nellie McClung);

- assess the contributions of selected Canadian political leaders since 1914.
- analyse how changing economic and social conditions have affected Canadians since 1914;
- analyse the changing responses of the federal and provincial governments to social and economic pressures since 1914.
- compare economic conditions of the 1920s and 1930s, and describe the impact of those conditions on Canadians, individually and collectively;
- compare the advantages and disadvantages of American participation in the Canadian economy (e.g., branch plants);
- compare regional social and economic disparities in Canada (e.g., Prairies and Maritimes);
- analyse how different levels of government in Canada reacted to the economic conditions of the Depression of the 1930s;
- explore the emergence of social welfare programs (e.g., old age pensions, unemployment/employment insurance, family allowance)

#### *Skills Expectations*

- formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.
- formulate different types of questions (e.g., factual: What were the elements of the Winnipeg General Strike?; causal: What were the causes of the Stock Market Crash?; comparative: How were patterns of immigration to Canada in the 1930s different from those in the 1990s?; speculative: What would be some of the consequences of closer economic ties with the United States?) when researching historical topics, issues, and events;
- gather information on Canadian history and current events from a variety of sources (e.g., textbooks and reference books, newspapers, the Internet) found in various locations
- evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, underlying assumptions, stereotypes, prejudice, and bias);
- organize and record information gathered through research (e.g., using notes, lists, concept webs, timelines, charts, maps, graphs, mind maps);
- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., role playing, group presentations);
- use appropriate terminology to communicate results of inquiries into historical topics and issues.