Lesson 1 - Introduction

Grade 10: Canadian History Since World War I

Overview:

This lesson is meant to introduce the students to the topics as well as many of the key concepts that will be covered throughout this unit. Students will be asked general information questions that will include basic facts of the time. This will help them gain a general understanding of the decade of the 1920s. The students will participate in a couple of activities that first gauge their understanding if the 1920s, and then discover the areas which they wish to expand their understanding on.

Learning Goals:

• Spark prior knowledge about the 1920s
• Introduce students to some of the content of the unit
• Gauge student interest, and topics which they would like to further explore

Curriculum Expectations:

• B1.3 Describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, postwar recession, consumerism), and explain their impact on the lives of different people in Canada

• B3.2 describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes (e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association)

Materials

Primary Source Documents:


Instructions for Teachers:

• Sticky Notes (enough for class)
• Beach Ball

Prompts for Students (BLMs):

• Appendix 1.1: 1920’s Beach Ball Trivia Questions: Color Coded Cards with 5 Questions for Each Topic
Plan of Instruction:

Warm up (15 Minutes):
• Ask students to write down on the board one thing they know about the 1920s, and then discuss why certain topics appeared more common then others.

Discussions/Modeling/ Guided Practice (30 minutes):
• Students will gather in a circle around the classroom.
• Divide students into two teams; place a scoreboard where all students can see. Ask students to provide a team name. 1 member from each team will keep score. The teams will alternate turns.
• Provide students with instruction for the 1920s Beach Ball Trivia
  o To choose which team goes first ask students to flip a coin.
  o A member of the first team will throw the beach ball into the middle of the circle, which ever colour is facing upwards will choose the type of question the student will have to answer.
  o See appendix 1.1 for Colour Coded Questions.
  o Teacher will read out one of the chosen questions to the Team.
  o The team will have 1 minute to collaborate an answer. Play the 1920’s Jazz music during this time for one minute to time. If the team does not answer correctly the other team can steal within 10 seconds.
  o Now the other team will throw the beach ball. And game continues.
• Students will receive 1 point for every correct answer.
• This game will continue for 18 rounds or until desired.

Independent Activity (10 Minutes):
• Provide each student with a sticky note, where they will write one thing they want to know more about in the 1920s.
• Have students post them on a separate board.

Sharing, Discussion/ Teaching (20 minutes):
• With the class discuss which topics appeared most often and discuss what will be covered in the upcoming unit.
  1. End of the War (Treaty of Versailles and Woodrow Wilson’s 14 Points)
  2. After the war (soldiers return home, rising costs, unemployment)
  3. Technology (electricity and inventions that followed, impact on economy and society.)
  4. Consumerism (consumerism boom, stalk market crash, buy now pay later, advertisements)
  5. Popular culture (sports, entertainment, music, art, fashion)
  6. Prohibition (analyzing different perspectives of the law)

Assessment
This lesson will use diagnostic assessment to gauge the base of knowledge of the students. This will help direct the future lessons to meet the needs and interests of the students.
Lesson 2 – End of the War

Grade 10: Canadian History since World War I

Overview:

This lesson will introduce the idea of ethics and ethical decisions through the study of the end of the war, and in particular the Treaty of Versailles. It will begin by giving the students a context for understanding the differing opinions at the Paris Peace Conference as well as a basis for making a decision on how to proceed after war. Then, students will examine Woodrow Wilson’s 14 points, critically analyzing the treatment of all parties. After this students will discuss how to end war and how to negotiate peace. They will then examine some of the terms of the Treaty of Versailles considering the fairness and appropriateness factor of the treatment of Germany after the war.

Learning Goal:

• To have the students understand the difficulty of ending war and the stages of reconstruction following the war.
• To have the students understand the roles of the victors, and predominantly the Big Four, in the post-war society (domestically and internationally)
• To have the students able to identify, assess and critique ethical dimensions

Curriculum Expectations:

B1.3- Describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices), and assess their impact on various groups in Canada.

B3.2- describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes (e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association)

Secondary Expectations:

B2.2- analyse, with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929 (e.g., Canada’s position within the British Empire, Canada’s military participation in World War I, Canada’s separate signing of the Treaty of Versailles, the Halibut Treaty, the Chanak Crisis, the Imperial Conferences)
Thinking Concept: The Ethical Dimension

Materials:
Primary Source Documents/
Prompts for Students (BLMs):
Appendix 2.1: Woodrow Wilson’s 14 Points Handout (Class Set)
   http://wwi.lib.byu.edu/index.php/President_Wilson's_Fourteen_Points
Appendix 2.2: Treaty of Versailles Handout (Class Set)
   http://net.lib.byu.edu/~rdh7/wwi/versailles.html

Instructions for Teacher:
• Computer with SMART Technology, or overhead projector
• Appendix 2.3: End of the War slide show

Plan of Instruction:
Warm Up (10 minutes):
• To have the students understand the difficulty of ending war, students will be shown pictures of the destruction from the First World War (in the slides).
Ask the students:
• Can you envision what these buildings and towns may have looked like before the war?
• How long do you think it would take to rebuild these buildings and communities?
• How much do you think it would cost?
• Can a community ever really recover from such destruction?
• What happens after the armistice is signed?
• What are the steps taken by the winners and victors after a war?
• What should happen? What should not happen?
• Who should be in control of what happens after war?
• Should any punishment/reward occur?

Relate this to the idea that the answer to these questions are controversial and relate to a topic of ethics. Is it okay for a country who took part in war to punish another?

Discussion (10 minutes):

This portion of the lesson will begin by introducing the students to the end of the war.
• To do this, familiarize them with the human costs of the First World War (chart within the slides). In doing this, the students will have a context for considering the motivations of the allied powers in imposing the Treaty of Versailles, and for then judging whether or not the terms of the Treaty were justified.
• Have the students compare the numbers of casualties and the relative mobilized troops by country.

Have them consider the following questions:
• Who lost the most troops of the allies, of the central powers?
• Which side lost more troops?
• How would these countries feel after the war?

Connect this to the idea that countries will have differing opinions on the actions that should be taken post-war, as well as to the idea that the allies would want some sort of repayment and punishment to occur.

**Modeling/Guided Practice (25 minutes):**
• Introduce students to Woodrow Wilson’s 14 points.
• Inform them that Wilson developed these points prior to the end of the war, without consultation of any of the allies.
• Give out the handout Appendix 2.2 (Woodrow Wilson’s 14 Points).
• Give the students 10 minutes to read over the document independently.
• Have the class move into a circle formation (move the desk to simulate a seminar discussion).

Ask the students questions about the primary source. Encourage them to an open discussion format of discourse.

• What does Wilson say are the goals of the United States?
• How would the allies react to Wilson’s points? (ensure to relate this to the fact that the United States only entered the war in April 1917)
• Would they agree with the terms? Why or why not?
• How would Germany feel? Were they treated fairly?
• Is this an appropriate way to end war? Why or why not?
• Is this an ethical way to end war? What does it mean to be ethical?

**Independent Activity:**
• Introduce students to the Paris Peace Conference and the Treaty of Versailles (slides).
• Hand out Appendix 2.2 (The Treaty of Versailles). Have them read the articles included on the handout.

• Have each of the students choose two articles from the Treaty and write an argumentative paragraph on why those articles are ethical or unethical articles to place on Germany. (This will not be marked, used for completion and to gain an understanding of their understanding of the treaty, as well as of identifying, assessing and critiquing ethical dimensions. Teacher can collect this to further gain understanding.).
Sharing/ Discussion/ Teaching:

Have students discuss their answers/paragraphs and their position on the Treaty of Versailles with the class.

- Who argued that the Treaty and its articles were ethical in their treatment of Germany after the war? Why? What articles support this idea?

- Who argued that the Treaty and its articles were unethical in their treatment of Germany after the war? Why? What articles support this idea?

- How would Germany’s presence have impacted the clauses within the treaty?

Assessment:

Students will undergo formative assessment throughout this lesson, mainly through the paragraph on the Treat of Versailles. This can be collected by teacher to gauge understanding of both ethics and lesson topic. This is also a part of the warm up and discussion phases.
Lesson 3 – After the War

Grade 10: Canadian History since World War I

Overview:

In this lesson students will be introduced to the life of a soldier returning from World War One. They will look into the consequences of World War One and look at the causes of the social and economic unrest within the community. Through the use of personal examples, as well as by examining post-war Canada, students will understand the role of cause and consequence in history.

Learning Goals:

• An understanding of the causes, course, and consequences of the First World War
• An understanding of the significance of the Interwar Period
• The impact of the war on the soldiers and social life
• Understand inflation, unemployment and the Spanish Flu and their impact on society

Curriculum Expectations:

B1.3 - Describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices), and assess their impact on various groups in Canada.

Secondary Expectations:

B2.3 - describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada (e.g., differing views on the need for conscription; the Ontario Schools Question and the response to Regulation 17; Henri Bourassa’s nationalism versus the imperialist perspectives of some English Canadians; labour unrest, including the Winnipeg General Strike; the King-Byng affair; the activities of the Ku Klux Klan and the Orange Order of Canada), and analyse some of their causes and consequences

Historical Thinking Concept: Cause and Consequence

Materials:

Primary Source Documents:

Appendix 3.1: Slide show


http://tsu3rdvp.blogspot.ca/2013/05/1913-winnipeg-general-strike.html
**Instructions for Teacher:**
- Extra blank paper for How I Got Here Activity.
- Copy of the movie The Roaring Twenties (1939), or clip of the first 16 minutes.
- Appendix 3.1: Soldiers Return Slide Show

**Plan of Instruction:**

**Warm Up (15 Minutes):**
Activity: How I Got Here
- Have the students make an X in the centre of a blank piece of paper
- Label the X “Present”
- Have the students think about the decisions and actions that they have taken to arrive at the present time and place: use these to create a timeline to explore why things happen in life.
  - Example: Causes triggering them to come to class
    - **Immediate Causes:** the bell ringing
    - **Short-term Causes:** their timetable
    - **Long-term Causes:** passing last year, enjoying studying history
  - **Underlying Causes that Shaped their Decisions:**
    - Canadian Law requiring all school-aged children to attend school
- Record these on their timelines to the left of the X.
- Now have the students consider the consequences of being in class, what might it lead to?
  - Example: Are you likely to be sent to the principal’s office for skipping class? No. So making the decision to be in class has consequences.
- Ask the students to record a few short term and long term possibilities on their timelines to the right of the X
- Have the students use examples from their own timelines to reflect on how cause and consequence interact with history
  - Have them explore this idea in relation to World War I and the Interwar Period.

Seixas, Peter, Tom Morton, Jill Colyer, and Stefano Fornazzari. 2013. *Big six : Historical thinking concepts /.* Toronto: Nelson Education,

**Discussion (15 minutes):**
- Have the students consider the following:
  - How would the soldiers feel when the armistice was signed?
  - What types of things would they expect when they returned home?
- Now have them think about life at home:
  - How would the war have impacted Canadian society and life?
  - How would families and citizens at home feel about returning soldiers?

Ensure that the students explore the consequences of WWI on Canadian society.
Modeling (20 minutes):
• Play the movie The Roaring Twenties (1939) until 16:55
  o Ask the students: Using the Slides for references
    ▪ What issues did the soldier face upon his return? What consequences did WWI have on society?
      • Examples: Inflation, unemployment, lack of appreciation
      • Include other examples like the Spanish flu

Guided Practice/
Independent Activity/
Sharing/Discussion/Teaching (25 minutes):
• Have the students write a one paragraph response to the last question and image in the slide show:
  o What might be a consequence of unemployment and poor working conditions in the 1920’s?
• As a class discuss the answers
  o Led to social and labour unrest

Assessment:
• Students will undergo diagnostic and formative assessment through the question and answer periods throughout the lesson.
• Students will not be marked on any of the activities
Lesson #4: 1920s Technology

Overview:
In this lesson students will learn about technological changes, developments, and innovations from the 1920s and the impacts they had on the Canadian lifestyle. Through the study of the change in technology

Learning Goals:
• Students will understand how new technologies and innovations developed in the 1920s, such as the radio, automobile, and electricity has changed the way Canadians live their lives.
• Students will be able to examine the economic trends as impacted by the technological developments.
• Students will learn how to examine the significant technological change that occurred in 1920s and in present day, to help understand the progression of technology through time.

Curriculum Expectation:
• B1.3- Describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, postwar recession, consumerism), and explain their impact on the lives of different people in Canada

Secondary Curriculum Expectation:
• B1.2- Identify some major developments in science and/or technology during this period, and assess their significance for different groups in Canada (e.g., the impact of: new military technologies on Canadian soldiers; developments in mechanization on Canadian farmers; developments in transportation and communication, such as those related to cars, radios, or motion pictures, on the recreational activities of some Canadians; insulin and/or other medical developments on the health of people in Canada)

Historical Concept: Continuity and Change

Materials and Resources:
Prompts for Students:
• Student Handout: Technology and Today Activity Part 1 and Part 2 (Appendix 4.1)
• Book - Canada Through the Decades: The 1920s

Prompts for Teachers:
• Projector for PowerPoint
• PowerPoint Slides (Appendix 4.4)

Primary Sources:
• Newspaper Articles:
  o The Globe, Toronto, Saturday August 24th, 1929 – Advancements in Design Are Feature of Show (Appendix 4.2)
    “Advancement in Design Are Feature of Show” The Globe and Mail, Toronto, August 24th, 1929.
  o The Globe, December 17th, 1929 – Ad 7 (Appendix 4.3)
    “Display Ad 7” The Globe and Mail (Toronto) December 17th, 1929.
    ProQuest Historical Newspaper.
• Radio - National Broadcast –Diamond Jubilee Link:

Plan of Instruction:
Warm up: (5 Minutes):
• Hook: Riddle – I impacted the lives of many people, changing societies lifestyle. I connected people who were far away and created opportunities for entertainment they say. I have grown rapidly in the last century and continue expanding in this decade. **What Am I? Technology/Radio**
  • Follow up: Students will be asked to provide an answer for the questions: How important is technology in their lives? And add their answer to the Mind Map, posted on the board.
    o This will allow students to critically think and analyze their own reliance on technology.

Discussions: (15 Minutes):
• PowerPoint Presentation:
  o Topics that will be discussed: Technology - Automobile, Telephone, and Radio (knowledge component of the lesson) Slides 2 to 8
  o Important concepts will be illustrated and the technological changes that occurred throughout the decade.
  o The historical relevance of these technological advances will be discussed throughout the lesson.
Modeling: (10 Minutes):

- **PowerPoint Slide 9:**
  - Ask students to listen to the quality and information of the broadcast itself.

- **Teacher Notes:**
  - As a class we will answer: **What is the significance of this broadcast and how did it change the way communication was perceived?**
    - Radio first national broadcast – connecting this message world wide
    - Communication changed from that moment from a local to national scale
    - Changed the way people viewed the concept of communication (became easier) – allowed for consistent updating and information to spread - all people could participate in the same occasion.
    - Positive influence on society.

- **Read Quotes:**
  - July 1st 1927 - "Never before has there been such an attempt at globe-circling broadcasting as that which is being participated in today and tonight," says the chairman, Senator George P. Graham.
  - *Canadian National Railway Magazine* → "The estimates run into the millions and even imagination is rather staggered by the suggestion that at least five million people were enabled to hear the sounds of the great carillon from the Victory Tower at Ottawa," wrote author C.J. Hanratty

Now that we have looked at the technological developments from the 1920s and understood the changes these influences can have on society, it is time to look at the changes from then to now and the economic implications. **Ask students to take 1 minute to answer: Did technology make life in North America better or worse? And share with the person sitting beside them.**

Guided Practice: (20 Minutes):

- In groups of 4 students will complete **Part 1** of the Technology 1920s and Today Activity. (Appendix 4.1)
- A variety of resources will be available for them:
  - Books: Canada Through the Decades The 1920s, 20th Century Design: 20s and 30s and Scrapbook Canada
  - Newspaper Articles from the 1920s will also be available. (Appendix 4.2 and 4.3)
  - Computer Lab.
- **Instructions:**
  - Students will discuss the purpose and influences of the 5 important technological innovations from the 1920s. They will use the sources provided to help determine the social and economic implications from the technological developments.
Independent Activity: (20 Minutes):
• Students will complete Part 2 of the Technology and Today Activity individually (Appendix 4.1). Students need to identify five new technological innovations, discuss their purpose and the influences on today’s society (economic and social implications).

Sharing, Discussion/Teaching: (5 Minutes):
• Students will complete an exit card with the following questions: Why were these technological changes considered to be turning points for the Canadian economy and society? (Point form) This will allow students to conclude what they have learned from this class.

Assessment:
• Students will be asked to hand in the Technology and Today Activity – which will be used to assess participation, completion and understanding of content and concepts.
• Students will also be asked to hand in their Exit Card, which will be assessing the student’s critical thinking.
Lesson 5 - 1920 Consumerism

Grade 10: Canadian History since World War I

Overview:
This lesson will be discussing the rise in consumerism during the 1920s, and the impact it had on the economy and society. Students will use primary sources such as advertisement and catalogues to understand the consumerism trend. The consumer revolution also brings about a stream of new advertising techniques in print and radio. Students will learn how the middle and upper class begin this over indulging consumer culture, where people were buying new appliances and items for health, beauty, and leisure. The students will analyze these products to assist in a further understanding of the 1920s Era, and will make critical judgments as to why the stock market crash occurred.

Learning Goals:
• Students will be able to collaborate their ideas together and learn how to critically think about consumerism in Canada
• Students will analyze primary source documents and create ideas of their meaning/importance.
• Students will understand the importance of evidence when studying the consumerism boom in the 1920s and what one can learn from evidence.
• Students will be able to describe the economic and social impacts from consumerism in this decade.

Curriculum Expectation (s):
• B1.3 describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices), and assess their impact on various groups in Canada

Historical Concept: Evidence

Materials and Resources:
Prompts for Students:
• 1920s: Consumerism and Stock Market Handout (Student Copies) - Appendix 5.1
• Consumerism Activity Handout – Scrapbook ➔ Appendix 5.5
• Further Analysis: Relating Evidence (Exit Card) Handout (Appendix 5.6)

Prompt for Teacher:
• Screen Projector – for the advertisements and Eaton’s catalogue
• 1920s: Consumerism and Stock Market Handout Teacher copy – Appendix 5.1
Primary Sources:
- Eaton’s Catalogue 1920s Document-Pages (400, 553 and 556)
- Advertisements Ad 1 (Soap), Ad 2 (Vacuum), and Ad 3 (Tools) – Appendix 5.2, 5.3 and 5.4
  “Display Ad 5.” Globe and Mail (Toronto), December 5th 1929. ProQuest Historical Newspaper Database.
  “Display Ad 37.” Globe and Mail (Toronto), Nov 21st, 1929. ProQuest Historical Newspaper Database.
  “Display Ad 16.” Globe and Mail (Toronto), Dec 19th, 1929. ProQuest Historical Newspaper Database.
- Canadian Scrapbook: The Confident Years: Canada in the 1920s

Plan of Instruction:
Warm up (5 Minutes):
- Ask students what was one product or advertisement they saw on the television or the Internet yesterday? Who was it targeting? And if it was targeting you, did you want to buy that product?
- Now tell students we are travelling back 90 years ago to the 1920s, what do you think an advertisement looked like back then? (Think-Pair-Share)
  o Ask students to remember the types of technology that were being developed, how would an advertisement look or sound. (Key Hint)
  o Ask students to share their ideas to a classmate.

Discussion (15 Minutes):
- This is the knowledge component of the lesson where we will discuss key concepts of consumerism in the 1920s.
- Handout to students the 1920s: Consumerism and Stock Market Worksheet
- As a class the teacher and students will discuss and write down the answers and notes regarding these key questions: (Look at the 1920s: Consumerism and Stock Market Worksheet *Teacher Copy Appendix 5.1 – for notes and answers to the questions)
  o Allow students to have the opportunity to answer the questions first themselves and to share their ideas with the class, this will help identify the students prior knowledge regarding this topic.
1. What was the consumerism boom?
2. What caused this to occur and how did it impact the Canadian economy?
3. What types of products were people purchasing? (Provide students with 2 minutes to complete their mind map – then have the students share their thoughts with the class)
4. What happened after the consumerism boom?
Modeling and Guided Practice (25 Minutes):
• In this section of the lesson ask students to go to Part 2: Look at Consumerism through Advertisement Appendix 5.1 from the Consumerism and Stock Market Handout.
• During this section of the lesson the teacher will demonstrate to the students how to analyze historical components through evidence.
• As a class the teacher and students will look at various advertisements and products from the 1920s in both the Eaton’s Catalogue and newspaper ads.  
  o Eaton’s Catalogue pages to analyze: 400 (Phonograph), 553 (electric washer), 556 (oven)  
  o Newspaper advertisements: Display Ad. 37 - Women Soap, Display Ad 16 - Vacuum, and Display Ad. 5  
• Discussion Questions: Analysis  
  → After each advertisement ask to the students these following questions:  
    o Purpose of the product and how it the advertisement displayed?  
    o Is the advertisement persuading the readers to buy something?  
    o Who is the intended audience?  
    o What do the advertisement/products reveal or conceal about the era?  
  → After the analysis of the advertisements ask students:  
    o How are these advertisements demonstrating Canadian attitudes, characters, and lifestyle relative to consumerism in the 1920s?

Independent Activity (25 Minutes):
• In pairs students will complete the Consumerism Activity – Canadian Scrapbook: The Confident Years: Canada in the 1920s  
• After the class has completed questions 1 and 2 – take a few minutes to complete the Guided Question component as class. This will allow students to further analyze what the photos and information they are gathering can tell us about the 1920s.  
• Once students have completed the scrapbook activity, they will hand it in for assessment.  
• In this activity students will have the opportunity to answer questions relative to consumerism in the 1920s from primary sources and make important observations based on that evidence.

Sharing/ Discussion/Teaching (5 Minutes):
Handout Exit Card – students will answer the two following questions:  
• Was the evidence that was provided to you a reliable source, assisting in the understanding of consumerism in the 1920s? What makes it reliable?  
• Did these sources extend your understanding further and inform you about something new?  
• Ask students to share their thoughts and ideas with the class.

Assessment:  
• Scrapbook Activity will be marked based on completion and quality of answers.
Overview:

This lesson will be discussing popular culture, sports, fashion, music, entertainment, and art that all had an impact in the 1920s. Students will be participating in a four-corner activity, where students will practice independent learning and also collaborative learning.

Learning Goals:

• Students will collaborate with classmates and demonstrate how to critically think about the 1920s.
• Students will analyze various documents, art, music, events and important figures to help establish their importance to the 1920s decade.
• Students will understand how to declare a historical event, figure or content as historically significant.

Curriculum Expectation:

• B3.2 describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes (e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association)

Historical Concept: Historical Significance

Materials and Resources:

Prompts for Students:
Activity/Topic 1 – Entertainment/Music: Section 1 (Appendix 6.1)
Activity/Topic 2 – Sports Section 2 (Appendix 6.2)

Information retrieved from:
Activity/Topic 3 - 1920s Fashion Section 3 (Appendix 6.3)

Retrieved from:

Activity/Topic 4 - Artwork/Group of Seven Section 4 (Appendix 6.4)

Primary Sources:
• Jazz Music: Louis Armstrong # 4 on website play list:

Group of Seven Paintings:
Harris, Lawren. Lake and Mountain, 1928.
Carmichael Franklin. Jacknife village, 1926.
Jackson, A. Y. The Winter Road Quebec, 1921.

Plan of Instruction:

Warm up (5 Minutes):
• Ask students: what makes "something" historically significant?
  o Discuss ideas as a class.
• Divide students into groups of 4, and number them off 1,2,3, and 4. Tell students to go to the sections/topic that coincides with the number they received.

Discussions (5 Minutes):
• **Explain to students the outline of todays lesson: (Four Corners Activity)**
  1. Topic 1 (appendix 6.1) – Students will read notes about music and entertainment in the 1920s then answers questions about their relevance towards historical significance. Students will also listen to Louis Armstrong to help understand the popular music of the Jazz Age.
Questions:
- Why do you think it is important to learn about music and movies in the 1920s?
- Do you think the 1920s entertainment sector played a significant role in Canadian History, why or why not? Discuss with one another.

2. **Topic 2 (appendix 6.2)** – Students will rank athletes and other sporting events that occurred in the 1920s in order of what they believe is the most and the least historically significant.
   - Tell students to fill out the Historical Significance: 1920s, Sports Worksheet.

3. **Topic 3 (Appendix 6.3)** – Students will read a newspaper article that describes fashion in the 1920s and complete the task on the worksheet.
   - Students will answer:
     - What do you think is the significance of the change in women's fashion at this time?
     - What significance does it have in teaching us about the transition women encountered during this time in history?

4. **Topic 4 (Appendix 6.4)** - Students will analyze the Group of Seven artwork, and read an information card to understand the historical significance of the Group of Seven.
   - Just by looking at these Canadian paintings what can you conclude from the images?
   - After you have answered the question, read the information card of the Group of Seven:
     - Do you think the Group of Seven is historically significant and maintains that significance today?

→ Each activity will last 15 minutes, tell students when the time is up to switch with their group to the next activity.
→ The students will move in a clockwise direction.
→ After explaining the guidelines, ask students if they have any questions. Then students can begin.

**Modeling and Guided Practice (60 Minutes):**
- Students begin the activities.
- Students will write out their answers on a blank sheet of lined paper, except when the students are participating Topic 2: Sports since a worksheet is provided (make sure all students write their name down) – student’s need to identify/label the activity and questions they are answering.
- Walk around the classroom and if needed help guide students in discussion. Make sure everyone is participating, and all students are engaged.

**Independent Activity:**
- Students will be involved in continuous sharing, discussion and learning throughout all the activities and the entire lesson.
Sharing/Discussion/Teaching (5 Minutes):

- Students will take 5 minutes to reflect on the activities they just participated in.
- Things to discuss: (verbal discussion with the class)
  - What did you learn today?
  - Did you participate, were you engaged?
  - What do you still have questions about?
  - What do you want to learn more about?

Assessment:

- Students will hand in their answer sheet for activities 1 through 4 at the end of class.
- Students will be assessed on their knowledge of the content provided in each activity, critical thinking, participation and their understanding of historical significance.
Lesson 7 - Prohibition

Grade 10: Canadian History since World War I

Overview:

This lesson will have students learn the thinking concept of historical perspectives through the study of prohibition in the 1920’s. This lesson is a two day study which will first identify the knowledge portion of prohibition, including key definitions and ideas, and will later explore the multiple perspectives of the law through the study of primary resources. The lesson connects to the unit as it addresses a significant social change in Canada which vastly impacted the everyday lives of most Canadians. It examines the ways in which the war impacted Canadian life, and explores this through the many perspectives of the controversial law. Students will work in groups to work with and analyze primary sources regarding the topic and will present on the perspectives identified within their study.

Learning Goals:

• Students will learn what prohibition was, who the key players were, and the different views of prohibition.
• Students will learn the impacts prohibition had on Canada, the economy, as well as the people.
• Students will learn to examine primary sources critically (particularly pictures, political cartoons, statistics, maps, propaganda and speech)
• Students will learn to identify perspectives from various source types, as well as think critically about the perspectives of different groups of people.

Curriculum Expectations:

B1.3- Describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices), and assess their impact on various groups in Canada.

B3.2- describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes (e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association)
Thinking Concept: Historical Perspectives

Materials:

Primary Source Documents:

Appendix 7.2:
Figure 1:

Figure 2: http://dennis1950.blogspot.ca/2011/10/bootlegging-and-moonshine.html

Figures 3-15:


Figures 16-20:

Instructions for Teacher:
- Copy of the Untouchables (1987) (or clip time 47:33-55:15)
- Computer with projector
- Appendix 7.1: Powerpoint presentation

Prompts for Students (BLMs):
Appendix 7.2: Collection of Primary Sources. This handout contains 20 primary sources, print one copy of this handout, and cut out each of the sources.
Appendix 7.3: Worksheet to examine the primary sources. Print a class set of these double sided (both sides are the same).
Appendix 7.4: Rubric for perspective presentations (2 rubrics on each page) - print a class set

Plan of Instruction:

Warm up (10 minutes):
• Using the computer and smartboard, play a clip of the movie The Untouchables (1987).
• Begin at time 47:33 end at time 55:15. This clip showcases American and Canadian law enforcement intercepting a shipment of illegal liquor at the border.
Discussion (10 minutes): (Connecting to prior learning and setting the context for learning)

- Debrief (Use this as a check for understanding of the clip, as well as a diagnostic assessment of student knowledge prior to the lesson)
  - Who were the men in uniform?
  - Why were the police after these men?
  - Who was Al Capone?

Modeling (10 Minutes)

- Use the prepared lesson (power point presentation) to introduce the class to the key concepts and players in the era of prohibition in Canada.
- This lesson will introduce students to the definitions of prohibition and bootlegging.
- It will also introduce students to the idea that prohibition was widely contested. As well as introduce them to the groups which opposed and supported prohibition, including the government, Womens Christian Temperance Union, and the working population.

Guided Practice (15 Minutes)

Using the last two slides in the power point, students will be introduced to analyzing primary sources critically to determine the perspectives it showcases. Show the first slide to the class and have them look at it. Ask them the following questions:

- What type of source is this? (primary/secondary- photograph/cartoon/picture etc.)
- What issue does this source deal with?
- Who are the people represented within the source?
- What view does the source take on prohibition?
- Who in society might support this view?
- What reasons does it give for having this view?
- Does the source portray prohibition as being effective?

Independent Activity (25 minutes + One period of Presentations [75 minutes])

- Group the students into groups of the three. Give each of the groups two of the primary resources in appendix 7.2, representing different views and opinions of prohibition. Give each of the students the handout appendix 7.3. Have the students work in their groups to answer the questions in handout 7.3 about their primary sources. Students will first identify if their sources are in support of, or against prohibition, and then will identify which groups of people their sources represent and why they take this opinion. Inform the students that they will present their sources and perspectives found within them to the class the following day.
• Students will have time to work on this in class and fill out their worksheet for their two sources. Students will then present the following day their two sources to the class. They will identify the two sources as well as the perspective that each shows of prohibition, and then state who the source represents in Canadian society.

(Day 2: Full day of presentations) In the next period the students will present their two sources and the information in the sheet. These presentations will be 5 to 7 minutes each. In the presentations the students should show the two sources and then present the views they have of prohibition. They should also state who they believe is represented within the source as well as the reasons they felt this way about prohibition.

Sharing/Discussion/Teaching (timings)

A discussion of the day's knowledge and skills will take place on both days (presentation day as well as the work period and lesson day). During this time the teacher will gauge the students understanding of the topic of prohibition, as well as on their work with primary sources and identifying perspectives.

Day One:
If all the students are struggling with the presentations as a class talk about what to look for.
• Ensure the students are relating it to society and people at this time, why would they support this view, why not.
• What evidence or reasons do they have to support this belief?

Day Two:
• Debrief the presentations. Were their any areas that were lacking in the class in general? Discuss these.
Ensure that the students understand how to identify perspectives and understand them not through the eyes of today but through the eyes of citizens at this time.

“When thinking about these events and sources we need to ensure that we try and imagine how the people of the 1920s would feel and see things at the time. Rather than viewing them based on our lifestyles as liquor has never been prohibited during our lifetime.”
• Connect with the overarching theme that prohibition was controversial and this contributed to its lack of success.
  - all provinces had different length for which this law existed
  - each had their own methods of enforcement
  - citizens view was widely varied
Assessments:

Diagnostic:
- Student prior understanding of prohibition will be assessed after the opening clip of The Untouchables. This will gauge their understanding of the concept of prohibition as well as its impact on society.

Summative
- Students will be assessed on their abilities to understand perspectives of primary sources, as well as on their ability to communicate the knowledge of the prohibition and its impacts on Canada. The rubric found in appendix 7.4 will be used to mark their presentations. This will represent a small portion of their marks, and will mostly comment on their ability to work with primary sources and understand perspectives as well as the use of the information about society and people during this time period.
Lesson 8 – Conclusion

Grade 10: Canadian History since World War I

Overview: 3-4 Days

This lesson is designed to culminate the past seven lesson topics. It will have students use the information they have collected and learned throughout the unit to develop a creative piece of work that represents the decade they have been studying. It will have students examine primary sources of Newspapers and Radiobroadcasts to create one of their own. Through this assignment the teacher can have a summative assessment of learning that has taken place throughout the unit, as well as have them apply the knowledge in a creative manner.

Learning Goal:
- This task will have students know and use the information gained throughout the unit
- Students will have to apply the information given to them in a creative manner
- Students will represent the decade that they have previously studied in an accurate and appropriate manner

Curriculum Expectations:

B1.3- Describe some key economic trends and developments in Canada during this period (e.g., with reference to the wartime economy, new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices), and assess their impact on various groups in Canada.

B3.2- describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes (e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association)

Secondary Expectations:

B2.2- analyse, with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929 (e.g., Canada’s position within the British Empire, Canada’s military participation in World War I, Canada’s separate signing of the Treaty of Versailles, the Halibut Treaty, the Chanak Crisis, the Imperial Conferences)
Materials:
Primary Source Documents:

Newspaper Articles
1. The Globe, Toronto, Saturday August 24th, 1929 – Advancements in Design Are Feature of Show
2. The Globe, Toronto, Saturday August 12th, 1922- Circle of Young Canada

Radio Broadcasts

Instructions for Teachers:
• A box or bowl to hold the 20 questions slips in
• Laptop Cart for every work period after the first day
• Appendix 8.5: Culminating Activity Slide Show

Prompts for Students:
Appendix 8.1: 20 Questions slips (print enough to have one slip for each student), have the slips pre-cut.
Appendix 8.3: Rubrics: This document contains the two rubrics needed for the teacher to mark the Culminating Activity. One will mark the Radio Broadcasts, the other is for marking the News Paper. Have a class set of these (one on each side of a two-sided paper).
Appendix 8.4: Peer Assessment Rubric: This document will be used for the group members to assess their fellow group members. Have these ready for the day the assignments are due for them to complete. Introduce it through the image that is on the slide when introducing all

Plan of Instruction:
Warm Up/Discussion (30 minutes):
• 20 Questions Activity:
  o Hand out one of the pre-cut slips to each of the students.
  o The students will put an important person, event or concept learnt over the past 7 lessons on the slip and then fold it up and place it into the box or bowl.
  o Have one part of the class choose something about prohibition, the next about pop-culture, the next- technology, the next- consumerism, the next about the end of the war, and finally after the war.
Give the student examples of things to right on the cards. Examples of this include The Charleston (pop-culture), Armstic, Wilson’s 14-points (end of war), Henry Ford (consumerism/technology).

- Explain to students that they will be playing twenty questions. A person will volunteer to pull out one of the slips and look at the concept on it. The rest of the class will then ask the individual 20 questions to discover what is written on the sheet. Questions must be yes or no answer questions.

If no one volunteers, the teacher can choose one out of the bin and begin this activity.
- Once one is complete have another student choose a slip out of the container.
- If the class does not correctly identify one within the 20 questions have the students tell you what they know about this slip, then have them attempt to figure it out. Ask which section of the unit was this from? (Prohibition, technology etc) Ask them if they know if it is a person event etc... What possibilities are there?

Modelling (10 minutes):
- Pass out the culminating activity (Appendix 8.2).
- Read it over with the students. Explain the two options for the assignment.
- Using the power point presentation, introduce the students to the culminating activity by showing them the examples of a newspaper article during the 1920s, as well as radio show broadcast.
- Explain to them that the assignments they produce must represent types of work that would have been produced during this time, and represent ideas pertinent to this decade.
- Groups will be marked as a group and therefore choose your groups wisely.
- Instruct them that they will have a portion of the period today as well as 2-3 other in-class periods to complete the assignment.

Guided Practice (10 minutes):
- Pass out the rubrics for the assignment (Appendix 8.3).
- Discuss what is needed for either of the assignment choices.
- Look over what it will take to get a level 3 or 4 on this assignment.
- Explain that the Knowledge, Thinking and Communication will be marked by the teacher through the rubric received.
- The Application will be marked through peer evaluation (display the peer evaluation rubric on the slideshow).
- Explain that each group member will evaluate each member of the group on the criteria on the slide. The teacher will examine these evaluations and base the grade off of each group member’s evaluations.
Independent Activity (20 minutes):
• Have the students formulate their groups and choose which of the two options their groups will choose for their culminating activity.
• Students can begin to formulate ideas on the culminating activity they will complete.

Sharing/ Discussion/ Teaching (5 minutes):
• Inform the students that laptops will be available to them to use for each of the work periods.
• Ask if there are any questions.

Assessment:

This culminating activity will be graded using the rubrics provided within the lesson. It will not only assess their knowledge of the decade, but will also examine their ability to use, assess and work with primary sources. In each option they are to represent the decade and therefore have to take on and use many of the historical thinking concepts addressed within this unit. Students will have the rubrics from the beginning to be able to work from.
Lesson 1
Appendices
<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would soldiers expect when they returned from war?</td>
<td>How would the soldiers react to inflated prices?</td>
<td>Do you think they would return to employment? Why or why not?</td>
</tr>
<tr>
<td>How would society react to the returning soldiers?</td>
<td>What would have happened to the factories that produced war supplies throughout WWI?</td>
<td>What types of technology do you think would be seen in the 1920's?</td>
</tr>
<tr>
<td>How would the first car impact daily life?</td>
<td>How would the radio help improve communication?</td>
<td>How would the daily use of electricity impact daily chores?</td>
</tr>
<tr>
<td>How would the economy be impacted by a growth in technology and inventions?</td>
<td>How would companies advertise their products?</td>
<td>What is the idea of buy now, pay later?</td>
</tr>
<tr>
<td>What types of items would citizens be purchasing at this time?</td>
<td>Who would advertisers be targeting in the 1920's?</td>
<td>Why would their be an increase in spending at this time?</td>
</tr>
<tr>
<td>What types of entertainment did people participate in, in the 1920's?</td>
<td>Do you think that women were participating in sports at this time? Which ones? What about the olympics?</td>
<td>Do you think women's clothes changed during this time period? Why?</td>
</tr>
<tr>
<td>What type of music do you think they would have listened to at this time?</td>
<td>Why do you think there was a rise in entertainment culture during the 1920’s?</td>
<td>What is prohibition?</td>
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<tr>
<td>Would it be easy or difficult to enforce prohibition why?</td>
<td>Who would be in support of prohibiting alcohol?</td>
<td>Not all of the provinces enforced prohibition at the same time or way. Why would this impact its success?</td>
</tr>
<tr>
<td>How do you think people got around the law?</td>
<td>How does a war end?</td>
<td>What types of things would the victors expect after the war?</td>
</tr>
<tr>
<td>In what ways did the war change Canada?</td>
<td>Which countries would be involved in peace negotiations? Why?</td>
<td>What might happen to the countries on the losing end of the war?</td>
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Woodrow Wilson’s 14 Points: January 8th 1918

Gentlemen of the Congress...

It will be our wish and purpose that the processes of peace, when they are begun, shall be absolutely open and that they shall involve and permit henceforth no secret understandings of any kind. The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked-for moment to upset the peace of the world.

It is this happy fact, now clear to the view of every public man whose thoughts do not still linger in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to avow now or at any other time the objects it has in view.

We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secured once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves.

It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world's peace, therefore, is our program; and that program, the only possible program, as we see it, is this:

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.

VI. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for
The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.

VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous development.

XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.
For such arrangements and covenants we are willing to fight and to continue to fight until they are achieved; but only because we wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this program does not remove.

We have no jealousy of German greatness, and there is nothing in this program that impairs it. We grudge her no achievement or distinction of learning or of pacific enterprise such as have made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power.

We do not wish to fight her either with arms or with hostile arrangements of trade if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world, - the new world in which we now live, - instead of a place of mastery.

Neither do we presume to suggest to her any alteration or modification of her institutions. But it is necessary, we must frankly say, and necessary as a preliminary to any intelligent dealings with her on our part, that we should know whom her spokesmen speak for when they speak to us, whether for the Reichstag majority or for the military party and the men whose creed is imperial domination.

We have spoken now, surely, in terms too concrete to admit of any further doubt or question. An evident principle runs through the whole program I have outlined. It is the principle of justice to all peoples and nationalities, and their right to live on equal terms of liberty and safety with one another, whether they be strong or weak.

Unless this principle be made its foundation no part of the structure of international justice can stand. The people of the United States could act upon no other principle; and to the vindication of this principle they are ready to devote their lives, their honour, and everything that they possess. The moral climax of this the culminating and final war for human liberty has come, and they are ready to put their own strength, their own highest purpose, their own integrity and devotion to the test.
The Treaty of Versailles

Articles 1-30: The Covenant of the League of Nations

ARTICLE 4.
The Council shall consist of Representatives of the Principal Allied and Associated Powers, together with Representatives of four other Members of the League. These four Members of the League shall be selected by the Assembly from time to time in its discretion. Until the appointment of the Representatives of the four Members of the League first selected by the Assembly, Representatives of Belgium, Brazil, Spain, and Greece shall be members of the Council. With the approval of the majority of the Assembly, the Council may name additional Members of the League whose Representatives shall always be members of the Council; the Council with like approval may increase the number of Members of the League to be selected by the Assembly for representation on the Council. The Council shall meet from time to time as occasion may require, and at least once a year, at the Seat of the League, or at such other place as may be decided upon. The Council may deal at its meetings with any matter within the sphere of action of the League or affecting the peace of the world. Any Member of the League not represented on the Council shall be invited to send a Representative to sit as a member at any meeting of the Council during the consideration of matters specially affecting the interests of that Member of the League. At meetings of the Council, each Member of the League represented on the Council shall have one vote, and may have not more than one Representative.

Articles 31-117: Political Clauses for Europe

ARTICLE 51.
The territories which were ceded to Germany in accordance with the Preliminaries of Peace signed at Versailles on February 26, 1871, and the Treaty of Frankfort of May 10, 1871, are restored to French sovereignty as from the date of the Armistice of November 11, 1918.

The provisions of the Treaties establishing the delimitation of the frontiers before 1871 shall be restored.

Articles 118-158: German Rights and Interests Outside Germany

ARTICLE 119.
Germany renounces in favour of the Principal Allied and Associated Powers all her rights and titles over her overseas possessions.

Articles 159-213: Military, Naval and Air Clauses

ARTICLE 160.
(1) By a date which must not be later than March 31, 1920, the German Army must not comprise more than seven divisions of infantry and three divisions of cavalry.

After that date the total number of effectives in the Army of the States constituting Germany must not exceed one hundred thousand men, including officers and establishments of depots. The Army shall be devoted exclusively to the maintenance of order within the territory and to the control of the frontiers.

The total effective strength of officers, including the personnel of staffs, whatever their composition, must not exceed four thousand.
ARTICLE 166.
At the date of March 31, 1920, the stock of munitions which the German Army may have at its disposal shall not exceed the amounts fixed in Table No. III annexed to this Section.

ARTICLE 170.
Importation into Germany of arms, munitions and war material of every kind shall be strictly prohibited.

The same applies to the manufacture for, and export to, foreign countries of arms, munitions and war material of every kind.

After the expiration of a period of two months from the coming into force of the present Treaty the German naval forces in commission must not exceed:

6 battleships of the Deutschland or Lothringen type, 6 light cruisers, 12 destroyers, 12 torpedo boats, or an equal number of ships constructed to replace them as provided in Article l90.

No submarines are to be included.

All other warships, except where there is provision to the contrary in the present Treaty, must be placed in reserve or devoted to commercial purposes.

Articles 214-226: Prisoners of War and Graves
Articles 227-230: Penalties
ARTICLE 230.
The German Government undertakes to furnish all documents and information of every kind, the production of which may be considered necessary to ensure the full knowledge of the incriminating acts, the discovery of offenders and the just appreciation of responsibility.

Articles 231-247: Reparations
ARTICLE 231.
The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

ARTICLE: 232.
The Allied and Associated Governments recognise that the resources of Germany are not adequate, after taking into account permanent diminutions of such resources which will result from other provisions of the present Treaty, to make complete reparation for all such loss and damage.

The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto.
In accordance with Germany's pledges, already given, as to complete restoration for Belgium, Germany undertakes, in addition to the compensation for damage elsewhere in this Part provided for, as a consequence of the violation of the Treaty of 1839, to make reimbursement of all sums which Belgium has borrowed from the Allied and Associated Governments up to November 11, 1918, together with interest at the rate of five per cent (5%) per annum on such sums. This amount shall be determined by the Reparation Commission, and the German Government undertakes thereupon forthwith to make a special issue of bearer bonds to an equivalent amount payable in marks gold, on May 1, 1926, or, at the option of the German Government, on the 1st of May in any year up to 1926. Subject to the foregoing, the form of such bonds shall be determined by the Reparation Commission. Such bonds shall be handed over to the Reparation Commission, which has authority to take and acknowledge receipt thereof on behalf of Belgium.

**Articles 248-263: Financial Clauses**

**Articles 264-312: Economic Clauses**

**Articles 313-320: Aerial Navigation**

**ARTICLE 313.**

The aircraft of the Allied and Associated Powers shall have full liberty of passage and landing over and in the territory and territorial waters of Germany, and shall enjoy the same privileges as German aircraft, particularly in case of distress by land or sea.

**Articles 321-386: Ports, Waterways and Railways**

**ARTICLE 321.**

Germany undertakes to grant freedom of transit through her territories on the routes most convenient for international transit, either by rail, navigable waterway, or canal, to persons, goods, vessels, carriages, wagons and mails coming from or going to the territories of any of the Allied and Associated Powers (whether contiguous or not); for this purpose the crossing of territorial waters shall be allowed. Such persons, goods, vessels, carriages, wagons, and mails shall not be subjected to any transit duty or to any undue delays or restrictions, and shall be entitled in Germany to national treatment as regards charges, facilities, and all other matters.

Goods in transit shall be exempt from all Customs or other similar duties.

All charges imposed on transport in transit shall be reasonable, having regard to the conditions of the traffic. No charge, facility or restriction shall depend directly or indirectly on the ownership or on the nationality of the ship or other means of transport on which any part of the through journey has been, or is to be, accomplished.

**Articles 387-399: Labour**

**Articles 400-427: Procedure**

**Articles 428-433: Guarantees**

**ARTICLE 428.**

As a guarantee for the execution of the present Treaty by Germany, the German territory situated to the west of the Rhine, together with the bridgeheads, will be occupied by Allied and Associated troops for a period of fifteen years from the coming into force of the present Treaty.

**ARTICLE 431.**

If before the expiration of the period of fifteen years Germany complies with all the undertakings resulting from the present Treaty, the occupying forces will be withdrawn immediately.
The End of the War

How does war end? What happens next?

The costs of the war

<table>
<thead>
<tr>
<th>Countries</th>
<th>Total Mobilized</th>
<th>Killed</th>
<th>Wounded</th>
<th>Prisoners &amp; Missing</th>
<th>Total Casualties</th>
<th>Casualties Mobilized (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Powers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Russia</td>
<td>12,300,000</td>
<td>1,700,000</td>
<td>4,000,000</td>
<td>2,300,000</td>
<td>6,100,000</td>
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<tr>
<td>France</td>
<td>8,340,000</td>
<td>1,107,000</td>
<td>2,500,000</td>
<td>1,700,000</td>
<td>6,910,000</td>
<td>36.3</td>
</tr>
<tr>
<td>Britain Empire</td>
<td>8,400,000</td>
<td>1,000,000</td>
<td>2,000,000</td>
<td>1,000,000</td>
<td>6,000,000</td>
<td>30.8</td>
</tr>
<tr>
<td>Italy</td>
<td>5,800,000</td>
<td>800,000</td>
<td>1,200,000</td>
<td>800,000</td>
<td>3,400,000</td>
<td>39.1</td>
</tr>
<tr>
<td>United States</td>
<td>8,200,000</td>
<td>600,000</td>
<td>1,000,000</td>
<td>900,000</td>
<td>2,100,000</td>
<td>26.2</td>
</tr>
<tr>
<td>Japan</td>
<td>800,000</td>
<td>0</td>
<td>900</td>
<td>900</td>
<td>1,800</td>
<td>22.2</td>
</tr>
<tr>
<td>Romania</td>
<td>1,000,000</td>
<td>900,000</td>
<td>200,000</td>
<td>100,000</td>
<td>3,200,000</td>
<td>31.4</td>
</tr>
<tr>
<td>Serbia</td>
<td>700,000</td>
<td>500,000</td>
<td>100,000</td>
<td>100,000</td>
<td>1,300,000</td>
<td>46.8</td>
</tr>
<tr>
<td>Belgium</td>
<td>200,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>500,000</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>42,100,000</td>
<td>9,152,000</td>
<td>12,831,944</td>
<td>12,831,944</td>
<td>32,831,944</td>
<td>32.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Countries</th>
<th>Total Mobilized</th>
<th>Killed</th>
<th>Wounded</th>
<th>Prisoners &amp; Missing</th>
<th>Total Casualties</th>
<th>Casualties Mobilized (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>12,100,000</td>
<td>7,700,000</td>
<td>13,500,000</td>
<td>13,500,000</td>
<td>30,500,000</td>
<td>24.8</td>
</tr>
<tr>
<td>Austria-Hungary</td>
<td>7,000,000</td>
<td>7,000,000</td>
<td>10,000,000</td>
<td>10,000,000</td>
<td>27,000,000</td>
<td>39.0</td>
</tr>
<tr>
<td>Turkey</td>
<td>2,600,000</td>
<td>2,600,000</td>
<td>4,000,000</td>
<td>4,000,000</td>
<td>10,200,000</td>
<td>34.2</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>1,800,000</td>
<td>1,800,000</td>
<td>3,600,000</td>
<td>1,000,000</td>
<td>6,200,000</td>
<td>22.2</td>
</tr>
<tr>
<td>Total</td>
<td>23,500,000</td>
<td>16,100,000</td>
<td>28,200,000</td>
<td>28,200,000</td>
<td>79,500,000</td>
<td>33.9</td>
</tr>
</tbody>
</table>

| Grand Total     | 65,600,000      | 25,252,000 | 51,031,944 | 51,031,944        | 130,531,944      | 32.4                     |

The Paris Peace Conference

- January 1919

- The Victors met to discuss the terms of the peace.

- Involved diplomats from 32 countries

- The “Big Four” were U.S. President Woodrow Wilson, French P.M. Georges Clemenceau, British P.M. David Lloyd George, and Italian P.M. Vittorio Orlando

Loss of Territory
Slide 1:

Figure 1: International War Veterans’ Poetry Archives. “Ruminative Thoughts.” Last Modified September 2, 2013. [http://iwvpa.net/willbondwha/ruminati.php](http://iwvpa.net/willbondwha/ruminati.php).


Slide 2:

Figure 1: Modern American Poetry. “A World War I Photo Essay.” Accessed November 11, 2013. [http://www.english.illinois.edu/maps/ww1/photoessay.htm](http://www.english.illinois.edu/maps/ww1/photoessay.htm)

Figure 2: University of Central Oklahoma Chambers Library. “UCO Archives Photograph Collection Photo KK060.” Accessed November 10, 2013. [http://library.uco.edu/archives/gallery/gallery_arc.cfm?PageNum_results=3&k=nerf&bycat=41&submit=%C2%A0Go%C2%A0+](http://library.uco.edu/archives/gallery/gallery_arc.cfm?PageNum_results=3&k=nerf&bycat=41&submit=%C2%A0Go%C2%A0+)

Figure 3: University of Central Oklahoma Chambers Library. “UCO Archives Photograph Collection Photo KK059.” Accessed November 10, 2013. [http://library.uco.edu/archives/gallery/gallery_arc.cfm?PageNum_results=3&k=nerf&bycat=41&submit=%C2%A0Go%C2%A0+](http://library.uco.edu/archives/gallery/gallery_arc.cfm?PageNum_results=3&k=nerf&bycat=41&submit=%C2%A0Go%C2%A0+)

Slide 4:


Slide 5:

Lesson 3
Appendices
The Soldiers Return...

The reality of life after WWI

Why did the flu spread so rapidly during and after the war?

Spread of Influenza

- Between 1918 and 1919 the flu spread around the world killing more than 20 million people.
- More than 35,000 Canadians died from the Spanish Flu.

Unemployment and Poor Working Conditions

- Many of their jobs had been taken by others in their absence.
- Many returning soldiers were forced into unemployment.
- Those who found employment were still confronted by poor working conditions

Inflation

- Rapid rise in the cost of goods
- Wages did not increase
  - Some families became increasingly unable to buy necessities like food.

What does this political cartoon tell us about the 1920’s?
What might be a consequence of unemployment and poor working conditions in the 1920’s?

Figure 1


Figure 2

Lesson 4
Appendices
Appendix 4.1

Technology: 1920s and Today

Names:

Complete the following chart using topics discussed this lesson, own ideas and the computers.
- Books: Canada Through the Decades The 1920s, 20th Century Design: 20s and 30s and Scrapbook Canada
- Newspaper Articles from the 1920s will also be available.

<table>
<thead>
<tr>
<th>New/Innovative items in the 1920s:</th>
<th>Purpose of the New/Innovative Invention/Development</th>
<th>Changes and Influences (What kind of impact did it have on the economy and society)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td></td>
<td></td>
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<tr>
<td>Model – T (Henry Ford)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Widespread Electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light bulb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4.2

Names:

In your partners come up with five present day technological items/innovations, discuss the purpose of the development and the impact the innovations have on society.

<table>
<thead>
<tr>
<th>New Technological Inventions</th>
<th>Purpose of Development</th>
<th>How did this change the lives of the people and the economy? (What kind of impact did it have on society?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: IPad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Display Ad 7 -- No Title

For Christmas—

“There is Nothing Finer Than a Stromberg-Carlson”

STROMBERG-Carlson offers you an opportunity to combine in one splendid gift, a perfect expression of your thoughtfulness to every member of your family. It will provide enjoyment to all alike; at the same time, serving as a personal remembrance to each one individually.

There is something especially satisfying when the gift is a Stromberg-Carlson. The possession of a Stromberg-Carlson places one among the musically elect. Through many enjoyable years, it supplies the dependable performance of a fine musical instrument!

And in appearance, Stromberg-Carlson is a distinct addition to any room. Made of matched walnut, its hand-rubbed finish possesses the luxury of a rare old piece. Inspect these attractive Art Console models at your nearest authorized dealer’s today!

STROMBERG-Carlson Telephone Mfg. Co. of Canada, Ltd.

125 Queen Ave., Toronto.
How important is technology in our lives today?

Technology
- The early 1900s was a period of intense invention.
- Electricity became a part of everyday life in the 1920s.
- New products took the time and sweat out of housework.

The Automobile
- Henry Ford popularized the car in North America.
- He invented the assembly line. Each worker or group did one job on each car.
- Allowed him to produce cars cheaply.
- Model T could be purchased for approximately $365 in 1924.
- Became part of a status symbol as more new expensive models were produced.

What change came from the automobile?
- Enabled people to travel far distances (in and out of the city center) and made weekend trips possible.
- Helped in the expansion of the suburbs (mid 1900s phenomenon).
- Assisted in spinoff industries (oil, gas and rubber production).

Telephone
- Telephone becomes more common. By 1928 there are over 1 million homes with telephones.
- International telephone lines made it possible to speak to relatives in Britain.
- The first regular dial telephone appeared in Toronto in 1924.

Telephone: Benefits
- Made communication on a national and world scale possible.
- Telephone limited far distances for personal discussions.
Radio

- A useful communication innovation
- Radio fans called “twiddlers”
- Earphones were needed to listen to the Broadcast
- Created competition for newspapers
- 1929 – Government took ownership of the Radio
- Late 1920’s the amazement of the radio began to fade because it became a standard lifestyle component

National Broadcast – Diamond Jubilee

- Listen to the quality and broadcast itself

What are some benefits of the Radio?

- Isolation of information became no longer a problem for most Canadians
  - Information was received on a National Scale
  - National radio coverage increased to 76 per cent of the population from 49 per cent.
  - The radio brought together everyone, from the rich to the poor, of every race, culture and nationality in one audience.
- Advertising:
  - Advertisers could target a wide spread of people, better than the newspaper, which targeted locally

Activity

Technology: 1920s and Today

Images in Slides:


Photo (children listening to the radio): [http://www65.statcan.gc.ca/acyb05/acyb05-06/acyb05-06_0001-eng.htm](http://www65.statcan.gc.ca/acyb05/acyb05-06/acyb05-06_0001-eng.htm)
Lesson 5
Appendices
# 1920s: Consumerism and Stock Market

## Part 1

1) What was the consumerism boom?
   - In the 1920s there was a prolonged boom in the Canadian economy, where people were purchasing products at a fast rate.

2) What caused this to occur and how did it impact the Canadian economy?
   - The new technology, enabled products to be produced at extreme rates for lower costs,
   - Mass Production
   - Economy was on a rise, aided by the availability of hire purchase (which was buy now pay later phenomenon). Many people would buy good using credit and there was no urgency to make payments back on time

3) What types of products were people purchasing? (Brainstorm independently)
   - Cars
   - Refrigerator
   - Electric Washing machines
   - Radio
   - Electric Ovens
   - Telephones
   - Beauty Products

4) What happened after the consumerism boom?

**Stock Market Crash:**
   - Many new companies sold stock or shares to raise money for their business since many were small family owned companies.
   - How it worked: When these companies needed money they would sell shares of the company stock to the public. (Stock prices varied based on their popularity)
   - The number of investors was small, but everyone wanted to “get rich quick”
   - Oct 29, 1929 the stock market fell. (Ask students if any know why this occurred?)
     - Stalk market reached its peak. Prices of stock began to drop. Many investors began selling their stock causing the value of stock to drop drastically. All investors lost their money.
Part 2: Look at Consumerism through Advertisements:
As a class the students will look at various advertisements and products from the 1920s from Eaton’s Catalogue and Newspaper Ads.

- Purpose of the product and how it the advertisement displayed?
- Is the advertisement persuading the readers to buy something?
- Who is the intended audience?
- What do the advertisement/products reveal or conceal about the Era?

- Eaton’s Catalogue pages to analyze: 400 (Phonograph), 553 (electric washer), 556 (oven)
- Newspaper advertisements: Display Ad. 37 - Women Soap, Display Ad 16 - Vacuum, and Display Ad. 5 - Tools

How do you think this consumption impacted Canadian attitudes, characters, lifestyle?
1920s: Consumerism and Stock Market

Part 1:

What was the consumerism boom?

What caused this to occur and how did it impact the Canadian economy?

What types of products were people purchasing? (Brainstorm independently)

What happened after the consumerism boom?
Part 2: Evidence- Look at Consumerism through Advertisements:

- Purpose of the product and how it the advertisement displayed?

- Is the advertisement persuading the readers to buy something?

- Who is the intended audience?

- What do the advertisement/products reveal or conceal about the Era?

How are these advertisements demonstrating Canadian attitudes, characters, and lifestyle relative to consumerism?
MANY NEW AND DELICIOUS WAYS OF STUFFING SPANISH OLIVES HAVE BEEN FOUND FOR INVINCIBLE BRAND.

McLAREN'S

INVINCIBLE

OLIVES

"INVINCIBLE IN NAME AND IN QUALITY"

McLAREN'S LIMITED - HAMILTON, ONT.

AND THE WOMEN / ESPECIALLY.

MOST assuredly, men like Lather-O, too. But the women are simply delighted with it!

Here, at last, they have a soap that really does "remove" stains and grime, without scrubbing or hard rubbing—that enables them to clean house, or peel potatoes or polish the stove in the morning—and go out to a tea or bridge in the afternoon with immaculate hands.

Lather-O has the velvety smoothness of a fine toilet soap, because of the pure glycerine and balmy oils, which are blended with its unique cleaning agents. And it has a stain-removing, dirt-dissolving power, that no other soap has ever possessed. It does so much—and costs so little—that you really can't afford to be without it.

Buy from your grocer or druggist today. 15c.

Lather-O

costs but little—does a lot—and lasts!

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MUST SHE ASK FOR
The Most Precious Gift of All?

WE have heard men object to giving their wives a “too-sensible” Christmas gift.

But—is it too sensible to give her relief from the household cleaning duties which are gradually robbing her eyes of their laughter and her step of its lightness... sapping her very health? Any thoughtful man whose wife lacks time for outside interests because housework is just a little bit more burdensome than it need be, knows what his gift to the dearest girl in the world will be this Christmas.

A Hoover!
The Hoover offers more in its use than any other cleaner. It makes possible easier, deeper cleaning because it removes more dirt per minute. And the thorough beating action of The Hoover's exclusive cleaning principle "Positive Agitation" means longer life to floor coverings.
The Hoover gives time for leisure and recreation. And time is the most precious gift of all.

Why not give her this Christmas what she has really been longing for? A Hoover.


The HOOVER
It BEATS... as it Sweeps... as it Cleans

AUTHORIZED HOOVER DEALERS

Drury's Electric Shop

The Robert Simpson Co. Limited

TORONTO HYDRO-ELECTRIC SHOPS

Easy Household Appliances Limited

BURLINGTON: The P. C. Burgess Furniture Company Limited

BRANTFORD: G. C. Smith & Sons

BROCKVILLE: A. D. Dobbs & Co.

CHATHAM: The Canadian Phoenix Limited

CUTTHROAT: B. H. McConachie & Bros. Limited

HAMILTON: The R. C. Borden Co., Limited

HAMILTON: The R. H. R. S. Garant Co., Limited

KINGSTON: J. S. McConachie & Co., Limited

LONDON: The Electric Shop Limited

LONDON: The Electric Shop Limited

MIDLAND: J. D. Campbell Co., Limited

NIAGARA FALLS: B. A. Housekeeping Limited

NORTH BAY: Cottages Dunlop Hardware Limited

OSHAWA: The Adams Furniture Company, Limited

HOOVER SALES OFFICE AND SERVICE STATION: 1139 Bay Street, Toronto (New Address) Telephone: Randolph 2481-2482

1929 REPRINTED FROM ORIGINAL DOCUMENTS

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Appendix 5.4

Am I the Woman of a Year Ago?

WOMEN, if you remember your little dolls and how I used to dream and dress them up for parties, you may be interested in this new vacuum cleaner which I tried and which I believe is going to revolutionize household cleaning. It is called the Hoover and it has all the attractions of the old-fashioned vacuum cleaner but is much more efficient and powerful.

The Hoover is a compact and efficient appliance which uses a powerful suction to collect dust and dirt from the floor. It is easy to handle and can be used in any room of the house. It is also very quiet and does not create a lot of noise.

The Hoover is made of high-quality materials and is designed to last a long time. It is easy to clean and maintain and does not require a lot of effort.

I have been using the Hoover for a few weeks now and I must say that I am very pleased with it. It has made my cleaning much easier and faster, and I can now spend more time on other things.

I would definitely recommend the Hoover to anyone looking for a reliable and efficient vacuum cleaner. It is a little more expensive than some other models, but the quality and performance make it worth the investment.

The Hoover is available at most household appliance stores. I hope you will give it a try. It has made my life much easier and I am sure it will make yours too.

The Hoover is a must for any busy modern woman.
Appendix 5.5
Names: __________________________ Date: __________________________

Consumerism Activity – Canadian Scrapbook: The Confident Years: Canada in the 1920s

| 1. List 5 new electrical products that emerged during the 1920s? Pg. 2-3 | 1. |
| | 2. |
| | 3. |
| | 4. |
| | 5. |

| 2. List 5 non-electrical products that emerged during the 1920s? Pg. 2-3 | 1. |
| | 2. |
| | 3. |
| | 4. |
| | 5. |

**Guided Question:**
What do these products tell us about the 1920s? What were the products used for?

(Discuss as a Class)

| 3. What is the cost of a new Ford? | __________________________ |
| 4. What is the cost of a new dodge? | __________________________ |

**What could these cheaper costs illustrate about the economy?**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>On pages 16 - 17 there are pictures of boy toys and girl toys, what can you conclude from these images about society?</td>
</tr>
</tbody>
</table>
| 6. | The automobile: Pg. 34-35  
In 1928 ________ out of every _________ Canadian homes had an automobile. |
| 7. | What was the average family income in 1929? Pg. 46-47 |
| 8. | Why was the Market Decline seen as a benefit to some? Pg. 46-47 |
Further Analysis

*Relating Evidence: EXIT CARD*

• Was the evidence that was provided to you a reliable source, assisting in the understanding of consumerism in the 1920s? What makes it reliable?

  o

  o

• Did these sources extend your understanding further and inform you about something new?

  o

  o
Lesson 6
Appendices
Entertainment / Music – Section 1

In the 1920s most people who had a job in the city worked weekdays and half days on Saturdays, therefore much of the entertainment occurred on Saturday afternoons and evenings.

- The Jazz Age was a post World War I movement in the 1920's, from which jazz music and dance emerged.
- Jazz music moved from New Orleans to Canada and was made popular by musicians such as Duke Ellington and Louis Armstrong.
- The Charleston became the dance of the decade. It became the symbol of the "Jazz Age."
- The rise of jazz coincided with the rise of radio broadcast and recording technology, with the most popular radio shows.

Students - listen to Jazz song provided from Louis Armstrong (press play on the website)

Movies
- Movies were the most popular entertainment.
- In 1927 the first talking film was released.
- Many stars were idolized by Canadians as they gave them excitement that the ordinary people could not have.
- Mary Pickford
  - Was a Canadian-American motion picture actress
  - Significant figure in the development of film acting and the film industry.
- Charles Chaplin
  - Pivotal star in the early days of Hollywood
  - He is most recognized as an icon of the silent film era
- Movies became a part of everybody’s lives. 900 movie houses were all across Canada by the end of the decade.
- Canadian filmmakers had very little success in competing against the Hollywood product, but many American companies would film in Canada for the scenery.

Why do you think it is important to learn about music and movies in the 1920s?

Do you think the 1920s entertainment sector played a significant role in Canadian History, why or why not? Discuss with one another.
Appendix 6.2

Sports: Section 2

In the 1920's larger cities, more leisure time, prosperity, and the creation of mass markets through radio and newspapers provided the context for a virtual explosion of professional sports. Football, lacrosse, baseball, and track and field were very popular in Canada in the 1920's.

As a group order these sporting events or athletes on the worksheet provided in accordance to historical significance and explain why.

1. Ada Mackenzie (Golf Athlete) – Won the Ontario Open in 1922 – She won the Ontario Open 11 times.
2. Edmonton Grads (All women's basketball team) – Won 4 Olympic victories – were called “the greatest team that ever stepped out on a basketball floor”
3. 1928 Olympics at Amsterdam – Canadian team won 15 medals (women won more points, as a team, than any other nation)
4. 1921 – teams from Western Canada were permitted to challenge for the Grey Cup. That year the Toronto Argos defeated Edmonton.
5. One of the first hockey radio broadcasts was made from Toronto’s Mutual Street Arena by foster Hewitt in March 1923

Think about the impact, did it make a difference and who was involved.
### Historical Significance: 1920s Sports Worksheet

<table>
<thead>
<tr>
<th>Event</th>
<th>Ranking: Based on Historical significance and Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# The Canadian History Times

## FASHION COLUMN
The 1920's were a period of high fashion. Hemlines rose above the knee and the loose fitted look in dresses; short “bobbed” hair and hats for women became popular. The look for women was one way to express greater independence and self-confidence, especially among their male counterparts. Men too experienced a period of high fashion. Suits and ties were popular for men and hats became a new fashion trend. “Golf-wear” was also popular and included items such as cardigans and trouser pants. The Oxford baggy pants were popular among university students.

## INTRODUCING THE FLAPPER
The 1920's brought about a new generation of young women who were considered to be wild and rebellious towards the standard women image. These types of women were given the name flappers. “Flappers” tended to wear lots of make-up and perfume, use bad language, smoke cigarettes, drink alcohol and wear short skirts and revealing clothes. Flappers were quick to learn the new dance of the decade; the “Charleston”, which was considered too difficult for the average adult, but cool enough for the teens of the era. The dance was popularized at the speakeasies and nightclubs.

### TASKS:
1. What do you think is the significance of the change in women's fashion at this time?
2. What significance does it have in teaching us about the transition women encountered during this time in history?
Just by looking at these Canadian paintings what can you conclude from the images?
After you have answered the question, read the information card of the Group of Seven:

Do you think the Group of Seven is historically significant and still has significance today?

**Group of Seven**
- Created in the year of 1920.
- Held their first art gallery in Toronto in 1920.
- They would travel throughout Canada, sketching the landscape and developing techniques to interpret this wild and diverse terrain.
- They were originally drawn together by a common sense of frustration with the conventional quality of most Canadian art up to that point.
- The Group of Seven is noted as an iconic symbol of Canada for their representation of Canadian landscapes.
- At the time of the Group's formation, World War 1 had only been over for only two years, and Canada was becoming more independent politically.
- The Group of Seven helped Canada step away from the old art traditions of Europe. This movement in arts and culture is one of the steps Canada as a country took towards their independence.
Lesson 7
Appendices
Prohibition: A Diversity of Opinions

- Women’s Christian Temperance Union: held demonstrations, meetings and concerts and used propaganda to protest the abuses of alcohol.

Canada Temperance Act

- 1878: Allowed provinces to determine the laws associated with alcohol.
- Provincial votes would decide on the state of alcohol sale and consumption within the province.

Prohibition

- A complete ban on the production, sale, and consumption of alcohol.
- The First province to enact prohibition was P.E.I in 1900, and the last being Quebec in 1921.

Bootlegging/Rumrunning:

- Someone who makes, sells or transports illegal product (alcohol)

Analyzing Primary Sources

Rocco Perri - One of Canada’s most notorious bootleggers. Out of Hamilton Ontario.
Slide 1:

Figure 1: Vintage Periods. “1920s’ Prohibition.” Accessed November 12, 2013.
http://www.vintageperiods.com/prohibition.php

Figure 2: History of the Roaring Twenties. “Prohibition and the Speakeasies.” Accessed November 12, 2013.
http://theroaringtwentieshistory.blogspot.ca/2010/06/prohibition-and-speakeasies.html

Slide 3:

Figure 1: Glenbow Museum. “Alberta Provinvial Woman’s Chritian Temperance Union fonds.” Accessed November 12, 2013.
http://www.glenbow.org/collections/search/findingAids/archhtm/wctu.cfm

Slide 5:

Figure 1: David Spencer’s Education Paragon. “Rocco Perri.” Accessed November 12, 2013.
http://education.davidspencer.ca/wiki/Rocco_Perri

Slide 6:

Figure 1: the Begbie contest Society. “Canadian Primary Sources” Accessed November 13, 2013.
http://www.begbiecontestsociety.org/control.htm
We ask everyone who has money invested in our city in all fairness seriously to consider the disastrous effect on business and property interests should the so-called Prohibition act become law. It would not prohibit liquor traffic, but it would certainly deprive the city and province of the revenues from the trade, and incidentally ruin the owners of hotel and other property...

Introduce prohibition and Victoria would be like a flower gone to seed. Its hotels, the finest on the continent, would be parlors of solitude, and empty rooms, debt, ruin and cobwebs would greet the visitor to our city.

Stephen Jones [owner of a hotel], letter to the editor, Victoria Daily Times, September 13, 1916.

The success of our business depends on the efficiency of our employees. Alcohol is injurious. As employers of labor we are entitled to service unimpaired by its influence...The liquor business deflects a large part of the worker’s wages and makes him a poor consumer of useful articles of commerce. We would make liquor money bread money, meat money, shoe money, clothing money, etc. The operation of the act will create a demand for useful articles the making of which and the raising of the necessary raw materials will help solve the question of unemployment. The liquor business is responsible for large civic and personal expenditures on police, jails, homes, and insane asylums. We look for a diminution of taxation by the abolition of the liquor traffic.

The liquor traffic has never helped any woman to have a happy home; ...it has insulted womanhood, cheated childhood, plundered homes and degraded the whole human family.

The liquor traffic requires 6,000 young recruits every year to fill the places left vacant by those who die from its effects... the liquor traffic gets one boy out of every fifth family in Canada. Have you a boy to spare? I haven’t—although I have four...


“Without bootleggers we [licence inspectors] wouldn’t have jobs... We can’t afford to kill the goose that lays the golden egg...” [In a year on the job] I had collected thousands of dollars in revenue for the town, some bad characters had been sent to jail, the bootleggers had tightened up their system, but otherwise there was as much rum sold as ever. As for myself I had acquired a degree of prosperity that a brief year before would have seemed impossible...I began to learn that there were powerful forces near the top in politics who were holding off the day when a preventative force to curb smuggling would be set up.


Travelling bootlegger near Kelowna, BC, c1920
The Lure of Life vs. The Lure of Liquor

If I were to live my life over again I would start as a total abstainer from alcoholic drinks, and would not offer them to friends or guests in my home. This conclusion is based on the conviction that alcoholism is the greatest evil which afflicts the white race—first, because of its own effects, and secondly, because it promotes or induces other grave evils.

PRESIDENT ELIOT
Harvard University

Drink is the curse of the country; it ruins the fortunes, it injures the health. It destroys the lives of one out of twenty of our people.

HON. JOSEPH CHAMBERLAIN

Which Do You Choose?

Leaflet, Ontario Temperance Federation, Toronto [a group strongly supported by Baptists, Presbyterians and the United Church], 1926?

The Preacher of Dreams

There is less drunkenness in this province under our beloved act than ever before!

Can the people be fooled?

"The Nova Scotia Intemperance Act has been a howling success!"
"Drunkenness and crime have been eliminated"!!!
"Our jails, poor houses and asylums have been closed"!!!
"Strong drink has been banished from our Province and away from the sight of our boys and girls"!!!
Thus saith the prohibition prophet, but what saith the people?!

The Citizen, Halifax, 25 October 1929
During the first year of operation the sales [of liquor by the Quebec government] reached a total of $15,000,000 and the profits...have been applied to building and improving roads [etc.].... What is more to the point is the improvement in the quality of liquor sold to the public under government control. Prior to [that]...the rawest kind of spirit was doctored up and sold in bottles bearing labels of well known brands...The Quebec sales are large naturally by reason of the great tourist traffic which sweeps into that province... Most of these pilgrims buy a bottle or two as souvenirs.

“The Life and Time of John Barleycorn,” Saturday Night, Toronto, 19 August 1922 [the character “John Barleycorn” represents intoxicating liquor.]

Even under prohibition the British Columbia Government had found it necessary to conduct stores where liquor might be purchased for medical purposes under doctors’ prescriptions. This system led to wide abuse. Toward Christmas especially it looked as if an epidemic of colds...had struck the country like a plague. In Vancouver queues a quarter of a mile long could be seen waiting their turn to enter the liquor stores to get prescriptions filled.

James Morton, Honest John Oliver [premier of BC 1918–1927], 1933.
BOOTLEGGER: That's the slogan! The dryer you keep 'em, the more I can sell 'em.
“WET” OR “DRY”

“VOTE WET FOR MY SAKE!”

“VOTE DRY FOR MINE!”

Shall the Mothers and Children be Sacrificed to the Financial Greed of the Liquor Traffic?

IT IS UP TO YOU, VOTER, TO DECIDE

VOTE DRY
### Convictions for Offences against the Liquor Acts, years ended Sept. 30, 1900–1928:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1914</td>
<td>72</td>
<td>660</td>
<td>365</td>
<td>882</td>
<td>2,328</td>
<td>166</td>
<td>404</td>
<td>551</td>
<td>394</td>
<td>49</td>
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<td>5,871</td>
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<td>42</td>
<td>633</td>
<td>390</td>
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<td>2,018</td>
<td>124</td>
<td>378</td>
<td>573</td>
<td>246</td>
<td>27</td>
<td>–</td>
<td>5,452</td>
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<td>1916</td>
<td>75</td>
<td>646</td>
<td>352</td>
<td>1,015</td>
<td>2,002</td>
<td>172</td>
<td>967</td>
<td>713</td>
<td>295</td>
<td>11</td>
<td>–</td>
<td>6,248</td>
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<tr>
<td>1917</td>
<td>36</td>
<td>449</td>
<td>312</td>
<td>1,076</td>
<td>2,927</td>
<td>289</td>
<td>774</td>
<td>885</td>
<td>576</td>
<td>15</td>
<td>–</td>
<td>7,339</td>
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<tr>
<td>1918</td>
<td>42</td>
<td>412</td>
<td>258</td>
<td>1,155</td>
<td>3,410</td>
<td>230</td>
<td>422</td>
<td>678</td>
<td>812</td>
<td>23</td>
<td>–</td>
<td>7,472</td>
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<tr>
<td>1919</td>
<td>37</td>
<td>479</td>
<td>357</td>
<td>1,479</td>
<td>3,353</td>
<td>175</td>
<td>434</td>
<td>436</td>
<td>597</td>
<td>6</td>
<td>–</td>
<td>7,383</td>
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<tr>
<td>1920</td>
<td>23</td>
<td>394</td>
<td>585</td>
<td>1,975</td>
<td>4,385</td>
<td>380</td>
<td>452</td>
<td>618</td>
<td>1,427</td>
<td>8</td>
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<tr>
<td>1921</td>
<td>44</td>
<td>362</td>
<td>419</td>
<td>1,384</td>
<td>4,938</td>
<td>427</td>
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<tr>
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<td>954</td>
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<td>392</td>
<td>708</td>
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<td>39</td>
<td>264</td>
<td>364</td>
<td>1,724</td>
<td>3,858</td>
<td>542</td>
<td>997</td>
<td>990</td>
<td>1,196</td>
<td>14</td>
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<td>10,088</td>
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<tr>
<td>1924</td>
<td>29</td>
<td>283</td>
<td>375</td>
<td>1,549</td>
<td>4,678</td>
<td>452</td>
<td>966</td>
<td>817</td>
<td>1,256</td>
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<td>–</td>
<td>10,449</td>
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<tr>
<td>1925</td>
<td>51</td>
<td>235</td>
<td>319</td>
<td>1,919</td>
<td>5,047</td>
<td>512</td>
<td>1,078</td>
<td>758</td>
<td>1,099</td>
<td>9</td>
<td>2</td>
<td>13,512</td>
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<tr>
<td>1926</td>
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<td>499</td>
<td>393</td>
<td>2,104</td>
<td>6,362</td>
<td>786</td>
<td>1,231</td>
<td>737</td>
<td>1,345</td>
<td>2</td>
<td>15</td>
<td>11,636</td>
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<tr>
<td>1927</td>
<td>66</td>
<td>610</td>
<td>271</td>
<td>2,025</td>
<td>5,620</td>
<td>627</td>
<td>1,245</td>
<td>814</td>
<td>1,186</td>
<td>13</td>
<td>–</td>
<td>12,477</td>
</tr>
<tr>
<td>1928</td>
<td>69</td>
<td>688</td>
<td>478</td>
<td>2,096</td>
<td>7,812</td>
<td>598</td>
<td>1,174</td>
<td>944</td>
<td>1,350</td>
<td>22</td>
<td>32</td>
<td>15,263</td>
</tr>
</tbody>
</table>

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**RIVERS OF BEER RUNNING IN HOTELS OF MANITOBA CAPITAL: MOST BARS ARE "WIDE OPEN"**

From three to six carloads a week, with an average of 60 barrels to the car, are being shipped into Saskatchewan by Manitoba brewers. This imported beverage, camouflaged as innocuous temperance drinks, varies in alcoholic content from 6 to 11 per cent. Its quantity and the widespread nature of the shipment to various portions of the province, constitutes a serious problem to the Saskatchewan authorities.

The *Leader*, in probing conditions in Winnipeg, made the discovery – that the open bar is a reality in Manitoba and [its capital city] Winnipeg... Strong beer is sold openly over the counter at 25 cents a glass; stronger drinks – mostly home brew – cost 50 cents a drink. This, too, is sold more or less openly in spite of the so-called "iron bound" temperance laws of Manitoba...
GOVERNMENT CONTROL IS GOING TO WIN VOTE FOR IT

--because--

Prohibition is compulsory, and can never be enforced because public opinion is NOT behind it.

It is impossible to make men temperate by legislation. This can only be accomplished by force of example and education.

Direct taxation cannot be avoided if the Government Control Act is not endorsed. Direct taxation to balance the Government Budget would cost each head of a family from $20.00 up to $30.00 per year.

Vote Government Control to put the three million of dollars made by the bootleggers annually into the Public Treasury for public services.

Dominion Bureau of Statistics prove that Government Control has decreased the consumption of alcoholic liquors in Canada by 37%.

Old Age Pensions and Mothers' Allowances can be made possible if Government Control is endorsed.

Tourist traffic will be greatly increased if Nova Scotia adopts Government Control of liquor.

Vote Government Control to protect our young people from secret drinking now prevalent under the Nova Scotia Temperance Act.

Remember Joseph Howe condemned a prohibitory law as impossible of enforcement in 1884. His judgment has been vindicated.

The medical profession condemns prohibition. Cases of acute and chronic alcoholism have increased tremendously at the Victoria General Hospital, Halifax, under the N.S.T.A.

Labor has always been opposed to prohibition and will support Government Control almost 100 percent.

Who Is Entitled To Vote?

Any person may vote in the division in which they reside even if their name is not on the list, upon presenting themselves at the poll and taking an oath that he is at the time a British subject, 21 years of age, and has resided in the province of Nova Scotia for the past twelve months and being entitled to vote as a duly qualified voter whose name does appear on the list.

Public employees, federated sailors, and commercial travelers may vote anywhere in the province, upon satisfying the oath of qualification as above set forth.

Take This Sample Ballot to the Poll With You to Assist You in Marking Your Ballot Correctly.

<table>
<thead>
<tr>
<th>MARK YES</th>
<th>BALLOT LIKE THIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. In favor of maintaining the Public Liquor Temperance Act</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B. In favor of the sale of spirits under a Government Control Act</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

TEMPERANCE REFORM ASSOCIATION
ONTARIO

6 distilleries and 29 breweries operated almost undisturbed throughout the prohibition era.


"It's impossible to keep liquor from dripping through a dotted line."
Roy A. Barnes, Chief of the U.S. Prohibition Service
Evaluating Primary Sources

1. Is this source in support or opposition of prohibition?

2. What group/s of people in Canadian society might this source and its views represent?

3. What important details does the source provide its audience?

4. What impressions does it give of prohibition?

5. For what reasons is this view taken?
Evaluating Primary Sources

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4. What impressions does it give of prohibition?

5. For what reasons is this view taken?
## Oral Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Presented material clearly. Confidence in knowledge and able to answer all questions.</td>
<td>Material is presented with some clarity. Able to answer some of the questions with moderate confidence.</td>
<td>Minimal clarity of material. Able to answer basic questions without significant detail.</td>
<td>No clarity in presentation. Unable to answer questions from the class, with limited understanding of material.</td>
</tr>
<tr>
<td>Perspectives</td>
<td>Able to identify the perspectives of the sources. Full understanding of the ways in which the sources connect to society at the time.</td>
<td>Identified the perspectives of the sources. Some understanding of it connections to society.</td>
<td>Basic understanding of the sources and their perspectives. Limited knowledge of their connections to society.</td>
<td>Unclear of the perspective of the sources. Does not understand the ways it connects to society and its people.</td>
</tr>
</tbody>
</table>
Lesson 8
Appendices
Grade 10 History: 1920s Culminating Activity
Group Project - Radio Show or Newspaper Assignment

Name: _______________________________________

The 1920s was a boom period in Canadian History. The decade was considered by many to be a time of
great prosperity and excitement. In self made groups of 5-6 students, select one of the following options
below to present your research and understanding of the unit. In your groups, you will conduct your own
study using a variety of resources (i.e. article, videos, internet, books, encyclopedia, CD ROMS, etc) to
INVESTIGATE the era:

1920s
1. Economic Boom (Stock Market Boom)
2. Entertainment (Gossip) of the 1920s
3. Advertisements of the 1920s
4. Sports of the 1920s
5. Inventions of the 1920s

SELECT ONLY 1 OF THE OPTIONS BELOW

Option 1: Radio Show (40 Marks – KU, TI, C, A)
You and four to five other students will be part of a radio show cast.
Your Groups task is to represent the excitement of the 1920s by
producing a radio show program. Your broadcast must be able to
capture your audience’s imagination and keep them genuinely
interested in what they are listening to for the duration of your
show. Keep in mind that this was time when there were no TVs or
computers and the radio became the focal point of the family
household. It was with the radio that people were kept entertained
and it gave them a link to what was happening elsewhere in the
world as it occurred.

Requirements
Your group will have the option of either videotaping or audio
recording on a CD your radio program. Each radio show must be
10-15 minutes in length. The segments themselves can vary in
length. Your dynamic program must include information on the first two “Investigate” Topics, but also
include at least 2 other topics. Remember, that each radio show has an announcer who uses a great deal of
slang and lingo of the respective eras to capture the listeners’ attention. Each person has an opportunity to
play a variety of roles, so be creative!!!! Use sound effects and authentic music from the era to create a
genuine drama in your show and ensure that you captivate your audience. You should also create some
commercials/advertisements that sell products or services common in that era. With whichever
technology you chose to present your radio show, please ensure that you have a backup plan in the event
that technical problems arise. If you choose the Radio Show option, your performance will be played for
the class to hear/watch. When you submit your CD/DVD, you will also be responsible for submitting a
one-page synthesis/Program outline detailing your shows format and summarizing the most important
points on each topic. Your outline should also detail who did what in your project or who the primary
characters are that will be speaking/performing during each portion. The program must include a list of
each segment in your radio program and a brief description describing that section. Your evaluation
will be composed of both a teacher evaluation for your portion (categories KNOWLEDGE, THINKING
and COMMUNICATION) as well as a Peer Assessment (APPLICATION), where you will get an
opportunity to mark the other members of your group.
Option 2: Newspaper (40 Marks – KU, TI, C, A)

You and four to five other students will be part of a newspaper daily editing team. Your group’s task is to capture the essence of the 1920s using print media as your medium. Your Newspaper/Magazine has a wide, well-read following and the technological changes in the printing press have made your daily one of the largest, mass-circulated newspapers in the country. Journalists in your paper now have an audience never dreamed of before.

Newspapers were a cheap and inexpensive way to keep up-to-date on what was going on in the world and allowed the reader to gain information on what was going on in his/her community. Advertisements in newspapers are also very informative and give lots of information about the world around us and recent trends apart from being very entertaining.

Requirements

Your group will be responsible for putting together a newspaper that is complete with various articles, pictures and advertisements that reflect the time period. You should employ various newspaper techniques from the 1920s as well to give your daily an authentic/genuine feel (i.e. Font selected, pictures used, cost, headlines chosen, etc.). Your newspaper should include articles that discuss the first two “Investigate” Topics, but also include at least 2 other topics. The layout of your paper must reflect a standard newspaper from the time period (i.e. Articles laid out in columns, appropriate headlines, proper sections, various elements such as editorials, political cartoons, advertisements, etc) and above all, should be aesthetically pleasing to read. Your pictures should be in black and white and should be included with every article. All advertisements/articles must be completely original and cannot be merely downloaded from the internet and passed off as your own! Each group member will be responsible for submitting at least 2 articles each or the equivalent and should have their name clearly written on it to identify what they have contributed to the final effort.

There are various publishing programs (i.e. Microsoft Publisher) that are readily available with most word processing programs on a standard computer. You will be evaluated on your contributions to the overall project based on content, mechanics, accuracy and aesthetics. Your evaluation will be composed of both a teacher evaluation for your portion (categories KNOWLEDGE, THINKING and COMMUNICATION) as well as a Peer Assessment (APPLICATION), where you will get an opportunity to mark the other members of your group.

Final Note on Group Work:

You will receive time in class to work on the project however it will be in your group’s best interest to meet after school and on your own time to coordinate your project. You must learn to work with your group regardless of who is in it, so be careful who you select. Use your time wisely! Inevitably, one or two people in the group will end up coordinating the efforts of everybody else. Keep in mind, there is little tolerance for those who fail to live up to their end of the deal and do not pull their weight with the group. You will be evaluated by the rest of your group, so learn to work with one another.

Mark Breakdown – Your marks will be comprised of a combination of your individual mark (total 30 marks above). This mark will be evaluated by the teacher. The Thinking section will be a group mark where everyone in the group will receive the same mark. The second part of your mark is a peer assessment mark out of 10 that will be calculated by determining the AVERAGE of how your peers assessed you. See the accompanying Rubric for exact criteria.
# RADIO BROADCAST RUBRIC

Name: _______________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>The sound effects and music were irrelevant to the broadcast and added little to the story.</td>
<td>The sound effects and music were scarce, but they were relevant to the broadcast.</td>
<td>There were a few sound effects and music which were relevant and enhanced the story.</td>
<td>There are many sound effects and music that are relevant to the topics and the decade.</td>
</tr>
<tr>
<td></td>
<td>Reporters are not convincing and did not speak clearly. Did not interest the audience.</td>
<td>Reporters are mostly convincing and spoke somewhat clearly to the script. Evoked minimal interest from the audience.</td>
<td>Reporters were convincing, spoke clearly and moderately captured the listener's attention.</td>
<td>Reporters speak clearly, effectively and capture the listener's attention effectively.</td>
</tr>
<tr>
<td></td>
<td>/10</td>
<td>/10</td>
<td>/10</td>
<td>/10</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Students do not discuss topics that are relevant to the 1920s.</td>
<td>Students discuss minimal topics that are relevant to the 1920s.</td>
<td>Students discuss an adequate amount of topics that are relevant to the 1920s.</td>
<td>Students discuss many topics that are relevant to the 1920s.</td>
</tr>
<tr>
<td></td>
<td>The radio broadcast does not resemble a broadcast from the time period and lacks most necessary components</td>
<td>The radio broadcast minimally reflects that of one of this time period. Had some of the components necessary for this assignment.</td>
<td>The radio broadcast fairly accurately portrays a broadcast from the decade and includes most of the necessary components for the assignment.</td>
<td>The radio broadcast is reminiscent of a broadcast from the 1920s and includes all necessary components.</td>
</tr>
<tr>
<td></td>
<td>/10</td>
<td>/10</td>
<td>/10</td>
<td>/10</td>
</tr>
<tr>
<td>Thinking</td>
<td>The article does not progress from beginning to end, has no transitions and no variety in material.</td>
<td>The radio production lacks progression from beginning to end, with minimal transitions and little variety in material.</td>
<td>The radio production progresses from beginning to end, with some transitions and an adequate variety of material.</td>
<td>The radio production progresses logically from beginning to end, with great transitions and large variety of material.</td>
</tr>
</tbody>
</table>
# NEWSPAPER RUBRIC

Name: _______________________________

<table>
<thead>
<tr>
<th>NEWSPAPER CRITERIA ( /30 )</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
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<tr>
<td><strong>CATEGORY</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/10</td>
<td>Little about the newspaper article provides information that reflects the 1920s</td>
<td>Some of the newspaper article provides information relative to the 1920s</td>
<td>Most of the newspaper article provides key details and concepts associated to the 1920s.</td>
<td>The newspaper article provides many concepts and detail needed to create an established newspaper article from the 1920s.</td>
</tr>
<tr>
<td></td>
<td>The newspaper article does not illustrate any of the criteria needed for a proper news article.</td>
<td>The newspaper article illustrates a limited number of criteria needed for a proper news article.</td>
<td>The newspaper article illustrates the majority of criteria needed for a proper news article.</td>
<td>The newspaper article illustrates all of the criteria needed for a proper news article.</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The newspaper does not resemble that of one from the time-period.</td>
<td>The newspaper has minimal similarities to that of a newspaper from the 1920’s.</td>
<td>The newspaper has many similarities to one from the decade.</td>
<td>The newspaper reflects one from the time period.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The newspaper article does not establish a clear purpose and does not demonstrate a clear understanding of the topic.</td>
<td>The newspaper article establishes topic and demonstrates some understanding of the topic.</td>
<td>The newspaper article establishes a purpose and demonstrates an understanding of the topic.</td>
<td>The newspaper article establishes a clear purpose and demonstrates a clear understanding of the topic.</td>
</tr>
<tr>
<td></td>
<td>Many spelling, usage, mechanics, or grammar errors.</td>
<td>No more than 8 spelling, usage, mechanics, or grammar errors.</td>
<td>No more than a couple of spelling, usage, mechanics, or grammar errors.</td>
<td>No spelling, usage, mechanics, or grammar errors.</td>
</tr>
</tbody>
</table>
# Peer Assessment Checklist

You are going to assess your group member’s work, using the table below. For each of the criteria give points based on the following scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Remember you are playing the role of a **critical classmate** and your goal is to identify where your classmates did well and where they could improve.

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> Did they complete all sections of the assignment they were responsible for?</td>
<td></td>
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<tr>
<td><strong>Participation:</strong> Were they active members within the group?</td>
<td></td>
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<tr>
<td><strong>Research:</strong> Did they provide relevant information?</td>
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<tr>
<td><strong>Initiative/Leadership:</strong> Did they initiate work on the assignment?</td>
<td></td>
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</tbody>
</table>

Constructive comments:

_________________________________________________________________
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1920's Culminating Activity

Newspaper

Radio Broadcast


• Radio Broadcast

• Newspaper Articles:
  3. The Globe, Toronto, Saturday August 24th, 1929 – Advancements in Design Are Feature of Show
  4. The Globe, Toronto, Saturday August 12th, 1922- Circle of Young Canada