Canada during the Great Depression

COURSE: CHC2D: Canadian History- Grade 10 (Academic)

SPECIFIC EXPECTATION EXPLORED:
Strand C: Canada 1929-1945

C1: Social, Economic, and Political Context

C1.1: Identify some key social changes in Canada during this period and explain their main causes as well as their impact on the lives of people in Canada

C1.2: Identify some major developments in science and or technology during this period and assess their impact on the lives of Canadians (Medical History)

C1.3: Describe some key economic trends and developments in Canada during this period and explain how they affect the lives of people in Canada

C1.4: Describe the main causes of some key political developments and or government policies in Canada during this period (development of new political parties and social welfare)

ABSTRACT:
This resource package has been created to engage students in learning Canada’s Great depression. Students will explore the stock market crash, cases of the great depression, key political developments and scientific and technological advancements in the 1930s. Each lesson included various types of student engagement and assessment while incorporating the Ontario curriculum and concepts of historical thinking.

KEYWORDS: The Great Depression; Canadian History; Stock Market; Perspective; Historical Significance; Ethical Dimensions; Cause and Consequence; RB Bennett; McKenzie King; Unemployment,

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Course: CHC2D: Canadian History, Grade 10 Academic

Specific Expectations: C1.3: Describe some key economic trends and developments in Canada during this period and assess their impact on different groups in Canada.6

Brief Historical Thinking Concept Explored: Cause and Consequence

Lesson: 1 of 4

Title of Story: The Stock Market Crash

Overview: In this lesson, students will first start the class by watching a video on the Stock Market Crash. Students will then learn and understand the basic terms and causes of the Stock Market Crash. Students will then participate in a stock market game that simulates the rise and falls of stocks during the time of the crash. Students will be put into pairs and they will receive $10,000.00. They will then have the opportunity to buy stocks from the banker (teacher) throughout the timeline of the game. They will record their results throughout the game and then they will have questions to answer at the end.

Appendices
   1. Primary Sources (PSD 1.1, PSD 1.2)
   2. Black Line Masters (BLM 1.1, BLM 1.2, BLM 1.3, BLM1.4)
A. Organization of Each Lesson

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
- Students will start the class by watching a video on the Stock Market Crash and receive a question sheet to complete (BLM 1.1)
  - LINK: https://www.youtube.com/watch?v=P0q6sUqILqM&t=19s
- Students will begin to wonder and question why and how the Stock Market Crash in the United States impacted Canada.

Step 2: Discussion (15 minutes)
- During this time, the teacher will go over the video and the handout that was provided (BML 1.1)

Step 3: Modeling (10 minutes)
- The teacher will then showcase newspaper articles that were released at the time of the Stock Market Crash (PSD 1.1, PSD 1.2)

Step 4: Guided Practice (25 minutes)
- Students will be organized into pairs.
- Each pair will receive an amount of $10,000 to purchase stocks
- On the ELMO the teacher (banker) will display the stocks and their prices. The pairs will have an opportunity to buy and trade stocks from the banker.
- The banker will then put another stock on display on the ELMO and each pair will have the opportunity to buy and sell their stocks (This will go on for 6 rounds). (BLM 1.2, BLM 1.3)

Step 5: Independent Activity (10 minutes)
- As Students buy and trade their stocks they will record on an individual sheet the investments they purchased. After the stocks have closed the 6th and final round the students are expected to complete the questions on the given handout. (BLM 1.4)
- These sheets will be collected for a formative assessment at the end of the period.

Step 6: Sharing/Discussing/Teaching (20 minutes)
- After the Stock Market game, the class will then reconvene and total up the amount of money they have.
- The teacher can take this opportunity to lead class discussion about the questions they have answered.

Assessment:
- Assessment As Learning: in the worksheets students will have time to reflect on their investments during the stock market game.
B. Appendices

1. PRIMARY SOURCE DOCUMENTS:

PSD 1.1

![Brooklyn Daily Eagle](image)

PSD 1.2

![The New York Times](image)
The Stock Market Video

1. What was Black Tuesday?

2. What is it called when people borrow money to buy stocks?

3. How did the Stock Market Crash Occur and how did it affect Canada?

4. How did Canadians feel during the time of the Stock Market Crash?
BLM 1.2

The Stock Market Game:

You will need…
1. Post-it notes (7 different colours, 6 representing the different stocks and 1 representing money)
2. Projector
3. Calculator, if necessary

Instructions:
1. Students will get into pairs
2. The pair will receive 10 post-it notes (each post-it note is valued at $1,000.00, totaling $10,000.00)
3. The teacher will then put the stocks on the projector
4. Students will then go to the teacher (who is the banker) and buy the stocks they want (each stock is a different colour, please refer to BLM) and the banker will give the appropriate sticky note to represent their purchase
5. The teacher will then put the stocks and their prices onto the projector again and students are able to see if their stocks increased or decreased and buy and exchange stocks with the bankers
6. This will be played for 6 rounds. On the 7th round, the teacher will put the stocks up onto the projector and it will show a value of $0.00 for all of the stocks, making their trades not worth any value
7. The pair with the most money left in the end wins!
### Stock Market Chart

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Stock Market Game Handout

1. How much money did you and your partner spend in total?

2. What stocks did you invest the most money in? Why?

3. Besides the last round, what was one thing that shocked you?

4. How much money did you and your partner have left in the end?

5. What is one thing you would have done differently?
Course: CHC2D: Canadian History, Grade 10 Academic

Specific Expectations: C1.1: Identify some key changes in Canada during this period and explain their main causes as well as their impact on the lives of people in Canada.

Brief Historical Thinking Concept Explored: Historical Perspective

Secondary Historical Thinking Concept Explored: Historical Significance

Lesson: 2 of 4

Title of Story: Causes of The Great Depression

Overview: Students will begin the class by watching a Video on the Great Depression. They will have a worksheet to go along with the video and then the teacher will take the sheet up under and ELMO. The teacher will then show an exemplar of a letter that a family has written to Prime Minister Bennett during the Depression and will fill out the worksheet that the students will do later. Table groups will then all receive the same letter at their table to read. Individually, students will fill in the worksheet and then will be numbered off and share their families letter with their new group. They will have the opportunity to compare and contrast with different historical perspective the families gone through. The teacher will then explain and show a video to the class that Bennett actually responded to many of these letters and provided monetary funds.

Appendices
1. Primary Sources (PSD 2.1, PSD 2.2, PSD 2.3, PSD 2.4)
2. Black Line Masters (BLM 2.1, BLM 2.2, BLM 2.3, BLM 2.4, BLM 2.5, BLM 2.6, BLM 2.7, BLM 2.8)
A. Organization of Each Lesson

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
- Students will examine the impacts of the Stock Market Crash in both an economic and social lens.
- Students will watch a video about the Great Depression
  - LINK: https://www.youtube.com/watch?v=qTA3-tL6lBA

Step 2: Discussion (10 minutes)
- Students will develop an interest about historical perspectives of the Great Depression while completing the worksheet based on the video.
- The class will have an opportunity to take up the worksheet with the instructor on the ELMO. (BLM 2.1)

Step 3: Modelling (10 minutes)
- Using the ELMO, the teacher will display a letter written by a Canadian family during the time of the depression. (BLM 2.2)
- The letter shows the economy and social hardships Canadian families endured during this time.

Step 4: Guided Practice (10 minutes)
- After reading the letter as a class students will have the opportunity to engage in guided discussion and talk about the impacts that Canadian families had to face. During this activity students will explore why this particular story is important in a Canadian perspective.
- The instructor will fill in a sheet on the ELMO based on the class discussion (BLM 2.7)
- This activity will prepare students for the upcoming independent activities and group work.

Step 5: Independent Activity (15 minutes)
- The instructor will distribute letters written by Canadian families to Prime Minister RB Bennett during the Great Depression. (BLM 2.3, BLM 2.4, BLM 2.5, BLM 2.6)
- Each table will receive a different letter.
- Individual students at their table will receive copies of the same letter.
- As done during the class exemplar students are to read the letter independently and think about the social and economic impacts the depression had on these Canadian families.
- Students will independent fill in a worksheet which demonstrates their ideas and analysis based on social and economic disparities. (BLM 2.7)
- If preferred, students should be provided the option to use a device to type out their answers.
**Step 6: Sharing/ Discussing/Teaching (30 minutes)**

- Once students have completed the worksheet they will discuss their answers in their table groups.
- Students will then be numbered off in their table groups and relocate in the classroom with their table groups according to the number they received.
  - Example: all the #1’s will be in one group.
- Students will then share the letter they examined to their new group.
- Once every student has had the opportunity to share the perspective contained in their letter, the learners as a group will discuss the historical significance of the 1930s.
- The instructor will show a video on Prime Minister Bennett responses to some of the letters he received while in office.
  - LINK: [https://www.youtube.com/watch?v=B0dIXIkaDTc](https://www.youtube.com/watch?v=B0dIXIkaDTc)
- After the video students will be given time to complete an exit slip which will focus on present day Canada and how significant of economic and social change. They will submit this card before leaving the classroom. *(BLM 2.8)*

**ASSESSMENT:**

- Assessment As Learning: Students will be assessed on their learning skills (group work and independent work)
- Assessment Of Learning: The Instructor will be able to evaluate the learning which took place during this lesson through the exit cards submitted at the end of class.
B. Appendices

2. PRIMARY SOURCE DOCUMENTS:

PSD 2.1

Letter to the Premier, January 13, 1933
Premier George S. Henry correspondence
Reference Code: RG 3-9-0-391
Letter to the Premier, January 18, 1933, Premier George S. Henry correspondence
Reference Code: RG 3-9-0-391
Archives of Ontario
Letter to the Premier, February 14, 1933, Premier George S. Henry correspondence
Reference Code: RG 3-9-0-391
Archives of Ontario
Letter to the Premier, February 25, 1933, Premier George S. Henry correspondence
Reference Code: RG 3-9-0-391
Archives of Ontario
The Great Depression

1. How many Canadians were unemployed during the Great Depression?

2. Explain the On-to-Ottawa Trek? Where were they heading?

3. Why was the Depression felt more in the prairies than other parts of Canada?

4. What happened to people’s job after 1929? How did this impact other companies?
Beeton Station, Quebec  
February 9, 1934  
Honourable R. B. Bennett  
Ottawa  

Dear Sir,  

Please forgive me for asking you for help. Since I have not been able to get anything from the council after several requests I thought of contacting you, maybe you won’t say no. I worked for you a few years ago and I will work again in the future. I have been sick for the past 5 years, 4 years ago, I spent 6 months in the hospital and since then I’ve always done what I could to give my family what they need today I can’t do anything at all. I need to go back to the hospital right away, the doctor told me that I can’t live much longer without care. I have 6 young children, I’m 42 years old I don’t have money, we don’t have any more food, no clothing all we are — think about it my dear Mr. R.B. Bennett a cold winter like we’re having. The children complain because they’re hungry and cold I can’t give them what they ask for to tell the truth it’s very sad —  

I hope my letter will be considered and to receive a reply soon  

Arsene Gaudet
Schomberg, January 13, 1933

Dear Mr. Henry

Just a line to say that I have some money from the Bank. I paid them $140 on principal and int. and paid the interest all along and still they are not satisfied. They think I should sell my stock and pay it all. You know those manager’s (sic) know nothing about farming and they would put you on the road. I have a good tested herd of cows which if sold now would bring nothing to what they should and it would leave me without a cent and I do not think they should have this power, when a man is doing all he can as things in a year or so may be a lot better. I hope you can do something to help me out for awhile, please do not overlook this for I am in need.

Yours Truly, [Name Omitted for the Protection of Privacy], Schomberg, Ont.
Translation:

Hon. G.S. Henry Prime Minister Toronto, Ont.

Dear Prime Minister,
I am a young married man, and a Canadian, greatly in need of help. The House of Industry, at Toronto, is supplying me with food, but as you know it is not the ambition of any red-blooded human being to spend his best years living on charity. I prefer to work. While I am staying here I have not much chance of getting it for some time. I know that you are doing a lot for people out of work, so I am turning to you for assistance. My wife is a Maltese girl and I have been assured by her family in Malta, of getting work there, because I have a working knowledge of a few trades and some education in English. Now the problem is how to get there. I have no money or decent clothing. If you could help us to get passage to Malta we would be greatly indebted to you and appreciate it as long as we live. Trusting you will give our case a little of your valuable attention, I remain,

Very sincerely yours, [Name Omitted for Protection of Privacy], Toronto
Toronto
February 14, 1933

Dear Mr. Henry:
I take the liberty of writing you to appeal to you to do something for my father. I am the oldest of the family + am the only one working + we have only $8 coming into the house per week. My Mother + Father are greatly worried and are getting into debt and we can scarcely get the necessities of life and my brothers + sisters need things shoes etc. and we have not the money to get them with. Father has always been good in doing what he could for anyone + has done much for the Conservative Party + mother has told me that he left her many nights to help you and entertain the North Toronto Conservative Association. He has tried and tried to get a job and met with no success and is just wearing himself out looking old with worrying. He has been a good father to us + if he cannot get anything to do it means the breaking up of our home + we all have been so happy until things became bad with Dad. I appeal to you to do something for him as he has always spoken highly of you. Trusting you will for my sake + for my sisters + brothers.

Yours Faithfully [Name Omitted for Protection of Privacy]
Cache Bay, Ontario  
February 25, 1933

Dear Sir Henry

To-day I am writing you these couple of line (sic) to ask you a great favour. Because it's a week that I have been not able to go to school because I have no shoes. Will you will really say that I am a great pest but I am really writing in crying to see that here we have so much trouble with relief while other in other place (sic) have no trouble. Now they say the government has took (sic) the place but the man who tooke (sic) stop the school supplies and says that we can have no clothes anymore but I would have love to sometime (sic) my school because it is the only think (sic) that would help me is to be well educated and if I pass my entrance I will try to apply for a job. And if I earn money I will repay you all this. So please try to send a couple of dollars to help a poor cripple little girl and I am sure that god would repay you all this. And I do pray god to preserve such a man like you are and may you live long years again. You know that god as said “The one who helped the poor, the suffer, the cripple would have a great reward after life.” Please you wont refuse to send a couple of Dollars to get myself a pair of shoes and rubbers because that money wont make you poorer or wont be lost instead of $5.00 God will send you $10. So please in your honour do your best and I know that will answer because you are not as selfish as Premier Ferguson because before I wrote to you I had written to Premier F and he did not even write but you are not as self-fish as he is. So I close for now hoping to receive a letter from you as soon as possible.

God bless you

P.S. Excuse the writing because I have no ink and pen to write
To get this letter address I will have to go to the second neighbour
BLM 2.7

NAME: ___________

Letters From the Depression Questions

1. What did the letter ask for?

2. Why did the family write this letter?

3. Why was it so important for the family to address the situation

4. Why did families have to go on relief/ welfare?

5. What social and economic implications were addressed in the letter?

6. If you were Prime Minister Bennett, how would you respond to the letter?
BLM 2.8

EXIT CARD
How significant were the economic and social implications in Canada during the Great Depression that affect present day Canada?

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EXIT CARD
How significant were the economic and social implications in Canada during the Great Depression that affect present day Canada?
Course: CHC2D: Canadian History, Grade 10 Academic

Specific Expectations: C1.4: Describe the main causes of some key political developments and or government policies in Canada during this period

Brief Historical Thinking Concept Explored: Ethical Dimension

Secondary Historical Thinking Concept Explore: Evidence

Lesson: 3 of 4

Title of Story: Key Political Developments and Social Welfare

Overview: Students will leave this class with a better understanding of the political difficulties during the Great Depression. This will be achieved by first introducing the hardships of the depression through a class discussion about the 1930 clips in the Queen, Under Pressure music video. The class will then engage in a mock debate. This debate will consist of the class dividing into 3 groups; representing RB Bennett and the Conservative party, MacKenzie King and the Liberal Party and the Canadian people. In the groups students will be expected to conduct research on their stakeholders beliefs during the time, complete a worksheet, and vote for the candidate they would like to win the election. The instructor will be able to assess the students knowledge in this lesson as the debate unfolds in class as well as using the handout available in this section of the resource package.

**Technology and internet access is required for this lesson**

Appendices

1. Primary Sources (PSD 3.1, PSD 3.2, PSD 3.3, PSD 3.4)
2. Black Line Masters (BLM 3.1, BLM 3.2, BLM 3.3)
B. Organization of Each Lesson

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)
- Play “Under Pressure” music video by Queen to start the class
  - LINK: https://www.youtube.com/watch?v=a01QQZyl-_I

Step 2: Discussion (5 minutes)
- There are many clips incorporated in the “Under Pressure” music video that were filmed during the Great Depression.
- As a class, or in small groups, students will make a list about the different parts of the music video that are related to the Great Depression.
  - Examples: Wall Street sign, soup kitchens and unemployment signs.
  - The instructor will show primary source images (PSD 3.1, PSD 3.2, PSD 3.3, PSD 3.4) from the Great Depression based on the video.

Step 3: Modelling (5 minutes)
- The class will watch the December 2015 “Election Leaders Debate
  - LINK: https://www.youtube.com/watch?v=XbnMz7tsXjo
- The entire debate does not need to be shown, just enough so that the instructor is confident the class has an understanding on typical debate procedures.
- Note: The debate is about the economy, much like the questions would be in the 1930s.
- Discuss with the class:
  - How did the debate facilitator form their questions?
  - How did the candidates present their responses?

Step 4: Guided Practice (40 minutes)
- Students will engage in a mock electoral debate
  - Setting:
    - It is the year 1935. Prime Minister R.B. Bennett is in office and it is in the midst of the Great Depression. The Canadian people are mad and both candidates have had experience as the head of the country. The Instructor will facilitate the debate. The Canadian people will come up with 5 questions to ask the candidates. Questions should have an introduction to them such as, we saw in the video clip of the 2015 debate with Prime Minister Trudeau. To start, each party must study their values and come up with speaking notes.
  - In the class, students will be broken into 3 groups:
    1. Liberal Party: Mackenzie King (BLM 3.1)
    2. Conservative Party: RB Bennett (BLM 3.2)
    3. The Canada People during the Great Depression (BLM 3.3)
- In their groups, students will individually read the articles given to them via URL on the class handout.
  - These articles will help learners understand the needs, wants and beliefs of the Stakeholder they represent in the mock debate.
• Once the students have read and made notes from the readings on the handout given, they will have time to strategize as a group for the debate.
• If preferred, students should be provided the option to use a device to type out their answers.

Step 5: Sharing/ Discussing/Teaching (35 minutes)
• The classroom should be setup so that all 3 groups are facing each other
• On the board, the teacher will have a layout of the debate for students to follow
  o The candidates will start the debate by briefly stating their campaign platform.
  o The Canadian People will follow with a brief synopsis of their lifestyle during the 1930s.
  o After each Stakeholder has had an opportunity to present their objectives, the Canadian People will ask their questions.
  o The person leading the question will direct their question to a specific candidate from either team. That candidate will have 2 minutes to answer.
  o The opposition will then have 2 minutes to respond.
  o The floor will then be open to either Candidate to engage in debate for 4 minutes.
  o Once the facilitator ends the discussion period, the next audience member (Canadian People) will ask their question
  o The instructor will facilitate the classes involvement as needed during the responses
• Before leaving, students will complete the questions at the end of the end of their debate package (BLM 3.1, BLM 3.2, BLM 3.3) including the exit card. The package will be submitted before the students leave the classroom.

ASSESSMENT:
• Exit Card: Who do you cast your vote towards? Provide 3 reasons why
• Students will hand in their prep sheet from the debate. Instructors can also base the knowledge of their students from the debate which unfolded.

**Based on the abilities of the class, this lesson can carry on to the next day for completion**
1. PRIMARY SOURCE DOCUMENTS

PSD 3.1

PSD 3.2
The Great Debate – The Liberal Party

It is the year 1935, Canada is in the middle of a world-wide depression. The economy is unhealthy, very few have jobs, and the Canadian government is running out of money and ideas to help the citizens in need. The Canadian people are desperate and relying on the government to guide them out of these trying times. The country is in the midst of a federal election and a debate is set to take place today. The questions in this debate will be given by the Canadian people. The current Prime Minister R.B Bennett will be facing his liberal opponent McKenzie King in this discussion.

You are a dedicated member of the Liberal Party and work to support the success of your leader McKenzie King. You have time now with the other member of the Liberal Party to research for your debate.

• Begin your preparation by reading the biography of your leader handed out to you in class.

• Once you have completed the biography conduct some research to create a platform to use during the debate.

Record your research and notes for the debate on a piece of paper – it will be collected at the end of the debate. Keep the following questions in mind while researching:

- What is the employment rate in Canada at this time? What can your party do to increase it?
- How are you going to fund your ideas?
- What can you give the Canadian people that your opponent cannot?
- What statistics can you provide for this time that will back up your ideas?
- What is going on in Europe during this time?
- What are you going to do to mend our relationship with the US?
- What campaign slogan could you use?

Before you start researching read the following:


https://historymanilya.wordpress.com/2013/03/25/kings-approach-to-the-great-depression/
What was the most challenging question to answer during the debate? Why?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

What do you believe was your strongest argument?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

How were your arguments attached to the policies and beliefs of McKenzie King and the Liberal Party in the 1930s?

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________________________________________________________________________________
Voting Card – The Great Debate
Make sure to hand in your ballot at the end of class!

Name: 

Who do you cast your vote towards (pick one)?

○ King

○ Bennett

Provide three (3) reasons why you made this decision??
The Great Debate – The Conservative Party

It is the year 1935, Canada is in the middle of a world-wide depression. The economy is unhealthy, very few have jobs, and the Canadian government is running out of money and ideas to help the citizens in need. The Canadian people are desperate and relying on the government to guide them out of these trying times. The country is in the midst of a federal election and a debate is set to take place today. The questions in this debate will be given by the Canadian people. The current Prime Minister R.B Bennett will be facing his liberal opponent McKenzie King in this discussion.

You are a dedicated member of the Conservative Party and work to support the success of your leader RB Bennett. You have time now with the other member of the Conservative Party to research for your debate.

- Begin your preparation by reading the biography of your leader handed out to you in class.
- Once you have completed the biography conduct some research to create a platform to use during the debate.

Record your research and notes for the debate on a piece of paper – it will be collected at the end of the debate. Keep the following questions in mind while researching:

- What is the employment rate in Canada at this time? What can your party do to increase it?
- How are you going to fund your ideas?
- What can you give the Canadian people that your opponent cannot?
- How are you going to address the issue of mockery towards your government such as the Bennett Buggy or Bennett Blanket?
- What statistics can you provide for this time that will back up your ideas?
- What are you going o do to mend our relationship with the US?
- What is going on in Europe during this time?

Before you start researching read the following:

What was the most challenging question to answer during the debate? Why?

What do you believe was your strongest argument?

How were your arguments attached to the policies and beliefs of RB Bennett and the Conservative Party in the 1930s?
Voting Card – The Great Debate
Make sure to hand in your ballot at the end of class!

Who do you cast your vote towards (pick one)?

- King
- Bennett

Provide three (3) reasons why you made this decision??

Name: ____________________
The Great Debate – The Canadian People

It is the year 1935, Canada is in the middle of a world-wide depression. The economy is unhealthy, very few have jobs, and the Canadian government is running out of money and ideas to help the citizens in need. The Canadian people are desperate and relying on the government to guide them out of these trying times. The country is in the midst of a federal election and a debate is set to take place today. The questions in this debate will be given by the Canadian people. The current Prime Minister R.B Bennett will be facing his liberal opponent McKenzie King in this discussion.

You are a hardworking Canadian citizen. You believe the government will guide you through these tough times but they need to do more. Some of you have lost your job and are living in basements without electricity. Some of you have shipped you children to live with relatives because you can’t afford to feed them right now. Some still have their job but they worry every day it could be taken from them.

- Begin your preparation by completing the reading handed out to you in class.
- Once you have completed the reading conduct some research to create questions to ask the candidates in the debate.
- Make sure to preference your questions with why you think it is an important issue to talk about.

Record your research and notes for the debate on a piece of paper – it will be collected at the end of the debate. Keep the following questions in mind while researching:

- What is the employment rate in Canada at this time? What do you want to see happen to it?
- What do you need from the government based on your current living situation?
- What has a candidate done in the past you would like to see continue?
- What has a candidate done in the past that you disagree with?
- What statistics during this time pop out to you?
- How will policies affect young people? Adults? Families? Elders?
- What is going on in Europe during this time?

Before you start researching read the following:


What was the most important question to ask the candidates? Why?

What was something the liberal Party said you agreed or disagreed with?

What was something the Conservative Party said you agreed or disagreed with?
How do you think you reflected a typical Canadian during the 1930s?
Voting Card – The Great Debate
Make sure to hand in your ballot at the end of class!

Who do you cast your vote towards (pick one)?

- King
- Bennett

Provide three (3) reasons why you made this decision?

Name: _____________________
Course: CHC2D: Canadian History, Grade 10 Academic

Specific Expectations: C1.2: Identify some major developments in science and or technology during this period and assess their impact on the lives of Canadians (Medical History)

Brief Historical Thinking Concept Explored: Historical Significance

Lesson: 4 of 4

Title of Story: Key Political Developments

Overview: In this lesson students will be introduced to some of the scientific and technological advancements affecting Canadians in the 1930’s. As a class, students will watch a video about Pablum and assess how important this was to Canadian society. Students will be asked to choose an advancement from a given list and create an advertisement in the medium they choose. The instructor can show a poster advertisement given in this section of the resource package as an example of the assignment. At the end of the class, students will share their advertisement and gain a better understanding of advancements affecting Canadians at this time. The instructor can assess student’s knowledge during this lesson using the rubric on the activity handout provided in the appendix.

** Technology and internet access is required for this lesson

Appendices

1. Primary Sources (PSD 4.1)
2. Black Line Masters (BLM 4.1, BLM 4.2)
B. Organization of Each Lesson

PLAN OF INSTRUCTION:

Step 1: Warm up (2 minutes)
- As a class, watch the “Canada 150” video about the creation of Pablum

Step 2: Discussion (3 minutes)
- As a class, discuss the importance of Pablum
  - How did it have the ability to help Canadians?
  - Is this product still used today?
  - Why would Canadians want to use this product?

Step 3: Modelling (10 minutes)
- Use the example poster about Pablum provided (BLM 4.1) to introduce the activity for this lesson.
  - Make sure to note there should be one primary source displayed in their assignment
  - Draw attention to the primary source picture in the example poster (PSD 4.1).

Step 4: Guided Practice (50 minutes)
- Students will pick from a list of scientific and technological advancements during the 1930s.
- Each learner at the table will pick a different advancement in Canadian history
- Students are asked to research their chosen advancement using the internet and use that information to create an advertisement introducing their development to the Canadian people.
- In order to meet the varied learning needs in the classroom this assignment is not restricted to one type of advertisement. The students are able pick how they want to advertise their advancements according to their learning style.
- The handout provided (BLM 4.2) has a list of advancement and instructions for this assignment.

Step 5: Sharing/ Discussing/Teaching (25 minutes)
- Once assignments are completed, students at their tables will take turns presenting their advertisement to their peers.
- This activity can be used after assessment to decorate the classroom.

ASSESSMENT:
- Students will submit their assignment at the end of class.
- The instructor can use the rubric attached to the handout students received for assessment.

**Based on the abilities of the class, this lesson can carry on to the next day for completion.**
1. PRIMARY SOURCE DOCUMENTS

PSD 4.1

Babies thrive on Pablum

4 varieties at your druggist’s or grocer’s

1. BARLEY CEREAL
2. RICE CEREAL
3. OATMEAL CEREAL
4. MIXED CEREAL
Keep Your Baby Happy & Healthy With The Help Of PABLUM

Trust the development of fellow Canadians!
Pablum was develop in Toronto by Dr. Brown, Dr. Tisdall, and Dr. Drake

This nutritional food was developed in 1930 to help your infant battle malnutrition and childhood diseases.

We know money is tight! During these tough times keep your most precious treasures safe. A one stop shop for the needs of your baby. Pablum is cheaper and last longer then other baby foods.

This finely milled grain, vitamin enriched, pre-cooked powder, makes it easy to prepare and digest!

EVERY PURCHASE HELPS A CHILD IN NEED: royalties from Pablum sales go to the Hospital for Sick Kids
Advancements in the 1930’s

In the 1930’s the world was experiencing economic misery but this time also brought life changing science and technological advancements to the world. Not all these developments were created by Canadians but they did improve the lives of many in Canada.

Pick one of the advancements listed below:

- Penicillin
- Massey- Harris’s Self-propelled combine harvester
- Sonar
- Radar
- Willkie talkies
- Atomic bomb
- Neoprene
- DPT vaccine (against diphtheria, tetanus, pertussis)
- Electric guitar
- Electric television sets
- First demonstrations of negative effects of smoking tobacco
- Nylon fabric

Research and create an advertisement to share your chosen innovation with fellow Canadians. In your advertisement, you should include the following:

- Your name
- What is the technological and scientific advancements purpose?
- How could you use this development?
- A primary source picture of your development
- When was this item created and who are the people involved in its making?
- How could this advancement change the lives of Canadians during this time?
- Edit your work
- Be Creative!
Advancements in the 1930s Advertisement

Name: __________________________

Advancement: _____________________

Presentation Choice: __________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Demonstrates limited knowledge and understanding of content</td>
<td>Demonstrates some knowledge and understanding of content</td>
<td>Demonstrates considerable knowledge and understanding of content</td>
<td>Demonstrates thorough knowledge and understanding of content</td>
</tr>
<tr>
<td>Thinking</td>
<td>Uses planning, processing and creative/critical thinking skills with limited effectiveness</td>
<td>Uses planning, processing and creative/critical thinking skills with some effectiveness</td>
<td>Uses planning, processing and creative/critical thinking skills with considerable effectiveness</td>
<td>Uses planning, processing and creative/critical thinking skills with a high degree of effectiveness</td>
</tr>
<tr>
<td>Communication</td>
<td>Expresses and organizes ideas and information with limited effectiveness</td>
<td>Expresses and organizes ideas and information with some effectiveness</td>
<td>Expresses and organizes ideas and information with considerable effectiveness</td>
<td>Expresses and organizes ideas and information with a high degree of effectiveness</td>
</tr>
<tr>
<td>Application</td>
<td>Makes connections and applies knowledge and skills in new and familiar contexts with limited effectiveness</td>
<td>Makes connections and applies knowledge and skills in new and familiar contexts with some effectiveness</td>
<td>Makes connections and applies knowledge and skills in new and familiar contexts with considerable effectiveness</td>
<td>Makes connections and applies knowledge and skills in new and familiar contexts with a high degree of effectiveness</td>
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</tbody>
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Comments:
2 Ibid
3 Ibid
4 Ibid
5 Ibid
6 Ibid
10 “Archive Ontario - Letters From the Depression.”  
11 Ibid
12 Ibid
13 Ibid
14 Ibid
15 Ibid
16 Ibid
17 Ibid
18 Ibid
21 Ibid
22 Ibid
23 Ibid