CANADA: A Decade in the Life

COURSE: Canadian History since World War I, Grade 10, Academic (CHC2D)

OVERALL EXPECTATION EXPLORED: A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

ABSTRACT: Students will learn to use the historical inquiry process to understand events, concepts, and themes in Canadian History from 1919 to 1929. Students will learn to analyze historical significance, consequences of past actions, different perspectives on the same historical issue, and how issues change or progress through time. Lessons include issues on Canada’s politics, economy, and culture.

KEYWORDS: Historical Significance; Historical Perspectives; Continuity and Change; Cause and Consequence; Treaty of Versailles; Big 3; Stock Market; investments; prosperity; The Great Depression; Chinese Head Tax; Exclusion Act; Jazz; Racial Equality; Segregation

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COMPELING IMAGE:

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Plan of Instruction

Step 1: Warm up: 5 min
Individual Work
A signed treaty marks the end of the war. In your opinion, what makes a treaty fair? Think about the process, number of people involved, and time it takes to develop all the clauses that are included.

Step 2: Discussion: 5 min
Class Discussion on Individual Work

Step 3: Guided Practice: 20 min
The Paris Peace Conference led to the signing of several treaties, with the Treaty of Versailles specifically outlining terms between Germany and the Allied Powers. Many countries were represented by a delegate, but there were three key figures. George Clemenceau (France), Woodrow Wilson (United States of America), and David Lloyd George (Britain) make up the Big Three. You will now be split into 3 groups, with each representing one of the Big 3. In your groups, read the handout (see BLM 1.1, 1.2, 1.3) for your country and answer the following questions:

- What can your country gain or how can your country’s problems be solved by participating in the Paris Peace Conference?
- What are the main issues your country wants to take to the treaty?

Assign students to a group, and have the students rearrange the desk to show 3 distinct groupings. Circulate around the class as the students work on this task, offering guidance as necessary. Have both questions on a PowerPoint slide, so that students can refer to them.

Step 4: Discussion 10 min
Paris Peace Conference Role Play
- Each country will present their answers
- After all 3 groups have gone, students can challenge the terms another country brought up

Step 5: Teaching 45 min
Activity:
In the groups, the students will complete the handout Treaty of Versailles – Terms of Agreement (see BLM 1.4). In their groups, they will choose option 1, 2 or 3. Their group answer is based on their country’s ideals for the treaty. Then reveal to them the answers. The handout will be completed one term at a time.

Debrief:
1) After completing the activity, do you think one country benefited most from how the Treaty of Versailles’s terms?
2) Revisiting, your answers from the beginning of the class, do you think this treaty was fair? Why or why not?

If students do not discuss Germany’s absence in this class scenario, tell the class that Germany was not present for the negotiations, but they were present for the signing. Then have the class discuss the limitations of the treaty with Germany not having an active voice in the negotiation process.

The Treaty of Versailles impacted the world at the moment it was signed, and had a lasting significance. The significance of the result of the negotiations differed from country to country. Newspapers from different countries published articles on their front page with very different perspectives. Show photograph of New York Times (see PSD 1.1) and Berliner Lokal-Anzeiger (see PSD 1.2). The headline for the German newspaper is “The Violent Peace of Versailles” and focuses on Germany’s losses as a result of the signing of the treaty. Focus on the different messages from each newspaper. What message do you think the newspapers were communicating to the public? How do these messages differ?

Our lesson today is on what happened to the world in 1919. At this point, the “war to end all wars” has ended. However, we know that World War II officially began in 1939. The Treaty of Versailles was the beginning of a series of events that led to the outbreak of war.

Some points for students to consider as we wrap up the lesson:

- The League of Nations was created, but the U.S.A was not a member
- Germany accepted sole responsibility for the war (War Guilt Clause), but the people were not pleased with the decision. This led to years of political unrest.
- France had their revenge on Germany (war reparations, land redistribution)

ASSESSMENT (5 min):
Exit Card (collect as the students leave the class):
Why was the Treaty of Versailles historically significant?
- Who did this treat affect? How?

For next class:
Address the students’ answers to the exit card. Students need to know that the Treaty of Versailles impact the world at the time of the signing as well as the present day. Students need to know that significance depended on how a country reacted to the signing of the treaty, and also can explain how the treaty led to the outbreak of war (students can explain what were the limitations of the treaty and the consequences of those limitations).
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: n/a

TITLE OF STORY: Harlem Renaissance

OVERVIEW: Students will look at continuity and change regarding the Harlem Renaissance. They will examine the changes the Harlem Renaissance brought, in particular how it helped begin blurring the lines between racial segregation and bringing equality to African Americans.

PLAN OF INSTRUCTION:

Step 1: Warm up (5 min)
Watch video “History Brief: The Great Migration” (BLM 3.1) – about the migration of African Americans from southern United States to North-East cities such as New York and Chicago for better opportunities. Students should gain an understanding of why they moved.

Step 2: Discussion (40 min)
Ask students what they know about “Harlem” and “renaissance”. Answers: Harlem is a neighbourhood in New York City. Renaissance means rebirth.

Watch video “History Brief: The Harlem Renaissance” (see BLM 3.2) for an overview of the movement (4 min).

Show students a picture of Louis Armstrong (see PSD 3.1). Ask if any students can recognize who he is.
Armstrong (August 4, 1901 – July 6, 1971) was a famous American trumpeter and singer who was so influential that his skin colour played a secondary role to his music in a time of strong racial division.

Play the song “Knee Drops” by Louis Armstrong & His Hot Five (see PSD 3.2). Ask students:
1. What kind of emotions does the music convey? (Answers should be along the lines of: fun, spirited, lively.)
2. Does it reflect the spirit of the time? (Answer: Yes. Reasons should be along the lines of: the music reflecting excitement for the end of the war, new technology, economic boom, or reflecting the bustling and progressive spirit of the time).

Play video “Jazz Age Dance: 1927-1930” (see PSD 3.3). Only the first 40 seconds is necessary. Ask students:
1. Some older people objected to jazz music’s “vulgarity” and “depravity”. What do you think they meant by that? (Explain the words if students are unclear). (Answers should be along the lines of: it was too progressive, not conservative, loud, played by African Americans, and encouraged lewd dancing). Remind students that this type of music was new, and that it did not originate from white Americans but from African Americans, who were viewed as inferior to white people.
2. What kind of audience do you think jazz appealed to? (Answer: young people, both Black and White)

Show pictures: phonograph (see PSD 3.4), vinyl record (see PSD 3.5) and 3 girls gathered around the radio (see PSD 3.6). Ask students:
In the 1920s, jazz spread across America very quickly. How? (Direct students to the pictures for clues. Answers: because of new technology such as the phonograph, vinyl record, and radio, music was able to spread across the country very quickly. Jazz spread all the way to Canada).

Show students this quote by F. Scott Fitzgerald: "The parties were bigger, the pace was faster, the buildings were higher, the morals looser." Ask students what they think he meant. (Answers: The quote relates back to jazz music’s “vulgarity” and “depravity”. Students should be able to refer back to that. These adjectives all reflect the shift in social norms that led to the “Roaring” Twenties.)

Jazz bands became famous by performing at popular clubs and speakeasies. Jazz often got connected with alcohol, intimate dancing, and “questionable social behaviour” (i.e. illegal activities). Play the video “The Great Gatsby 2013 Speakeasy Scene” (see BLM 3.3). Ask students:

1. What was this place? (Answer: Speakeasy)
2. What were the dancers like? (Answer: African American, scantily-clad, which suggests they are lower-class).
3. Were there white entertainers? (Answer: No.)

Show students a picture of the Cotton Club (see PSD 3.7). This famous club was a white-only club but hired the most well known Jazz musicians of the time, such as Cab Calloway, Duke Ellington, Louis Armstrong and singer Billie Holiday. Explain to students that this situation was very common during that time, where black people were only invited as entertainers. They were never invited as guests. Bring attention to the façade of equality.

Show students the painting “Jeunesse” by Palmer Hayden (see PSD 3.8). Ask students what they see (answers: black people dancing, black musicians, everyone having a good time).

**Step 3: Independent Activity (20 min)**
Hand out “Harlem Renaissance and the Jazz Age” worksheet (see BLM 3.4). The worksheet asks students to analysis a painting of the Harlem Renaissance, as well as an excerpt called “When The Negro was in Vogue” by a leader of the Harlem Renaissance, writer Langston Hughes. This part of the worksheet asks students: “What is ironic about the situations described in this excerpt? Highlight/underline these passages and then explain your reasoning below.” Have students work in partners so they can discuss and share their observations.

**Step 4: Sharing / Discussing / Teaching (20 min)**
As a class, discuss findings about the painting. (Answers: based on their fancy clothes, they seem to have some money. They are going out at night based on the fact that the moon is out. They might be going to a bar, based on the fact that the building behind them is labeled “bar”.)

As a class, discuss findings about the excerpt. “When The Negro was in Vogue” argues that the rise in popularity of African American culture wasn’t because society had become more accepting of their race and wanted equality between races, but because amongst whites, it was seen as stylish and trendy to be associated with their culture. This excerpt is used to show students that Jazz did not cure racial segregation instantly, though ultimately it did play a role in the progress towards racial equality.

To wrap up, examine the connection to Canada. After WWI, with the rise of new technology (telecommunications) and closer ties with the United States, Canada adapted more and more to American culture. When Jazz exploded in the United States, it reached Canada as well. Jazz music became featured on the radio, which during this time had become the center of entertainment for the family. Again, show the photograph of the girls sitting around the radio (see PSD 3.6).
Have students answer the following questions on scrap paper for their exit slip:

1. What kind of changes did the Harlem Renaissance bring?
2. What in entertainment today was influenced by the Harlem Renaissance?

**ASSESSMENT:**
Assess “Harlem Renaissance and the Jazz Age” worksheet and the exit slip.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: n/a

TITLE OF STORY: Chinese Head Tax and Exclusion Act

OVERVIEW: Students will examine primary and secondary documents from various perspectives to understand the treatment of Chinese immigrants by the Canadian government during the early 1900s.

PLAN OF INSTRUCTION:

Step 1: Warm up (4 min)
Ask students the questions, “When did your family immigrate to Canada? From where? Were they well received?”

Step 2: Discussion (7 min)
Have students share their answers with their elbow partner. Return to discussing as a class. Ask students to share their stories. Ask what kind of difficulties their families had faced. Steer the discussion towards whether minorities in the past and new immigrants today have to face any difficulties when immigrating to Canada.

Step 3: Guided Practice (56 min)
7 stations are set up around the room. Each station presents different primary and secondary resources providing students with different perspectives on the Chinese head tax and Exclusion Act:

Station 1: Case study - “Lem Wong” Part 1 (see BLM 2.1)
Station 2: Case study – “Lem Wong” Part 2 (see BLM 2.2)
Station 3: Letter - “Letter by Marilyn Muldoon” (see BLM 2.3)
Station 4: News article – “The Impact of the Head Tax and Exclusion Act” (see BLM 2.4)
Station 5: Picture - “Head Tax Document” (see PSD 2.1)
Station 6: News article - “Chinese head-tax payer James Pon remembered as ‘visionary’” (see PSD 2.2)
Station 7: Video - Our Own Words 1: Chinese Head Tax Stories #1 of 5 (see BLM 2.5) There will be 5 iPads at the station.

Students are split up into groups of 4 or 5. As a group, they are to fill in the worksheet “Chinese in Canada (1920s)” (see BLM 2.6) by examining the resources. They get 8 minutes at each station. Keep track of time. Once time is up let everyone know to move to the next station. While students are working, I will drop in on their groups to make sure they understand and are on task.

Step 4: Sharing / Discussing / Teaching (3 min)
Show students the video of Stephen Harper's official apology for Chinese Head Tax and Exclusion Act. Ask students to reflect on their findings from the stations and answer the questions: “Were the Chinese Head Tax and Exclusion Act just or unjust? Was the apology acceptable?”

Step 5: Independent Activity (20 min)
Ask students to take on the role of a Chinese immigrant in this time period and write to their family or friends back in China about their situation.
Possible ideas: students can choose to take on the role of someone who has had to pay the head tax, someone who wanted to bring their family over but can’t anymore due to the changes in law, or someone who is struggling with other forms of racism. Due to time restraints, students will have to continue the work as homework, or continue next class.

**ASSESSMENT:**
Students will have their worksheet “Chinese in Canada (1920s)” (see BLM 2.6) and letter assessed.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

TITLE OF STORY: The Stock Market in the 1920s

OVERVIEW: Students will participate in a stocks investment simulation to experience the perspectives of the middle class in the 1920s. Students will analyze the conditions that led to prosperity as well as the conditions that led to the Great Depression.

Step 1: Warm up (5 min)
 Pretend you have $1000 in your bank account currently. What can you do to become richer?

Step 2: Discussion (5 min)
 Class discussion to share answers from the warm-up.

If no student mentions it, teach them the concept of investment in stocks. How it works and why people choose to invest in stocks.

By the mid-1920s, you did not have to be a member of the elite class to invest in stocks. Members of the middle class and the upper middle class thought that through investment, they can secure a financial future for themselves and their family. The lesson today begins with you stepping into the shoes of those who had enough money to invest in companies through the purchase of shares.

Step 3: Modeling (10 min)
 Hand out the Family Finances worksheet (see BLM 4.1). Explain to the students the rules of the game, and how to use the chart. Ensure that all students have a pencil or a pen. Students may work with a partner or independently. Have the powerpoint presentation for the game ready (see BLM 4.2)

Under the Company Name column, students can write in the name of 1-4 companies. They must choose from the companies that are provided. Allow students to have some time to decide on which company or companies they want to invest in.

Under the Price of 1 Share column, show the slide for “June 1925”. The price they see on the screen, is the price for one share. Circulate to ensure that students are writing down the correct numbers in the correct boxes.

Under the Number of Shares column, students will write down the number of shares they want to buy. This links to the Total Money in Shares column. Write on the board:

- Price of 1 share x number of shares =total for Company A
- Price of 1 share x number of shares =total for Company B
- Price of 1 share x number of shares =total for Company C
- Price of 1 share x number of shares =total for Company D
- Total: A+B+C+D

If students see that the total overall exceeds $2000, they must give up at least one share. Encourage students to only borrow from the bank if absolutely necessary. Ask students if they have any questions.
Step 4: Guided Practice (20 min)
The game begins. Tell the students that they will have amount 2 minutes to decide for each date. When they hear the music come on, they will have 1 minute to finalize their decisions. Once the track ends, the stock market closes. Tell students that once they see the next slide come up, the stock market has re-opened, and they can begin the next round.
Circulate the class and offer guidance as necessary. If many students are confused, the game can be paused so that all students can hear the instructions again.

Step 6: Discussing / Teaching (40 min)
Allow some time for the students to process the results of the game for themselves.

Teaching:
October 24th, 1929 was the day the Stock Market crashed. It was a major event in history because it marked the end of the Roaring 20s and the beginning of the Great Depression. A dip in the stock market was expected, because that is part of the economy cycle. However, there were conditions and actions that led to the crash. We will now be exploring what these conditions and actions were so that we have a better understanding of why the Great Depression occurred.

The four companies that were used in this simulation, were real companies and these companies prospered for the most part in the 1920s. Stelco was the largest Canadian producer of steel. It was cheaper for manufacturers to buy Canadian steel than American steel. Bell Canada was the first national telephone line, and coast-to-coast calls became available. Winnipeg Electric Company made streetcars, which became a popular form of transportation. Here are some photographs that showed how technological developments influenced the life at large (PSD 4.1, 4.2). Seagram did well because many people drank alcohol in times of distress and celebration. The company also continued to sell alcohol.

Hand out of the worksheet Causes of the Great Depression (see BLM 4.3), and pull up the powerpoint presentation Causes of the Great Depression (see BLM 4.4). Each box on the worksheet corresponds to one of the main factors leading to the event. Students can choose which topic they put into which box, as there is no particular order. Go through the slides with the students. Students will use their worksheet to take notes.

ASSESSMENT (10 min):
Exit Card:
Students will pick one of the 4 companies used in the simulation. Students will write 1-2 sentences on how the historical conditions, historical actions, recent actions, and recent conditions affected the company. Students should mention how and why the company prospered, and as well as how and why the company suffered.
TREATY SIGNED; WAR OVER
THE EVENING WORLD. FINAL EDITION
PRICE TWO CENTS. NEW YORK, SATURDAY, JUNE 28, 1919. 16 PAGES. PRICE TWO CENTS.

WILSON LEAVES PARIS; SAILS SUNDAY
GERMANS PLEDGED TO ACT IN GOOD FAITH

CITY'S BELL RING TIDINGS
AS PEACE TREATY IS SIGNED;
SAYS WILSON, BUT IMPOSES
NOTHING SHE CANNOT DO

President in an Address to the
American Public Says It Fur-
ishes a Charter for a New Order
and Ends Rule of Selfish Groups

GUNS BOOM, PLANES FILL AIR;
FRENCH CROWDS CHEER PEACE

Mueller Signs for Germans at 3:12,
Bell a Minute Later—Wilson's
Name Comes Next, Followed by
Lloyd George and Clemenceau.

Soldiers Break Ranks and Join in the
Demonstrations of Joy—Chinese
Refuse to Attend Ceremony and

VERSAILLES, June 28 (Associated Press)—The
World War was formally ended to-day by the signing of the

The special meeting in the Hall of Mirrors began at
10 a.m. The treaty was signed by Dr. Clemenceau
Mueller at 3:12 (French 3:12 New York time) and by
Johnson Bell at 3:13 P. M. They were followed by the
American delegates, headed by President Wilson, and then
by the plenipotentiaries of Great Britain, France, Italy and
Japan. The representatives of the minor powers, signed in
alphabetical order.
Der Gewaltsfrieden von Versailles.

Die Deutschen reichen nunmehr die Nachbarn, die sie von ihrer Seite in Friede und Eintracht erhalten sollen. Die Kriegserklärung des deutschen Reiches an Frankreich und Belgien hat dazu geführt, dass die beiden Länder in eine neue Phase der Friedensbewegungen geraten. Die deutschen Truppen sind zurückgezogen und die aufeinanderfolgenden Friedensverhandlungen haben eine gewisse Ruhe hergestellt.

Die Verantwortlichen.

Die deutsche Regierung hat in ihrer Kabinettsbesprechung beschlossen, dass die Friedensbedingungen zu akzeptieren sind. Der Kaiser hat in einem geschlossenen Brief an den französischen Kaiser hervorgehoben, dass die deutsche Führung ihre Verantwortung habe, die Friedensbedingungen zu akzeptieren und die Friedensverhandlungen fortzusetzen.

Die Kolonien.


Das Dokument der Nachträge.

Chinese head-tax payer James Pon remembered as ‘visionary’

James Pon was invited to Parliament on June 22, 2006 to hear an official apology from the Prime Minister that Canada owed him and others.

By NICHOLAS KEUNG Immigration reporter Fri., March 22, 2013

James Pon was known for his “bitter melon face” and as a “no-play-but-work kind of guy.” For years, the Toronto man sealed his Chinese head-tax certificate in an envelope and hid it from his wife and children, so they would not have any bad feelings about their homeland in Canada.

But the nuclear engineer was all smiles when he was invited to Ottawa on June 22, 2006 to hear an official apology from Prime Minister Stephen Harper that the country owed him and thousands of other Chinese pioneers who endured 62 years of legislated racism.

“I’m grateful that I’ve lived to see this day after years of trying to get Canada just to say sorry,” Pon, then 88, told the Star. “We’ve been waiting for this day for so long. It feels like a dream.”

Pon, one of the last surviving Chinese head-tax payers, died Friday morning, his family confirmed. He was 95.

“Mr. Pon was a visionary and founder of numerous community-based initiatives including Mon Sheong Home for the Aged,” said Victor Wong, executive director of the Chinese Canadian National Council.

Born in Toishan, China, Pon came to Canada when he was 5. His grandfather was among thousands of Chinese labourers recruited in 1880 to work on the Canadian Pacific Railway, a line meant to unite the country.

His grandfather paid a $200 head tax to bring his father and an uncle to Canada.

In 1922, Pon’s father borrowed $1,000 to pay for his wife and Pon to join him in Alberta — part of the $23 million Canada would collect through the tax, levied to discourage immigration from China.

“In those days, there was a recession in Canada. It was horrible. As a youngster I had to go out and work when I was 12 years old. . . . Imagine that? It was right up at the start of my life,” he said in his profile on The Ties That Bind, an online history project funded by the Foundation to Commemorate the Chinese Railroad Workers in Canada.

In 1939, Pon moved to Toronto to study aircraft design at Central Technical School. He was hired as a design engineer only when a sympathetic recruiter at De Havilland Aircraft secretly changed the race on his application from “yellow” to “white.”

He ran his own restaurant for a while before earning engineering and MBA degrees in Michigan and worked at Atomic Energy of Canada until he retired in 1982.

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PSD 3.2

“Knee Drops” by Louis Armstrong & His Hot Five -
https://www.youtube.com/watch?v=qsMmMwKgap0

PSD 3.3

“Jazz Age Dance: 1927-1930” - https://www.youtube.com/watch?v=zhSrCDCHOc8

PSD 3.4

PSD 3.5

PSD 3.6
Employees of Great Falls General Station lived nearby with their families. Great Falls GS was the oldest hydroelectric generating stations and it was developed by the Winnipeg Electric Company. Construction ended in 1928.
Streetcars became fairly popular.
Teaching Materials

BLM 1.1

France and Clemenceau

Clemenceau was representing the interests and opinions of the French public. They wanted harsh reparations and Germany’s military to be permanently weakens so they could never invade France. They wanted the Kaiser to be hung to symbolically destroy the “old, militaristic Germany” as well as not allowing pre-war politicians back into politics. They wanted France to control trade in Germany through the Rhineland and wanted to impose naval blockades. They wanted to keep their secret treaties. France wanted Alsace-Lorraine to be returned, and wanted the Rhineland to be demilitarized (remove all military forces) by Germany. They wanted German colonies to be taken away and redistributed among the victors.

Clemenceau:
- Born in 1841. He was 77 when the peace talks began in 1919
- He entered politics in 1871 and was Prime Minister from 1906-1909
- He was a critical leader in France during the war
- In 1917, he was elected again as leader

Clemenceau was an old man who had seen his nation be invaded by the Germans in 1870 and again in 1914. France had suffered greatly. The youth of the nation had been lost to war, and the nation devastated by it’s effects

Clemenceau was a hard uncompromising man and therefore he wanted Germany to pay for what it had done to his nation, and in doing so make sure that it would never be allowed to threaten France again

Main issues to take to the Treaty
- Clemenceau wanted French troops on the Rhineland guarding against any future German attacks
- Clemenceau wanted Alsace-Lorraine back from German - they captured it in the war of 1870
- Clemenceau wanted Germany to pay for everything the war cost - this would cripple Germany and amen France more powerful in Europe

France had suffered very heavy casualties during WWI, and a lot of the fighting had been on French lands. France wanted to be given control of many of Germany's factories.
BLM 1.2

Lloyd George and Britain

The British people wanted Germany to pay so that they could never start a war in the future. The British people wanted to preserve their Empire. They demanded compensation for all widows, orphans, and men left unable to work through injury. They did not want the U.S. to take all of Germany’s colonies because it looked threatening to Great Britain. They agreed with France to uphold secret treaties and supported a naval blockade to control trade in Germany. Britain wanted to maintain the “Balance of Power”, meaning that no country within Europe could become more powerful than the others. They wanted to defend British interest by preserving Britain’s naval supremacy and increase colonial expansion. They wanted to reduce Germany’s future military powers and to obtain reparations. Finally they didn’t want to punish Germany too badly that they would seek revenge and threaten peace in the long term future.

- Lloyd George was born in 1863
- He entered politics in 1890
- He became Prime Minister in 1916 - during the war.

Lloyd George was in a difficult situation. On one hand he was a realists and saw the need to compromise and make sure that Germany was not punished too much as that would cause more problems than it would solve. However, Lloyd George had just won an election and promised to punish Germany. The people of Great Britain wanted to see the Kaiser hanged for starting the war

**Main Issues** to take to the treaty

- Disagreed with point two of Wilson's fourteen points as Britain who has always had a strong navy, felt that Britain and her Empire needed to have some control of the seas
- Lloyd George felt that the British should be given Germany’s colonies and the Turkish territories it had captured
- Lloyd George did want to see Germany weakened in some way through its armed forces.
Woodrow Wilson was the president of the United States. He presented fourteen points that would set out as a blueprint for lasting peace in Europe after World War I. He displayed moral leadership among the Allies and encouraged Central Powers to Surrender. He encouraged free trade, open agreements, democracy, and self-determinations. He wanted to create a ‘League of Nations’ that bind all nations together in a mutual alliance.

Wilson was born in 1856
He entered politics in 1910 and was President in 1912
In 1916, he was re-elected under a pledge to remain out of the war but in 1917 he declared war on Germany

Main issues to take to the treaty (14 points that would bring peace):
1) There should be no secret treaties; all international agreements should be open
2) The seas were to be free to all countries at all times
3) Custom barriers between countries should be removed
4) Armaments should be reduced
5) The wishes of the peoples in colonies should be taken into consideration when settling colonial claims
6) German forces should leave Russia
7) Belgium should be independent
8) Alsace Lorraine should be returned to France
9) Italy’s frontier with Austria should be adjusted to avoid confrontations
10) There should be self determination for the peoples of Eastern Europe. This allows different nationalities the right to govern themselves as independent nations.
11) Serbia should be given a coastline
12) There should be self-determination for the people of the Turkish empire
13) Poland should be independent and given a coastline
14) An international organization should be set up to deal with international incidents and disputes (therefore avoiding war) - the League of Nations.

Wilson wanted a Europe that was saved from war but also available to trade with the United States. The U.S had done well economically out of the war and saw trade as a key part of any peace deal. Wilson had no notional interests or claims to colonies. He wanted them to govern themselves.
## Treaty of Versailles – Terms of Agreement

<table>
<thead>
<tr>
<th>Point of Negotiation</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Versailles Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>War Guilt: who is to blame for WWI</td>
<td>Germany</td>
<td>Germany and Austria-Hungary</td>
<td>No one is to blame</td>
<td></td>
</tr>
<tr>
<td>There was billions of dollars worth of damage done to France, loss of life, and property. France wants reparations. How much?</td>
<td>$12 Billion</td>
<td>$33 Billion</td>
<td>$100 Billion</td>
<td></td>
</tr>
<tr>
<td>German Military: how powerful should it be? Should it be destroyed, kept completely intact, to somewhere in between</td>
<td>Reduced to 100,000 men. Navy reduced to 36 ships. No tanks, submarines, or aircrafts</td>
<td>Reduced to 250,000 men. Navy reduced to 50 ships. Allowed to keep some tanks, submarines, or aircrafts</td>
<td>All forces returned to prewar levels. No destruction of war materials</td>
<td></td>
</tr>
<tr>
<td>German Colonies: Germany controlled several territories in Africa. Who gets them?</td>
<td>Germany gets to keep them</td>
<td>Split between France and England</td>
<td>Frances gets them all</td>
<td></td>
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<td>Rhineland: the industrial heart of Germany. With it Germany could rise to power again. It is also on the boarder with France.</td>
<td>Taken over by the French as part of war reparations</td>
<td>An international force takes over the Rhineland</td>
<td>Germany can keep control of the area with Allied supervision</td>
<td></td>
</tr>
<tr>
<td>Alsace and Lorraine: take from France by Germany in 1870</td>
<td>Returned to France</td>
<td>Kept by Germany</td>
<td>Made an independent country</td>
<td></td>
</tr>
<tr>
<td>League of Nations: an international peacekeeping body that will negotiate between disputing powers.</td>
<td>No League of Nations</td>
<td>League of Nations with no power to enforce power over its member</td>
<td>League of Nation with power to put economic sanctions on its members</td>
<td></td>
</tr>
</tbody>
</table>

The Road Chosen: The Story of Lem Wong (Chinese Immigration) (1/2)

Lem Wong arrived in Vancouver, Canada, in 1897. He was sixteen years old and paid a head tax of fifty dollars. He came on a vessel that was part sailboat, part steamer. The officers were white, the crew Chinese. The trip from Hong Kong took three weeks and Lem Wong travelled deep down in steerage. According to Wong family history, Lem had left China because his father had gambled away the family fortune, leaving his widowed mother destitute.

Seeking new and prosperous opportunities overseas, the Chinese working abroad would send money back to support their relatives in China, holding to the hope that they would return home one day, prosperous. From the 1880's to the 1920's the Chinese in Canada were involved in the raw work of a fledgling industrial economy. Skilled or semiskilled Chinese laboured in the BC sawmills and salmon canneries. Others grew vegetables, cleared land, or became peddlers, shopkeepers and restaurateurs. Unskilled and ambitious, Lem found work in the laundry trade.

The first Chinese to settle in Canada were a small group of 50 artisans. They'd been contracted by Captain John Meares in 1788 to set up a trading post of otter pelts on Vancouver Island. It wasn't until 1858 that the next wave of Chinese came to Canada, pulled by the lure of the gold rush in the Fraser River Valley. By 1860 the Chinese population of Vancouver Island and British Columbia was at 6,000.

This wave of Chinese immigrants were young peasants, usually from South China. Both rural poverty and political unrest in their homeland moved them to emigrate. In the 1870's and 1880's they were followed by another wave of young peasant migrants who came to build the Canadian Pacific Railway through the Rockies. Up until 1885, 15,000 Chinese labourers completed the British Columbia section of the CPR. Their meager pay of $1 a day was half the wage of white labourers, saving the CPR an estimated $3-5 million in construction costs.

After the railway was completed the Chinese population in Canada was shunned and left to fend for themselves. Despite this, with the trans-Canada railway they helped build now up and running, Chinese communities managed to develop across the entire country. In 1897, Lem travelled all the way from the Pacific coast to the Atlantic. When he got to Sydney, Nova Scotia he washed the clothes of steel mill workers, fourteen hours a day. Five years later, in 1902 Lem had saved enough money for a round-trip ticket to China to find a wife. But it was difficult for Lem and his new wife to return, together, to Canada. Laws directed at Asian immigrants imposed harsh head taxes, effectively preventing Chinese women from immigrating. These laws were created to control the size of the Chinese Canadian population.

Source: http://whitepinepictures.com/seeds/i/3/history1.html
When Lem Wong had first arrived in Canada, he started his new life here scrubbing shirt collars. Fifty years later he was working behind the cash register of his own restaurant he'd opened in London, Ontario. Some would say that's not much of a journey, but Lem's success was measured by his character and his love for his family. He laid the foundation for a new generation.

Chinese immigrants at the time of Lem's arrival in Canada brought distinctive cultural values. Society in China functioned according to Confucian principles, emphasizing family ties and hard work above all else. The Chinese also came from a culture where the business economy had flourished for centuries and where many people achieved success through education and individual enterprise. So Chinese Canadian immigrants brought to their new homeland a sense for the free-market practices of business. As it happened, these beliefs and economic principles were also fundamental to North American society. The Chinese came to the New World prepared to work hard so their families would prosper.

After working five years as a laundryman - fourteen hours a day for only four dollars a week- Lem Wong had saved up enough money for one round trip ticket to China. He went home to find a wife and then returned to Canada. Lem had wanted to bring his wife back with him, but couldn't afford the $500 he had tax.

The only way he could bring Toye Wong, his new bride, to Canada was to establish himself as a merchant, because as a merchant he would be allowed to bring his wife. To be a merchant Lem had to be selling goods over the counter. Unfortunately, the laundry trade that Lem knew so well didn't qualify. Undaunted, Lem opened a poultry store. When that failed he finally satisfied the letter of the law with a fruit and vegetable store.

Many immigrants of the time were doing the same sort of thing in setting up shop. As large numbers of immigrant communities grew in Canada there came a demand for food and services traditional to their homelands. This provided the ideal opportunity for the immigrant entrepreneur of a laundry, a food specialty shop or a restaurant.
Even today, while it is a generalization to say that Asian immigrants are inclined to be entrepreneurs, the 1991 Census found that immigrants from China are more likely than other immigrant and Canadian born counterparts to be self-employed(3).

Back in 1914, Lem and his entrepreneurial efforts left the laundry trade for an attempt at an entirely new business. He opened a restaurant in London, Ontario and called it Wong's Cafe.

Wong's Cafe became famous throughout southwestern Ontario for its live orchestra and supper dances. And on Friday night the entertainment would be broadcast on the local radio station CJGC. "Good evening, ladies and gentlemen," the master of ceremonies would say. "Direct from Wong's Cafe in London we bring you the music of Ken Sullivan's orchestra."

"He just was able to think of these things to enhance his own business and to make it flourish, and where he got all this from I don't know," daughter Gretta marvels, "because he only had a grade four education." Lem's daughter Mary was the cashier at the restaurant. She jokes that no one got in or out without paying. "Lem would come and greet you as you came up, of course," Mary says. "He always remembered their names, their faces and greeted them with open arms right at the door and escorted them to the tables."

Despite Lem's warm hospitality and business acumen, the Great Depression of the 1930's hit hard. He was forced to move his family into cramped quarters on the top floor of his cafe. "We didn't really appreciate what my dad was going through at the time," says his son, Norman. Lem Wong struggled along and saw his wife and eight children through the hard times.

Lem also had to survive the widespread suspicions and prejudice of many Canadians who resented the determination and discipline of Chinese immigrants in working so hard for so little. With the resentment came bruising discrimination. It was illegal, for example, for Lem to employ white women in his restaurant because of a provincial law designed to protect the white population from corruption by Chinese Canadians.

Letter by Marilyn Muldoon
Marilyn Muldoon, Vancouver Sun
December 5, 2005

What in the name of logic and decency are the Ottawa Liberals thinking with respect to the Chinese Headtax proposal?

My children are of mixed racial parentage and their paternal grandfather, Doo Nam Wong, was one of the immigrants subjected to this racially motivated tax. Given no other ethnicity paid such a tax, was it not racial discrimination? The head tax was thinly-veiled contempt made even more despicable because it was legal.

Despite hefty fees, the immigrants came and worked. Many helped bring the railway through to BC and lived in workcamps where conditions were inhumane but still pressed on to live the Canadian Dream. During WW II many of the "head taxed" offered themselves or their service-aged children to stand up and fight for their new home.

In this, the Year of the Veteran, the Liberal Party has decided not to identify and reimburse the individuals so taxed, or if deceased, the descendants thereof. What madness is this? The Liberals wish to award the largest portion of the settlement to an organization of recently-arrived Chinese immigrants in Toronto! When compensation was made to our Japanese-Canadians, was it not made to those individuals victimized?

This agreement-in-principal must be quashed. Shame on you, Ottawa. Liberals. How do we teach our children to respect and remember Canadian history when Ottawa is clearly only interested in buying future votes from those whose entry to Canada was never met with blatant opposition.

Marilyn Muldoon
Delta, BC
The Impact of the Head Tax and Exclusion Act

In addition to the Head Tax and Exclusion Act, Chinese immigrants faced other forms of discrimination in their social, economic and political lives. The most devastating impact of the Head Tax and the Exclusion Act, however, was found in the development of Chinese Canadian family. During the exclusion era, early Chinese pioneers were not allowed to bring their family, including their wives, to Canada. As a result, the Chinese Canadian community became a "bachelor society". The Head Tax and Exclusion Act resulted in long period of separation of families. Many Chinese families did not reunite until years after the initial marriage, and in some cases they were never reunited.

While their husbands were struggling abroad, many Chinese wives in China were left to raise their children by themselves. They experienced starvation and other extreme economic hardships.

Because of years of racist, anti-Chinese immigration legislation, today the Chinese Canadian community exhibits many characteristics of first-generation immigrants despite its history of close to 150 years in Canada.
BLM 2.5

Our Own Words 1: Chinese Head Tax Stories #1 of 5
https://www.youtube.com/watch?v=YLiKV69stWo&t=199s
**BLM 2.6**

Names: ___________________________  Date: ___________________________

**Chinese in Canada (1920s)**

There are seven stations set up around the classroom. Each group will visit each station and answer the following questions:

<table>
<thead>
<tr>
<th>Station</th>
<th>Source Details</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Text - &quot;Lem Wong 1/2&quot;</td>
<td>What does this source tell you about the living condition of Chinese people in Canada at the time? What role did the government play in regards to the treatment they received?</td>
<td>Did anything surprise or shock you?</td>
<td>Is this relatable to current day immigrants? Explain.</td>
</tr>
<tr>
<td>2</td>
<td>Text - &quot;Lem Wong 2/2&quot;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Letter - &quot;Letter by Marilyn Muldoon&quot;</td>
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<td>4</td>
<td>News article - &quot;The Impact of the Head Tax and Exclusion Act&quot;</td>
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<tr>
<td>5</td>
<td>Picture - &quot;Head Tax Document&quot;</td>
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<tr>
<td>Station 6: News article - &quot;Chinese head tax payer James Pon remembered as 'visionary'&quot;</td>
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<td>----------------------------------------------------------------------------------------------</td>
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<tr>
<td>Station 7: Video - Our Own Words 1: Chinese Head Tax Stories #1 of 5</td>
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</table>

Resource: [http://www.ccnc.ca/redress/history.html](http://www.ccnc.ca/redress/history.html)
BLM 3.1
“History Brief: The Great Migration” - https://www.youtube.com/watch?v=Ak1Uk8-3EE8

BLM 3.2
History Brief: The Harlem Renaissance” - https://www.youtube.com/watch?v=90PTxdsqfsA&t=9s

BLM 3.3
“The Great Gatsby 2013 Speakeasy Scene” - https://youtu.be/CgY0bDfz6XA
What story does this picture tell? What does it say about African Americans and society at the time?

"When the Negro Was in Vogue"

By: Langston Hughes

The 1920s were the years of Manhattan's black Renaissance. . . .

White people began to come to Harlem in droves. For several years they packed the expensive Cotton Club on Lenox Avenue. But I was never there, because the Cotton Club was a Jim Crow (Google this) club for gangsters and monied whites. They were not cordial to Negro patronage, unless you were a celebrity like Bojangles. So Harlem Negroes did not like the Cotton Club and never appreciated its Jim Crow policy in the very heart of their dark community. Nor did ordinary Negroes like the growing influx of whites toward Harlem after sun-down, flooding the little cabarets and bars where formerly only colored people laughed and sang, and where now the strangers were given the best ringside tables to sit and stare at the Negro customers—like amusing animals in a zoo.

The Negroes said: “We can't go downtown and sit and stare at you in your clubs. You won't even let us in your clubs.” But they didn't say it out loud—for Negroes are practically never rude to white
people. So thousands of whites came to Harlem night after night, thinking the Negroes loved to have them there, and firmly believing that all Harlemites left their houses at sundown to sing and dance in cabarets, because most of the whites saw nothing but the cabarets, not the houses.

It was a period when, at almost every Harlem upper-crust dance or party, one would be introduced to various distinguished white celebrities there as guests. It was a period when almost any Harlem Negro of any social importance at all would be likely to say casually: "As I was remarking the other day to Heywood—," meaning Heywood Broun. Or: "As I said to George—," referring to George Gershwin. It was a period when local and visiting royalty were not at all uncommon in Harlem. And when the parties of A'Lelia Walker, the Negro heiress, were filled with guests whose names would turn any Nordic social climber green with envy. It was a period when Harold Jackman, a handsome young Harlem schoolteacher of modest means, calmly announced one day that he was sailing for the Riviera for a fortnight, to attend Princess Murat's yachting party. It was a period when Charleston preachers opened up shouting churches as sideshows for white tourists. It was a period when at least one charming colored chorus girl, amber enough to pass for a Latin American, was living in a penthouse, with all her bills paid by a gentleman whose name was banker's magic on Wall Street. It was a period when every season there was at least one hit play on Broadway acted by a Negro cast. And when books by Negro authors were being published with much greater frequency and much more publicity than ever before or since in history. It was a period when white writers wrote about Negroes more successfully (commercially speaking) than Negroes did about themselves. It was the period (God help us!) when Ethel Barrymore appeared in blackface in Scarlet Sister Mary! It was the period when the Negro was in vogue.


What is ironic about the situations described in this excerpt?
Highlight/underline these passages and then explain your reasoning below.
My Finances

Game Scenario: You have received $2000 in inheritance in June of 1925. You have decided to invest your inheritance, so that you become richer. Remember, that you must withdraw your investment in shares in order for the amount to be transferred to your bank account. You can also borrow money from the bank, to the maximum of $1000. Whatever you borrow, must be paid back at the end of the game. To win the game, become the richest person in the room!

Companies: Stelco Inc. (steel), Bell Canada Enterprises Inc. (telephone), Winnipeg Electric Co (electricity), Seagram (liquor)

<table>
<thead>
<tr>
<th>Date</th>
<th>Company Name</th>
<th>Price of 1 Share</th>
<th>Number of Shares</th>
<th>Total Money in Shares</th>
<th>Amount of Money Borrowed from the bank</th>
<th>Remaining inheritance</th>
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<tr>
<td>Date</td>
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<td>Bell Canada</td>
<td>Winnipeg Electric</td>
<td>Seagram</td>
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<td>$0</td>
<td>No longer exists</td>
<td>$3</td>
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</tr>
</tbody>
</table>
The Great Depression
Historical Actions
• End of WWI affected international trade relationships
• U.S. replaced Great Britain as Canada’s main trading partner
• Some European countries never fully recovered economically
  • Too much debt; could not pay it off

Recent Actions
• U.S. Protectionism: protected U.S. primary resources. High taxes on imported resources such as Canadian wheat
• Other countries decided to also impose protectionism to respond to the U.S.
• Slow down in world trade → countries stopped buying Canadian products

Historical Conditions
• The economy depends on the country’s export of goods
• Supply and demand:
  • Low supply = high demand / High supply = low demand
• Economic cycle: prosperity → recession → depression or recovery

Current Conditions
• Canada faced overproduction → lower prices and downsizing of companies (people losing their jobs) → sales slowed down even more
• High profile investors cashing out their shares → stock value drops → more investors cash out
• NY Stock market crashes → Toronto and Montreal too
• Companies went bankrupt → people lost their jobs → could not find another job