

**MERIVALE HIGH SCHOOL**  
 Canadian & World Studies Department  
 CHC2P – Canada in the Twentieth Century  
 Prerequisite: None



**TEACHER:** Mrs. J. Gesior-McAree

**ROOM:** D211

Text : *The Canadian Challenge & Our Century, Our Story* Replacement Cost: 65\$

1. 1914-1928 - Growth, Sacrifice and Dreams of Peace
2. 1929-1945 - Depression and the Horrors of War
3. 1946-1967 - Pursuit of Security, Prosperity and National Unity
4. 1968-1983 - Conflicts and Economic Challenges
5. 1984 to the Present - North American Reality
6. Defining Canada: Course Culminating Activity

Unit 1	<p><b>1914-1928 : Growth, Sacrifice, and Dreams of Peace</b></p> <p>Essential Components :</p> <ul style="list-style-type: none"> <li>-Name and analyse the causes of World War I</li> <li>-Evaluate Canada's response and readiness to fight a major war</li> <li>-Evaluate the effects of technology on weaponry and war</li> <li>-Understand the conditions of war on the troops</li> <li>-Analyse Canada's contributions in major battles (Ypres, the Somme, Vimy Ridge, Passchendaele, Canada's Hundred Days) and their effects on Canadian nationalism</li> <li>-Describe the effects of major events on the Homefront (the Conscription Crisis, Enemy Aliens, Financing the War, Role of women, Propaganda &amp; censorship, Halifax Explosion)</li> <li>-Discuss the manner in which the war ended and the tone it set for the future (the Armistice, Paris Peace Conference, Treaty of Versailles, Wilson's Fourteen Points, League of Nations)</li> <li>-Determine the causes and effects of social movements (e.g. Winnipeg General Strike, Temperance movement and Prohibition, Labour movements, the Role of Women, Effect of Technology, Effect of Prohibition, Residential Schools and minority issues)</li> <li>-Analyse Canada's growing autonomy and political landscape (e.g. New Political Parties and Prime Ministers, the King-Byng affair, Halibut Treaty, Chanak Affair, Balfour Report, Statute of Westminster, Persons Case)</li> <li>-Evaluate the Emerging Canadian Identity (Music, Art, Sports, Literature, CBC, NFB, Scientists: Banting, Bombardier)</li> </ul>
	<p><b>1929-1945 : Depression and the Horrors of War</b></p> <ul style="list-style-type: none"> <li>-Identify the leader and platforms of new political parties (CCF, Social Credit, Union Nationale)</li> <li>-Explain the Business cycle, state the reasons for The Crash, describe the economic regional differences of the 1930s, describe the federal political responses: Relief camps, Relief Programs, describe the popular response to the federal failure in providing relief eg. On-to-Ottawa Trek</li> <li>-Analyse the international political struggles post WWI: spread of communism, rise of fascism, rise of Imperial Japan</li> <li>-Describe Hitler's rise to power</li> <li>-State the causes of World War II: (terms) appeasement, Anschluss, Rhineland, Blitzkrieg, Liebenstrum, Munich Pact, Non-Aggression Treaty, Sudetenland, Polish Corridor,</li> <li>-Analyse the major events of the war: Miracle at Dunkirk, Pearl Harbor, the Blitz, Dieppe, Stalingrad, Battle of the Atlantic, Hong Kong, Invasion of Ortona, D-Day,</li> <li>-Discuss War on the Homefront: Conscription Crisis, Role of Women, British Commonwealth Air Training Plan, Camp X, propaganda, Internment of Japanese-Canadians and issues of other minorities</li> <li>-Define Antisemitism</li> <li>-Analyse the Holocaust, evaluate the Nuremberg Trials</li> <li>-Describe the End of the war: Race to Berlin, Atomic bomb, Yalta &amp; Potsdam conferences, Creation of the United Nations</li> </ul>
Unit 3	<p><b>1946-1967 : Pursuit of Security, Prosperity and National Unity</b></p> <ul style="list-style-type: none"> <li>-Examine the roots of Cold War: describe the composition of the United Nations, explain East versus West, define the Marshall Plan and the Truman Doctrine</li> <li>-Analyse the following, state their contribution to the Cold War, discuss how Canada was effected directly or indirectly: Gouzenko spy case, Division of Germany, Iron Curtain Speech, Korean War, NATO, Warsaw Pact, NORAD, Berlin airlift, Berlin wall, Suez Canal, Peacekeeping, Cuban Missile Crisis, Vietnam War</li> </ul>

	<p>-Explain how the following fostered social change: Medicare, Social Programs, Massey Commission, Women's movement, Baby boom, Anti-war movement, suburbia</p> <p>-Identify the following and explain how it led to economic prosperity: St. Lawrence Seaway, TransCanada Highway</p> <p>-Discuss the Canada Flag Debate, state how it impacted upon national unity</p>
Unit 4	<p><b>1968-1983 : Conflicts and Economic Challenges</b></p> <p>-Describe the challenges faced by P.M.Turdeau's Liberals in the pursuit of the 'just society'</p> <p>-Explain the impact of the Official Languages Act</p> <p>-Analyse the rise of Quebec separatism</p> <p>-Discuss the evolution of the rights of : women, Aboriginal peoples, immigrants</p> <p>-Describe landmarks in Canada's cultural identity</p> <p>-Discuss Canada's economic challenges (i.e. National Energy Program)</p> <p>-Explain the process of repatriation of Canada's constitution</p> <p>-Discuss new scientific and technological changes</p> <p>-Describe Canada's role in the Global Community</p>
Unit 5	<p><b>1984 to the Present : North American Reality</b></p> <p>-Examine the rise of the Conservative Party under Brian Mulroney</p> <p>-Analyse the evolution of free trade and it's effects</p> <p>-Describe international political challenges impacting Canada</p> <p>-Understand the economic challenges facing Canada</p> <p>-Discuss Canada's changing immigration policy</p> <p>-Describe the evolution of Aboriginal rights</p> <p>-Name and explain significant events within Canada (i.e. Air India disaster)</p> <p>-Discuss the situation leading up to the National Referendum</p> <p>-Explore the rise of new political parties and prominent politicians</p> <p>-Discuss Canada's economic policies (i.e. GST)</p> <p>-Describe the birth of Nunavut</p> <p>-Discuss Canada's place in the Global Community</p> <p>-Explain the "New World Order"</p> <p>-Analyse Canada's role in the War on Terror</p> <p>-Describe Canada's response to world disasters</p> <p>-Discuss current events in Canadian politics including prominent people (i.e. Michaele Jean)</p> <p>-Review challenges facing Canada with regard to environmental issues and Arctic sovereignty</p>
Unit 6	<p><b>Defining Canada : Course Culminating Activity</b></p> <p>This course's Summative Task will challenge students to write a persuasive essay on a relevant theme/ topic in 20th Century Canada. Students will have to present coherent research-based evidence to support a clear thesis statement.</p>

**ASSESSMENT AND EVALUATION:**

Category	Weight
<p>Knowledge/Understanding (KU)</p> <ul style="list-style-type: none"> <li>Evaluation in this category may include but is not limited to tests, quizzes and assignments.</li> </ul>	17.5%
<p>Thinking/Inquiry (TI)</p> <ul style="list-style-type: none"> <li>Evaluation in this category may include but is not limited to research, document analysis, problem solving and critical thinking exercises.</li> </ul>	17.5%
<p>Application/Connections (AP)</p> <ul style="list-style-type: none"> <li>Evaluation in this category may include but is not limited to seminar discussion, essay writing, case studies and assignments.</li> </ul>	17.5%

Communication (COM) <ul style="list-style-type: none"> <li>• Evaluation in this category may include but is not limited to oral presentations, homework exercises, speeches, class participation and simulations.</li> </ul>	17.5%
Summative (SU) <ul style="list-style-type: none"> <li>• Final Exam (15%)</li> <li>• Course Culminating Project (15%)</li> </ul>	30%

**Policy Regarding Missed/ Late Assignments :**

**Missed tests:** If a test is missed while you are absent for an **acceptable** reason, you must be prepared to write the missed test on the day you return to school. Consult with your teacher *before the test is missed* (if possible) or as soon as possible in other circumstances.

**Late assignments:** Unless there are extenuating circumstances (accepted at the teacher’s discretion), any late assignments may receive a mark of zero. You must present an acceptable reason for the late assignment on the missed due date if a zero is to be avoided and a contract for an alternative assignment/due date may be drawn up. Where possible, *present reasons to the teacher prior to the due date*.

**Group work and oral presentations:** These are time and/or team sensitive. A zero may be recorded if you do not participate at the specified times. If there are extenuating circumstances (subject to teacher’s discretion), alternate arrangements may be made.

**Academic Honesty**

The following five items constitute academic dishonesty: plagiarism, self-plagiarism, fabrication, deception, and cheating.

**It is the responsibility of every student to ensure that all assignments which are to be evaluated are original work and accurately documented as outlined by the teacher.**

**Consequences for academic dishonesty:**

1. The teacher will inform parents/guardians that the student has submitted work which is not original.
2. If a student uses dishonest or fraudulent means in completing any assignment, a mark of zero will be assigned to that piece of work.
3. The incident will be documented with the school principal and kept on record for one academic year.
4. Student will not be considered for academic awards and/or included in the Honour Roll if applicable in the year in which the academic dishonesty occurs.
5. Merivale High School will not nominate or sign applications for scholarships or awards for students who are confirmed as committing academic dishonesty in the year the academic dishonesty occurs.
6. The student will be required to complete an Academic Honesty seminar. These seminars are held two times each semester outside the school day.
7. Junior (grade 9 & 10) students may be given an alternate assignment to allow them to demonstrate achievement of the curriculum expectations. Parents will be involved in signing an academic honesty contract to ensure the work is completed fairly and honestly and that it is unlikely the student will repeat the behaviour.
8. Senior (grade 11 & 12) students may be allowed to submit a proposal which defines an alternate assignment they believe will allow them to demonstrate achievement of the curriculum expectations. Parents will be involved in signing an academic honesty contract to ensure the work is completed fairly and honestly and that it is unlikely the student will repeat the behaviour

*I have read and understand the Canadian and World Studies Department Policies.*

\_\_\_\_\_  
*Student Signature*

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*Parent/Guardian Signature*

\_\_\_\_\_  
*Date*