



Designing an Effective  
Grade 10  
History Course

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OHASSTA Workshop  
November 9<sup>th</sup> 2007

## Understanding By Design.

- 1) Understanding: a definition. To understand means to be able to abstract, to think conceptually and to make “mental links” between facts. It also means to be able to use the knowledge and skills in context, that is, in authentic situations. “A student may know without understanding”.
- 2) A Common Error: Teachers often expect students to remember insignificant facts (knowledge) that will be forgotten as soon as the student leaves the classroom or finishes the test or exam. Little is remembered about the course afterwards. For this reason skills are emphasized since after much practice the students master them and remember how to use them in new situations. Yet surely students are able to remember some content as well: people always remember significant moments in their lives that often evoke strong emotions in them. The challenge for the teachers is to discover the content in their course that the students will consider significant, relevant, and lead to real understanding Teachers must therefore design courses that emphasize true understanding that will endure beyond the classroom, not content that will be forgotten as soon as the classroom door closes.
- 3) A key question: How? How can teachers design such a course? The key is to implement what is called the “backward design”—that is a curriculum plan that starts at the end: the teacher determines the key knowledge and skill understandings that the students should achieve by the end of the course, the methods of assessment that will be used to measure their level of achievement, the performance tasks that will enable the students to attain the highest level possible, and the individual lessons and units that will lead to understanding that endures.
- 4) The Backward Design: the process.

Stage One: determine the knowledge and skills that you wish the students to master. In order to accomplish this consider the three different types of knowledge and skill:

- a) worth being familiar with
- b) important knowledge and skills(mastery is needed here in order for the student to be able to accomplish key performance tasks.
- c) “enduring understandings”—the big ideas, the important understandings that we want the students “to get inside of “—and remember long after the course is finished.

In order to distinguish between these different types “filters” should be used. In other words, key questions should be asked. These filters help teachers to prioritize the curriculum so as to prevent the content or “material” from “cluttering up the curriculum?”

Filter # 1. To what extent does the idea, topic, or process represent a “big idea” having enduring value beyond the classroom?

Examples: a) larger concepts, principles, or processes.

- b) applicable to new situations with or beyond the subject
- c) ie. the Magna Carta—key to discussion of the rule of law
- d) the big idea—the “linch pin” idea(the pin that keeps the wheel on the axle)—that is essential for understanding(eg. In law the distinction between the spirit and the letter of the law is key to understanding the constitution.

Filter # 2. To what extent does the idea, topic or process reside at the heart of the discipline?

Examples: a) involves students in “doing” the subject.(eg.. writing for different purposes such as to persuade, to inform and to entertain to real audiences.

- c) interpret events and primary source documents.
- d) debating issues of social and economic policy.
- e) researching, critiquing books or movies.

Filter # 3. To what extent does the idea, topic, or process require uncoverage?

Examples: a) important concepts or processes that students find difficult.

- b) big ideas about which they may have serious misconceptions.  
(Prior knowledge assessment could be used here.)

Filter # 4. To what extent does the idea, topic, or process offer potential for engaging the students?

Examples: a) certain ideas are inherently interesting.

- b) bring knowledge to life through performance tasks that engage the students: inquiries, debates, simulations etc.

Stage Two: determine acceptable evidence. The key questions: How will we know if the students have achieved the desired results and met the expectations of the course? What will we accept as evidence of student understanding and proficiency? Therefore, teachers must think of assessment at the beginning and the focus should be on performance tasks that engage the students and force them to investigate and analyse, not just memorize and recall. The real focus, then, is not the “end of unit” test. The key understanding of the unit or course should be anchored by the performance task.

Stage Three: plan the instructional activities. By this stage the enduring understandings have been identified along with the assessment methods. Now several key questions must be considered:

- a) What “enabling knowledge”(facts, concepts and principles) and skills(procedures) will the students need to perform effectively and achieve the desired understandings? In other words, what is the important content that the teacher should cover? What content is rather insignificant and only worth being familiar with?
- b) What activities will equip students with the needed knowledge and skills?
- c) What will need to be taught and coached, and how should it best be taught, in light of the performance goals?
- d) What materials and resources are best suited to accomplish these goals?
- e) Is the overall design coherent and effective?

The Key: have clear goals to focus our planning and help the students to achieve the understandings.

#### 5. Student Engagement(beyond entertaining to enduring understanding)

This is an essential factor in any course. If students are not engaged, in other words, genuinely interested in the material, they will not really learn very much.

Key Criteria: a) instant immersion in questions, problems that challenge the students.  
b) call for the students to analyse and to think.  
c) investigate different points of view that have emerged.  
d) learn the needed facts, examine relevant theories, and develop needed skills.  
e) allow students to self-assess and to self-adjust their work.

5) Essential Questions: An excellent method that can be used to plan an effective course that leads to real understanding of knowledge and skills involves centering the curriculum on key questions. Many of these questions may be, and should be, often asked during the course, especially if they are integral to the discipline. These are the questions that often give rise to other important questions. Here are some important points to keep in mind:

- a) Organize units of study and the course itself.
- b) Select or design assessment tasks that are tied to the questions.
- c) Use a reasonable number of questions per unit(2-5 questions)
- d) Prioritize content—focus on these few questions.
- e) Edit the questions—make them provocative and engaging
- f) Make the questions “student friendly”—in their own language.
- g) Design specific activities/inquiries for each question.
- h) Sequence the questions so that they lead naturally from one to another.
- i) Post the key questions for the course(and for the unit) in the classroom.

- j) Help students personalize the questions—encourage them to tell stories etc.
- k) Change major course/unit expectations into questions.
- l) Select questions that can not be satisfactorily answered in a sentence.
- m) Provocative questions that reveal the richness and complexities of the topic.

Some key questions that can be continually asked:

- a) From whose viewpoint are we seeing or reading or hearing? From what angle or perspective?
- b) What is the evidence? Is it reliable?
- c) How are things, events, or people connected to each other? How do they fit together?
- d) What is new and what is old? Have run across this idea before?
- e) So what? Why does it matter? What does it all mean?

An example of essential questions dealing with civics:

- a) Is there too much or too little federal or national power?
- b) Does federalism work?
- c) Is there a proper balance between federal and provincial power?
- d) Can rights of the individual and the responsibilities of the individual be balanced?

## 6) The Six Facets of Understanding

Facet # 1. Knowledge of Why and How

- a) understanding that emerges from well developed and supported theory.
- b) An example: why did an event occur?
- c) Student reveals understanding by giving good reasons supported by evidence.
- d) Students do not really understand when they merely learn and recall the information on tests—not really evidence of understanding.
- e) The key difference between “borrowed opinion” and “warranted opinion” is the student’s opinion to justify how he arrived at the conclusion and why it is right.
- f) We ask students to do this when we use verbs such as: explain, justify, generalize, predict, support, verify, prove, substantiate.
- g) For assessments the students must be confronted with new facts or problems.
- h) Teachers should use performance tasks that ask the students to link specific facts with larger ideas and to justify the connection—not just to recall information.

Facet # 2. Interpretation—interpretations/narratives that provide meaning.

- a) Certain key questions should be answered: What does it mean? Why does it matter? What of it? What does it illustrate or illuminate in human experience? How does it relate to me? What makes sense?
- b) An example: a grandfather telling stories about the Depression to illustrate the importance of saving for a rainy day.
- c) We value good stories because they enlighten, engage and help us find meaning.
- d) Students must learn to interpret the stories of others—to make the story meaningful—to bring the story or text alive by connecting it to their own lives.
- e) We must allow students to find their own interpretations, to discover the significance, by working through the problem or by answering the difficult question themselves without giving them prepackaged interpretations.
- f) We must teach students not simply to accept the official version(ie. textbook) of events—knowledge is “built from the inside”

Facet # 3. Application—the ability to use the knowledge effectively in new situations

- a) “To understand is to be able to use knowledge”
- b) An example: a student uses economics to develop an effective financial plan.
- c) Realistic—authentic—problems should be used.

Facet # 4. Perspective—critical and insightful points of view.

- a) Students must learn to examine an issue, problem, or question from different perspectives.
- b) As Gardner states, novices lack the ability to see “multiple perspectives”.

Facet # 5. Empathy—“to understand is to forgive”(a French proverb)

- a) Students should be able to stand in “someone else’s shoes”.
- b) This is a learned ability to see the world from some one else’s point of view.
- c) Some experts have argued that the primary aim of history is to help students escape their ethnocentric and present-centered views.
- d) Students need to experience—directly confront the effects of decisions, ideas, theories(ie. the policies of the Harris government)
- e) The absence of experience may explain why so many important ideas(democracy, responsibility to society) are misunderstood.
- f) Assessment must pay greater attention to whether students have overcome egocentrism, ethnocentrism and present-centeredness in their answers and explanations(their views on Quebec, the economy, the government etc.)

Facet # 6. Self-knowledge—the wisdom to know one’s ignorance and how one’s patterns of thought and action inform as well as prejudice understanding.

- a) Some key questions that could be asked: How does who I am shape my views? What are the limits of my understanding? What am I prone to misunderstand because of prejudice or habit?
- b) The immature mind is “unreflective”.
- c) Greek philosophy is helpful here: Know Thyself. Socrates was perhaps the “patron saint of understanding”.

### Assessment of Understanding

#### A) Facet #1. Explanation.

1. Students must justify and explain their answer with sufficient evidence.
2. Dialogue is extremely important. In some countries exams are completed orally at the high school level.
3. Students need to be given “recurring tasks” in order to assure a sophisticated level of understanding.
4. Some of these understandings should be developed over long periods of time and assessed accordingly(eg. Essay writing)
5. Design curriculum and build tests around the essential questions. A major goal of assessment should be to determine whether or not a student really understands a concept, theory, and skill. Has the student simply memorized the information?
6. Assess the student’s “control of the big picture”: the connection between lessons—how ideas are linked. Harvard professors use a simple but effective technique. They ask two questions: What is the big point that you learned from today’s lecture? What is the main unanswered question you leave with today?
7. Assess the students’ questions. After completing a unit have the students create questions from the content that they have learned.
8. Assess breadth and depth of knowledge. It is important for students to know the important information of a unit, but often students may know a lot of details but lack any real insight. It is better that students have a real depth of knowledge—that they really understand the topic—but that they make mistakes with some of the details. You need a balance between breadth and depth.

#### B) Facet # 2. Interpretation.

1. Assess the students’ ability to pull together different information into a coherent story or interpretation and ability to recognize that there are some interpretations are better than others.

2. Develop performance tasks that force students to understand the material. Avoid developing activities that are merely “interesting” but without focusing on understanding a topic.(p89)
3. Assess the ability to analyse an interpretation—to realize that every “idea” has its own history whose authors had their own biases etc..

C) Facet # 3. Application.

1. Use simulations or real applications that “require students to use knowledge with an overarching purpose, audience, and setting(context) in mind.” This is the key to authentic assessment and effective performance tasks.(Thus if you already use simulations and role play it is often only a question of “fine tuning” your tasks with the help of “educational literature”.)
2. Use tasks and rubrics that determine whether students have mastered the goals of skills, knowledge, and performance.
3. Assess the students’ “self-adjustment in response to feedback”. If students can not self-assess and correct their own work after receiving feedback, then they do not really understand what they are doing.

D) Facet # 4. Perspective.

1. Require the students to ask the question: What of it? Many dictionaries offer the following as a definition of the core meaning of the term understanding: “to know the importance or significance of something.” Some other key questions: Of what value is this knowledge? How important is this idea?
2. “ The focus in assessing for understanding must turn to the adequacy(effectiveness, plausibility, thoroughness, and aptness) of evidence, argument, approach, or style—not merely whether an answer is right or wrong. And it must move between different points of view, commenting and critiquing on each one as part of a larger understanding. In scoring students’ answers, these questions emerge: In what ways do these different answers work in this context? To what extent are they reasonable? Substantiated? Unlike questions and tasks related to recall or plugging-in skills, these questions and tasks assess more for the critical thinking they reflect that for accuracy.”
3. Assess the students’ ability to adopt a critical perspective. Key questions to be asked by the teacher: Is the student aware of different ways of knowing, seeing, or proving a

specific idea? Are both views compatible? Isn't there another way to look at this? (see example p. 93-94)

E) Facet # 5. Empathy.

1. Assess the students' ability to walk in someone else's shoes.
2. Assess the students' ability to empathize with a villain or outcast.
3. Students do not need to agree with the other point of view, but to understand why this other view exists—to understand that other cultures see the world from a different perspective.
4. Have students teach other students. This helps them better understand the material/concept, but also to come to understand how difficult it is to make someone understand something that he/she know finds easy to understand.

F) Facet#6. Self-knowledge.

1. Require students to self-assess their past and present work(in essay writing have students evaluate an essay that they had written earlier in the year.)
2. A simple strategy: make the first and last assignment in a course the same question. Ask them to write a self-assessment postscript describing their progress in understanding.
3. Another approach: work sample portfolios. Periodically students go through them and self-assess responding to certain questions: How does your work show that you have improved? What task or assignment was the most challenging and why?

## **Enduring Understandings For Course**

### **1. To understand why the relationship between French and English Canadians has often been a difficult one—understand:**

- \*The significance of the Riel crisis as a major turning point in this relationship during the immediate post-Confederation years. (review)
- \*Imperialism as another divisive issue as demonstrated in the Boer War, the Naval Debate, and World War One
- \*The different forms of nationalism that shaped the different perspectives of French and English Canadians in terms of both domestic and international affairs.
- \*The reasons for and the implications of English dominance in the business world
- \*The underlying reasons for the Quiet Revolution in Quebec and the insurgent separatist movement that resulted.
- \*The connection between this relationship and the dynamics of Federal-Provincial relations.
- \*The different attempts to accommodate Quebec in terms of the new constitution.
- \*The various federal strategies concerning separatism (e.g. The Clarity Act).

### **2. To understand how the Canadian political system has been successful in dealing with this difficult relationship and other divisive issues (with some important exceptions)—understand:**

- \*The federal system of government and how the relationship between the two levels of governments has changed over the years.
- \*The importance of political compromise in terms of the successful operation of a federal system.
- \*The significant role of the party system in avoiding violent confrontations between the different ethnic and interest groups.
- \*The failure of the political system to accommodate the needs of aboriginal peoples—to find solutions to their social and economic plight.

### **3. To understand the powerful dynamics of regionalism in Canada and the emergence of a new assertive Western Canada—understand:**

- \*The National Policy—its importance in terms of the economic development of Canada and the long term impact on Western Canada.
- \*The reasons for the emergence of protest parties, beginning with the Progressive Party of the 1920's and ending with the Alliance Party of Canada.
- \*The significant role of federal parties in both exacerbating regional tensions and in accommodating regional demands in their party platforms.
- \*The reasons why the Maritimes have lagged behind the rest of Canada in terms of economic development.
- \*The emergence of a united Conservative Party with its political base in Alberta.

**4. To understand how the United States has influenced the development of Canada—understand:**

\*The fear that many Canadians shared concerning American influence on Canadian independence, exemplified by the American doctrine of Manifest Destiny, the Munroe Doctrine, and American multi-national companies.

\*The positive and negative results of American economic expansion into Canada that began in the 1920's with the emergence of the first American branch plants in the 1920's.

\*The extent to which American popular culture has dominated and affected the development of a unique Canadian identity.

\*The military relationship between Canada and the United States with the establishment of Norad.

**5. To understand the nature of Canada's identity as an independent multicultural country with a distinct "national character"—understand:**

\*The reasons why Canada's treatment of immigrants has changed during the 20<sup>th</sup> century from overt discrimination to official recognition in the multicultural policy of the early 1970's.

\*The reasons why Canadians have maintained a national character despite American cultural and social pressure.

\*The emergence of "social values" as a major bond that unites Canadians of various ethnic backgrounds.

\*The reasons why Canadians have become a self-confident people with a hopeful perspective on the future.

\*The importance of immigration to the future of Canada as a multicultural country.

**6. To understand the critical role of an active government in the promotion of Canadian culture and social justice within Canada and beyond—understand:**

\*The emergence of the social welfare state, based on sustained prosperity.

\*The creation of the Canada Council of Arts, supporting new Canadian artists.

\*Immigration reforms, a more open door policy.

\*Promotion of a more positive attitude towards minorities in Canadian society.

\*Canada's active policy of peacekeeping under the auspices of the United Nations.

\*The promotion of human rights beyond Canada's borders.

**7. To understand the critical importance of an active citizenry—which defends its rights but also recognizes its responsibilities—in the development of Canada as a leading example of a civilized and humane society—understand:**

\*The effective role of women suffrage movement of the early 20<sup>th</sup> century (review).

\*The role of the various reform movements of the 1900-1914 period (review).

\*The important contribution of many Canadians in establishing this society.

\*The protest movements of the 1960's and their long lasting effects.

\*The importance of voting in elections—the critical role of all Canadians as informed and active citizens holding governments accountable.

**8. To understand how popular culture reflects significant political, social, and economic trends—understand:**

\*Fashion as an expression of predominant social values, especially in the key decades of the 1920's, 1930's, 1950's, and 1960's.

\*Music as an expression of social values, but also as a means to communicate important social, economic, and political messages such as in the 1930's and the 1960's.

\*Television as the major medium reflecting and forming popular culture, especially the social trends.

**9. To understand the significant role that the military and the police force have played in Canadian history—understand:**

\* The importance of the North West Mounted Police in the opening of the Canadian west to

settlers and to maintaining peace and order (review)

\* The significance of the Canadian victories in the Great War in terms of national pride and sense of national identity.

\* The development of Canadian industry because of the war effort during World War

II.

\* The significance of the Canadian peace keeping forces in terms of Canada's contribution to

international security and in terms of Canadians' sense of national identity.

\* The role of the military in supporting Canadian sovereignty in the Far North.

**10. To understand the methods of historical inquiry—the methods, that is, of the historian in terms of both historical research and communication—understand:**

\*How to analyse primary documents such as letters, government memos, pictures, graphs etc.

\*How to organize and write an effective history essay.

\*How to detect bias and historical perspective as expressed in different interpretations.

\*How to organize and present an effective oral presentation.

\*How to formulate insightful inquiry questions.

\*How to conduct research and to organize effective notes.

## Enduring Understandings of the Course

### To Understand:

1. Why the relationship between French and English Canadians has often been a difficult one.
2. Why the ability to compromise has been so important in terms of dealing with this relationship and other serious problems.
3. Why Western Canada has played such an important role in the history of Canada since 1914—in terms of economic development, federalism, social democracy, and multiculturalism.
4. How and why the United States has influenced the development of Canada.
5. Why Canada has developed into an independent, multi-cultural country with its own “national character”.
6. Why the government’s active role in promoting Canadian political-cultural independence and social justice was so important.
7. Why informed and active citizens, who defend their rights but also recognize their responsibilities, played such a significant role in establishing Canada as a leading example of a tolerant and just society.
8. How popular culture reflects important political, social and economic trends in Canadian society.
9. How and why Canada’s armed forces have played such an important role in the development of Canada and its national identity.
10. How to use effectively the methods of historical inquiry.

## **Organizing Effective Performance Tasks**

### Performance tasks and Projects—Two Critical Differences:

- a) Tasks must clearly assess the “targets being measured”.
- b) Tasks must have a clear scoring criteria.

### Other Important Features:

- a) Involve some degree of student choice.
- b) Require both the elaboration of core knowledge content and the use of key processes or skills.
- c) A scoring system that is shared with the learners in advance.
- d) Offer an audience that is larger than the traditional audience, their teacher.
- e) Carefully crafted to measure what it purports to measure.

### A Step by Step Process in Developing Performance Tasks:

- a) Be clear about your targets—the skills and knowledge students will demonstrate and the standard that they are expected to meet. Be careful not to have too many targets or expectations—that is goals in mind. The students may not be able to handle them. Begin with the question: what knowledge and will students develop and demonstrate through this task?
- b) Be familiar with the important features of a strong performance. Examine existing scoring systems for similar tasks and create a new one for this task. Begin, in other words, with assessment before continuing to design the performance task. Identify the key questions that you want the students to answer and answer them yourself so that you are aware of the answers that the students should develop from completing the performance task.
- c) Create and describe a context for the task that will be meaningful and engaging for the students. The context could be an important issue, situation or question. The important point is that it must be of interest to the students. The task should be as authentic as possible—that is, as “real-world” as possible. The performance should also have a wider audience than just the teacher.
- d) Write a short description of the task. Include the key questions and the expectations.
- e) Rewrite the task in a clear and concise manner. Be very specific in explaining the task. Include any criteria dealing with information sources(required number, notes, bibliography, etc.), time elements(due date, etc), size of group(working alone, with a partner etc.), and the type of presentation(oral, written, etc.).
- f) Assign the task to the students. Be careful to explain the task, especially the form of assessment(the rubric).

- g) Develop a step-by-step work plan with the class. This should provide the students with guidance and assistance as they work on the task. Break the task into parts and organize them in proper order.
- h) Strive for excellence. Show samples of previous excellent work as models. Emphasize the need for revision(the developmental process) and the need for multiple attempts, or drafts.
- i) Provide instruction. This is especially true if the task is very challenging. The teacher will need to coach the students. Provide the students with feedback and with the opportunity to self-assess—often by asking them questions about their work without giving them the answer.
- j) Assess the final performance task and make the necessary revisions/improvements. Ask the students for feedback in a written form without any name(they tend to be more honest this way.) Work together with other teachers in order to improve the task. Remember that revisions are almost required, especially after using an activity for the first time. It is always better to use an activity that you believe the students will enjoy and find interesting, even if it is not “carefully crafted”, than it is to wait until you have developed the perfect performance task.

### **An Example: the Historical Comic Strip**

- a) This task required the students to perform, not just to regurgitate information. The topic was entitled “1492: Encounter”. Here are some of errors committed by the author in this his first effort at historical cartoons: 1. The assignment asked the students to use five or six panels. This was a mistake since some students needed more panels in order to complete their cartoon. This is a perfect example of a common feature in designing performance tasks: the students’ responses and questions reveal the flaws in the design. 2. In terms of assessment the students were not clear: the students did not realize that the content requirements would be used to measure their performance, that is, evaluate their cartoon. 3. An extra credit component made a huge difference in the quality of the final product. It also modified the assignment for those who opted for it.
- b) After this first effort, the authors developed a more polished version with the flaws corrected. As they state, “We had to polish it to ensure that it became a true performance task and not just a great activity.” Here are the improvements: 1. Students were given some degree of choice in the number of panels, the amount of text versus graphics, the historical characters and actions that they wished to portray. 2. The task required that the students elaborate on the knowledge learned in the class and that they use important historical skills. 3. The students were given a rubric(that is, a checbric) in advance so that they knew how they were to be evaluated. 4. The students used their cartoons to explain to a younger class the historical event that took place. 5. The students were now given more time to complete their cartoon strips (from one class to three classes).

## **“Trimming” Your Course** **An Example: Canada and World War One**

- **Effective use of homework.** Much of the content may be covered with effective use of homework. Proper **notetaking** by paragraph is useful here since the students have to identify the main idea of every paragraph along with the most important supportive evidence. As a result, content “worth being familiar with” is covered. Content “important to know” can also be examined through homework followed by a teacher-directed lesson using a mind map connecting the important information. The causes of the war can be examined using this method. After the lesson the students are instructed to improve their own homework note.
- **“Edited” Traditional Topics.**
  - a) Recruitment and volunteers. Omit the poster assignment. Reasons for volunteering—List them quickly on the blackboard instead of having students work in pairs to determine them.
  - b) Trench letter. Provide less time in class.
  - c) Conscription. I no longer have a class debate on the topic. The students take notes for homework and I provide a brief lesson, focusing on understanding the impact of the crisis on French-English relations.
  - d) Women’s rights. Homework—focus on the importance of their contribution to the war effort.
  - e) Treatment of immigrants/minorities during the war. Use a chart with the following categories: Time period; population figures; reasons for immigration; treatment of; reasons for treatment; and cultural survival strategies. The students fill in the chart as the course continues.
- **The Proper Balance.** Be sure to maintain the proper balance among interesting content, engaging performance tasks, and skill development. In this unit I have retained certain activities: history detective; war and peace game; Defend Your Position (students develop their own trench), and the Paper Ball War.
- **Use of Unit Questions.** Focus class discussion and lessons on these questions:
  - Why were the conditions so terrible in the trenches?
  - Why were the Canadians able to capture Vimy Ridge whereas both the French and English were unable to do so?
  - Why did Canada begin to act as an independent nation by the end of the war?
  - How and why did the experience of the war change forever the moral perspective of much of the western world concerning warfare?

- **The Enduring Understandings I.** The students concentrate on their historical skills of analysis. They examine the Canadian victory at Vimy, using a variety of sources: secondary, film footage, and primary documents. They determine how and why the Canadians were able to take the ridge by acting as teams of “history detectives.” The teacher then connects the victory at Vimy to the importance of the armed forces in the development of Canada as an independent country.
- **The Enduring Understandings II.** Certain important topics will be revisited later in the course, reviewed, and the students’ understanding will be enhanced. For example, women’s rights are examined in much more detail when the 1920’s are examined. The students will be more engaged when the flappers are discussed and the teacher connects this first women’s “liberation movement” with the earlier suffrage efforts and the overall contribution by women to the war effort. As well, the treatment of immigrants and minorities is now highlighted in more detail. Student engagement will not be a problem when the Ku Klux Klan is examined as a Canadian phenomenon. The importance of the success of the Canadian army is examined in terms of the development of Canadian nationalism in the 1920’s.
- **Emphasize connections between activities/lessons.** Here are some examples: **1.** The paper war lasts approximately 20 minutes and the Newfoundland regiment was wiped out at the Somme in 22 minutes. **2.** The “Problems—Solution Chart” used in the activity, “Defend your position at all costs”, is referred to when the preparations for the battle of Vimy Ridge are discussed. **3.** The battle of the Somme is compared to Vimy Ridge in terms of preparations and battle strategy. **4.** The students are reminded of how they examined the evidence in the “History Detective” murder mystery activity and they use the same approach to examine the evidence concerning the Canadian victory at Vimy.

**A Summary Sheet: A Sample**  
(The purpose: to cover very important information, but quickly. These summary sheets are interconnected and connected to specific understandings)

**The Soldiers Return**  
**And the Government's Response**

## Demobilization

1. 600,000 Canadians were demobilized—returned to civilian life
2. Government—unprepared—believed that the war would last longer
3. Demobilization could not take place immediately—too late in the year—ports would soon freeze up—railways in poor shape from over-use—took 6 months for the soldiers to return home
4. Many government delays—“red tape”—some soldiers in England rioted

## Spanish Flu

1. Spring of 1918—a type of influenza—deadly—within a few months 50,000 Canadians died—approximately 100 million died world wide
2. Few Canadian families unaffected—one soldier returned to Montreal to learn that his 7 siblings had died

## Adjustment to Civilian Life

1. Many had “battle scars”—physical and mental
2. Shell shock—poorly understood—seen as “a manifestation of childishness and femininity”—doctors believed that best method to cure it was to ignore it
3. No pension given to shell shock victims
4. Friends and family—no idea of real conditions of trench warfare—complained of rationing—no understanding of what the soldiers had suffered

## Government Policies

1. **The General Attitude**—Veterans must learn to take care of themselves—don't help them too much—they will become “spoiled”
2. Little compensation for loss of wages while they were fighting in France
3. “Calgary Resolution”—veterans organized a meeting—asked for \$2,000 in bonus for each veteran—Government refused

4. Soldier Settlement Plan—low cost loans to veterans to buy land and equipment—only to be given to veterans who were strong both physically and mentally—those most likely to succeed—by 1939 only 1/3 of these soldiers had stayed on the land—had either paid too much or had received poor land
5. Businesses encouraged to hire veterans—after a few months no longer given preferential treatment—businessmen’s sense of duty had diminished

## Government Policies—Disabled, Widows, and Orphans

1. Did little to help the disabled veterans and families
2. 20% of veterans unemployed by 1921---vast majority of disabled among the unemployed
3. Policies did little to help these families—most lived in poverty
4. Attitude—must learn to take care of themselves or they will lose all desire to find work
5. Pensions based on wages of the unskilled—pensions kept low as an incentive to force men to find work
6. Vast majority of veterans received only 25% of a full pension
7. Widows had to provide evidence of their financial need—remain unmarried

## Labour—Workers and Unions

1. Prices soared after war—cost of living increased
2. Munition plants shut down
3. Few new factories opened
4. Women forced out of work—still not enough jobs for the men
5. During war—right to strike for better wages and working conditions taken away—government asked businesses to offer a fair wage—few did so
6. After war—workers joined unions—began to demand better wages/conditions—420 strikes in Canada in 1919—major labour unrest across the country
7. Western Labour Conference—Calgary, March 1919—formed the One Big Union—called for reform, including 6 hour day
8. Winnipeg General Strike—May 1919—Metal Trade workers—30,000 workers struck—shut down the city for 6 weeks—“sympathy” strikes across country
9. Great fear of communism, the “red menace”—especially after the communist revolution in Russia—communists claimed to fight for the rights of workers by taking over private companies
10. Bloody Saturday—June 21, 1919—protest turned riot as RCMP became involved—2 killed—many injured—many arrested

11. Government retaliated—now common in Canada to use police and strike-breakers (workers hired to replace workers on strike) to stop a strike—union membership declined in the 1920's
12. **A Glimpse into the future**—a new “class” awareness (ie workers see themselves as a distinct group)—union leaders became “political”—a political movement—11 labour representatives elected to the Manitoba Legislature (ie. provincial government)—including 3 individuals serving jail terms for involvement in General Strike—in federal election of 1921, another individual who had been involved in the strike, and who was a reformer, was elected: J.S. Woodsworth, the future founder of the C.C.F., the Co-operative Commonwealth Federation, a socialist party, which later would become the N.D.P., the New Democratic Party.

### **A Summary Sheet: A Sample**

#### Post World War Two Prosperity

##### WHY?

1. The government was very concerned that another depression would occur after the war as wartime factories were not needed. As well, government leaders had learned from the Great Depression and World War II that the government had a responsibility to help Canadians who were suffering from economic difficulties, and that the government had to take a more active role in the economy itself.
2. As a result the Liberal government passed laws that assisted Canadians in adjusting to post-war conditions. Here are some examples:
  - a) family allowances each month
  - b) the National Housing Act guaranteeing low cost mortgages
  - c) unemployment insurance(introduced in 1941)—this resulted in a “virtually painless” transition from war production to peacetime industrial jobs.

d) old age pensions

3. This legislation resulted in the creation of the social welfare state.
4. The government also assisted businesses in adjusting to a peacetime economy.  
War production factories were sold to private companies for a very low price on one condition: the company had to reopen the factories for business as soon as they were ready.
5. The government, however, did not sell off all of its factories and companies.  
Some crown corporations were kept: Eldorado Nuclear at Port Hope, Polymer at Sarnia (an oil company), and Trans-Canada Airlines (later Air Canada). Defence contracts guaranteed that the aircraft industry would expand.
6. The government also provided export insurance for companies in order to encourage foreign trade.
7. As a result of the government's actions, veterans and other Canadians found jobs and stayed in them. They then were able to afford to purchase homes, cars, furniture, and home appliances. This, in turn, created more jobs.
8. Organized labour (ie. unions), given the right to collective bargaining and to strike, took advantage of the prosperity by using their new rights to secure higher wages, vacation pay, and other benefits. By 1949 almost 30% of workers were unionized.
9. Universal social programs, a strong union movement, and a government commitment to create jobs continued a process that had begun with the Great Depression with the government recognizing its responsibility to help its citizens

and to be involved in the economy. The war itself had also forced the government to take a more active role in society

10. After World War II Canada emerged as one of the industrial powers of the world; a country that was the “envy of the world”

ST. THERESA CATHOLIC SECONDARY SCHOOL

TIME: 1.5 HOURS

CHC 2D1

JUNE 2007

TOTAL MARKS: 80

TEACHER: MR. STAFFORD

INSTRUCTIONS: Answer the questions on the paper provided.

**Part A**

**Identify or define and explain the historical significance of 10 of the following:**

Leduc, Alberta	Nato	National Policy
Diefenbaker	Massey Commission	Branch Plant
N. McClung	Bill 101	Tommy Douglas
Middle Power	Belfour Declaration	Gouzenko
Citizenship Act (1977)	Vimy Ridge	League of Nations

**Evaluation: 1 mark for identifying/defining  
1 mark for historical significance  
Total Marks = 20**

**Part B**

**Answer the following question in proper paragraph form:**

1. By the 1960's Canadians expected that the government would be involved in both the economy and the culture of Canada. By the 1960's the "social welfare net" was even considered a "tradition" in Canada. Explain why and provide evidence from the World War and post World War II periods to support the above statement.

**Evaluation: 3 marks for grammar/paragraph structure.  
12 marks for use of evidence/content  
Total Marks = 15**

**Part C**

**Answer one of the following questions in proper paragraph form.**

1. Why were the 1960's a more rebellious decade compared to the 1950's?
2. Provide a brief summary of the Suez Canal Crisis and explain why Lester B. Pearson won the Nobel Peace Prize.

**Evaluation: 3 marks for grammar/paragraph structure.  
7 marks for use of evidence/content  
Total Marks = 10**

## Part D

**Examine the following documents and answer the accompanying questions:**

“The kidnapers claim they act as they do in order to draw attention to instances of social injustice...Every government in this country is well aware of the existence of deep and important social problems. And every government to the limits of its resources and ability is deeply committed to their solution. But not by kidnappings and bombings. By hard work. And if any doubt exists about the good faith or the ability of any government, there are opposition parties ready and willing to be given an opportunity to govern. In short there is available everywhere in Canada an effective mechanism to change governments by peaceful means.” **Pierre Elliot Trudeau, Notes for a National Broadcast, Friday, October 16 1970**

“The Front de liberation du Quebec wants the total independence of all Quebecois, united in a free society, purged forever of the clique of voracious sharks, the patronizing “big bosses” and their henchmen who have made Quebec their hunting preserve for “cheap labour”and unscrupulous exploitation.” **The Manifesto of the FLQ, 1970**

1. Explain what Trudeau meant by “deep and important social problems”? (2marks)
2. What is the “effective mechanism” to which Trudeau is referring? Be sure to explain your answer. (2 marks)
3. What was Trudeau’s solution to the problem of the FLQ? (1 mark)
4. Explain in detail the statement by the FLQ. Be sure to explain the following words: purged, clique of voracious sharks, “big bosses”, henchmen, and “cheap labour.” (5 marks)

## Part E

**Answer the following question in proper essay form.**

Why was the role of the federal government so important in terms of Canada’s development as a united and progressive country distinct from the United States?

**Evaluation:**

**5 marks—essay structure**

**5 marks—grammar/sentence structure**

**15 marks—amount/quality of evidence**

**Total Marks: 25**