

# Canada in the 1920's

## ● Your Mission!

Create a 1920's **poster, scrapbook, powerpoint presentation, or study guide** that provides detailed evidence of what Canada was like in the 1920's. You must include the outlined criteria provided below, but how you convey the information is up to you.

## ● Criteria

- Must contain information from Chapter 3 of your textbook for each of the content categories listed below
- Must contain visual imagery for each of the categories (**Total 7**)
- Must be neat and professional in appearance, spelling and grammar

## ● Content Categories

You will see these headings below in your textbook, try to include as MANY bolded words as possible! These bolded words are IMPORTANT to the curriculum (which means they could be helpful on the provincial exam!).

- Society and Identity

**An Uneasy Adjustment:** p. 62, 64-65

Soldiers return home, rise of communism, workers respond, Winnipeg General trike.

**The Roaring 20's:** p. 67-71

The flapper look, increased mobility, improved communications, Canadian inventions and inventors, art and leisure, sports, Emily Carr.

**Missed the Roar:** p. 72-76

The role of women, women in politics, the Person's Case, the Famous 5, aboriginal peoples and the policy of assimilation, African Canadians, Immigrants

- Politics and Government

**A New Challenge to Federalism: Regionalism:** p. 77-79

The Maritimes, the Prairies (progressive party, free trade), Quebec, Western Interests, Canadians choose a new government

- Economy and Human Geography

**Canada's Changing Economy:** p. 63, 66

The United States Invests in Canadian Economy, American Ownership, Bootlegging

**The Stock Market Crashes:** p. 85

- Autonomy and World Presence

**Canada's growing Independence:** p. 80- 83

The Chanak Crisis, The Halibut Treaty, The King-Bing Crisis, There Imperial Conference, The Statute of Westminster  
The Maritimes, the Prairies (progressive party, free trade), Quebec, Western Interests, Canadians choose a new government

● **Where to start?**

1st step:

- Using your trusty textbook, begin taking notes in the sheets provided to organize MAIN IDEAS/THOUGHTS for EACH of the content categories. Please make sure these are in POINT FORM, and include definitions for all bolded text!
- PLEASE don't try to google the answers... everything I am looking for to mark is from the text. If you do this, you're gonna have a bad time

2nd step:

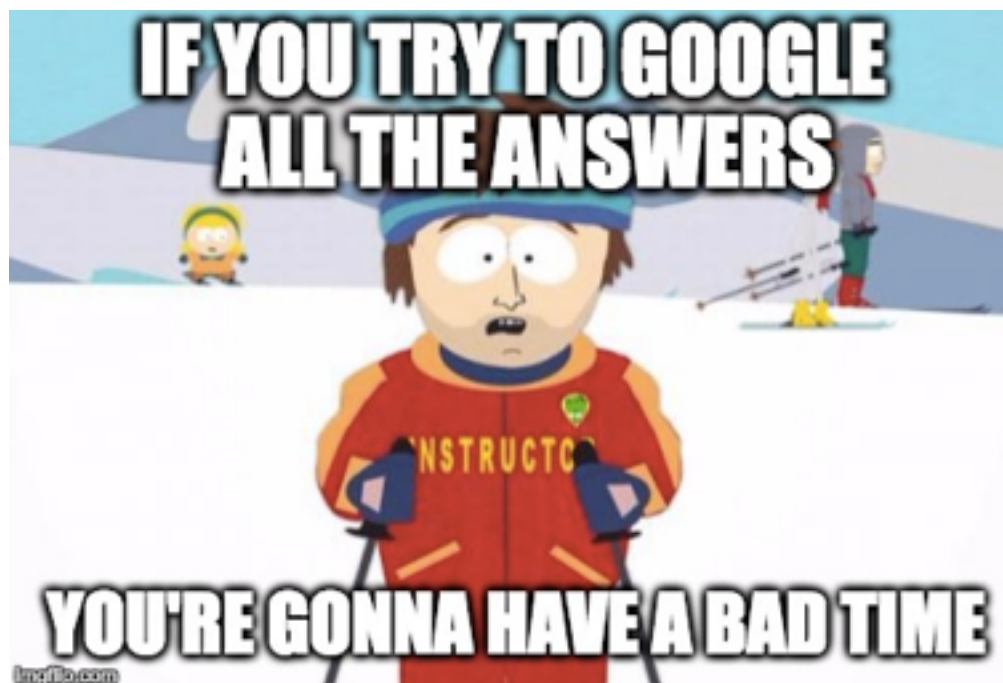
- Decide how you are going to convey your knowledge (eg: poster, scrapbook powerpoint presentation, or study guide).

3rd step:

- Using a classroom computer, search and find images that reflect your content, save and print them – Saving them is an important step so if something goes wrong, you have a backup!

OR

- Create your own images or drawings to reflect the content categories (be mindful of the time with this option...)



## Society and Identity

### **An Uneasy Adjustment - p. 62, 64-65**

Soldiers return home –

Rise of Communism –

Workers Respond –

Winnipeg General Strike –

### **The Roaring 20's - p. 67 - 71**

The flapper look –

increased mobility –

improved communications –

Canadian Inventions and Inventors –

Art and Leisure –

Sports –

Emily Carr –

## Society and Identity Continued ...

### **Missed the Roar - p. 72 - 76**

The role of women –

Women's Social Status –

Women in politics –

The Persons Case –

the Famous 5 –

Aboriginal Peoples, Assimilation, the Struggle for Land and Self-Determination –

African Canadians –

Immigrants –

## Politics and Government

### **A New Challenge to Federalism: Regionalism – p. 77-79**

The Maritimes –

The Prairies (Progressive Party, free trade) –

Quebec –

Western Interests –

Canadians choose a new government –

## Economy and Human Geography

### **Canada's Changing Economy – p. 63, 66**

The United States invests in Canadian Economy –

American Ownership –

Bootlegging –

## Economy and Human Geography – Continued!

The Stock Market Crashes – p. 85

## Autonomy and World Presence

**Canada's Growing Independence – p. 80 - 83**

The Chanak Crisis –

The Halibut Treaty –

The King-Bing Crisis –

The Imperial Conference –

The Statute of Westminster –

# HAND ME IN WITH YOUR PROJECT!

Name(s): \_\_\_\_\_ Block: \_\_\_\_\_

Assessment Rubric	<b>Excellent!</b> 4/bullet	<b>Good</b> 3/bullet	<b>Just about to rock it</b> 2/bullet	<b>not yet...</b> 1-0/bullet
<p style="text-align: center;"><b>Content</b></p> <p style="text-align: center;">Total Possible 12</p>	<ul style="list-style-type: none"> <li>• All sections are complete and include all important information from content categories</li> <li>• All bolded words are defined</li> <li>• Point form that concisely conveys information</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the sections are completed</li> <li>• Most of the bolded words are defined</li> <li>• Point form that conveys subject information</li> </ul>	<ul style="list-style-type: none"> <li>• Some sections are incomplete/do not contain important information from chapter</li> <li>• Some of the bolded words are defined</li> <li>• Information conveyed may not be in point form but is easy to read</li> </ul>	<ul style="list-style-type: none"> <li>• Many sections are incomplete/missing</li> <li>• Many bolded words are missing/ improperly defined</li> <li>• Difficult to find important information</li> </ul>
<p style="text-align: center;"><b>Organization/Layout</b></p> <p style="text-align: center;">Total Possible 8</p>	<ul style="list-style-type: none"> <li>• Uses subject headings</li> <li>• Uses superb spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Uses headings</li> <li>• Uses quality spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Uses headings</li> <li>• Uses satisfactory spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• No headings used yet</li> <li>• Spelling and grammar needs serious intervention to be understood</li> </ul>
<p style="text-align: center;"><b>Creativity/Visual Appeal</b></p> <p style="text-align: center;">Total Possible 12</p>	<ul style="list-style-type: none"> <li>• Pictures are included for every content category</li> <li>• Images evoke emotional understanding of the content</li> <li>• Pictures have visual interest – Have the WOW FACTOR</li> </ul>	<ul style="list-style-type: none"> <li>• Includes pictures</li> <li>• Images evoke some feeling related to content</li> <li>• Pictures have visual interest</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures may not be the best choice for the content category to best tell the story</li> <li>• Images don't evoke much feeling or understanding</li> <li>• Picture interest if questionable</li> </ul>	<ul style="list-style-type: none"> <li>• Project is missing many images</li> <li>• Images evoke improper feelings for understanding</li> <li>• Pictures and of poor quality/completely lack interest</li> </ul>

**Total:        / 32**

Comments: