Social Studies 11 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Canada and World War 2 Total: /32 marks

 Fill in the chart below with information that you will include in you’re your Historical Minute. You may use your textbook and the Internet, but you should concentrate on the information in the textbook, as that will be what the exam. Remember, since this is a course that covers Canadian history, you must focus on how/why the event affected **CANADA**. Concentrate on the most important information and do not get into too much detail.

 You must also include a half to one page (max) handout of notes on the key ideas of your movie that I will photocopy and distribute to the class. The World War Two test will be primarily made up of the content of these notes.

**Topics**

1. The BCATP (British Commonwealth Air Training Program) pg. 131

2. Dunkirk pg. 133

3. The Battle of Hong Kong pg. 137

4. Battle of the Atlantic pg. 138

5. RCAF –War in the air pg. 139

6. Dieppe pg. 143-144

7. Italian Campaign pg. 144

8. D-day (concentrate on Juno Beach) pg. 146

9. Liberation of the Netherlands 147-148

10. The end of the War pg.148-149

11. The Home front – The Conscription Crisis 155-156

12. The Economy pg. 153

13. Women in WW2 pg. 153, 154, Handout

14. Japanese Internment pg. 157, Handout

15. Social, political and Economic Effects of the war pg. 158-59

16. Weapons of World War Two pg. 140-141

Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| **Headings** | **Notes (3-5 key points)** |
| What was the event?  |  |
| Where did the event take place? |  |
| Who was involved? |  |
| When did the event happen? |  |
| Why was the event significant to Canada |  |
| Interesting/Important facts (5 max) |  |
| Criteria | Self Assessment | Comments | Teacher Assessment | Comments |
| -Students cover the basics: when, where, what and the outcome of the events (or appropriate headings). -Students have put the information into their own words and have not just copied and pasted (8) |  |  |  |  |
| -Students are able to evaluate Canada’s role in the event, using specific and correct historical examples (8) |  |  |  |  |
| -Students organized the movie in a clear and accurate manner-They have tried to make their movie engaging to the audience and creative-Video was edited, polished and loud enough for the audience to hear.(8) |  |  |  |  |
| Students work cooperatively, efficiently and equally (4)Notes include accurate information for all headings-are easy to follow (bullet points, headings, titles), are in the students’ own words and have at least one picture.Handout has correct grammar and spelling (4) |  |  |  |  |

4 = **Fully meets expectations** (meets the expectation throughout the movie)

3 = **Adequately meets expectations** (mostly (with the exception of 1-2 small areas) meets the expectation throughout the movie)

2 = **Minimally meets expectations** (sometimes meets the expectation throughout the Movie)

1 = **Not yet within expectations** (rarely meets the expectation throughout the movie)

0 = Very little to no effort Total mark /32

1. If you had a partner, tell me exactly what **YOU** did in the project with specific examples. If you did not, tell me if you think you used class time in an effective way for all five classes

2. Compared to the usual routine of the teacher guiding/controlling the lesson, did you find this project to be an effective way to learn about Canada’s role in World War Two? Why/Why not, if not, would there be a better topic to use this format with?

3. Did watching the movie “Canada’s Role in World War Two” and answering/discussing the questions in class each day, help you understand enough of the unit to understand your project and the presentations you heard in class? Why/why not?

Example Handout for World War Two Project (Must include information from all the note headings and at least one picture



**Canada’s Response to the Great Depression**

**Who:** Prime Minister Bennett and Mackenzie King, The CCF, Social Credit party, and Unione Nationale, Canadians

**Where:** All over Canada

**When:** 1929-1939

**What:**

-*King:* Wouldn’t give a 5 cent piece to a Tory Provincial government, provincial gov’t can take care of it

-*Bennett:* Dear Mr. Prime Minister, Tighten Belt, poverty builds character, New Deal, 20 million to provinces, Pogey, Work Camps, unemployment relief act, tariffs,

-*Farmers:* Tree Screen, Trash Farming, Stubble Farming, Prairie Farm Rehabilitation Act

-*Canadians:* distractions from the Depression such as Grey Owl, The Dionne Quints, Mini-golf, Movies

-protests such as The On-to-Ottawa Trek, Regina Riot and Vancouver Sit-ins, -Vote for other parties such as the CCF, Social Credits, Unione Nationale

**Why:**

-While the responses helped Canada deal with the Depression, nothing but total war after the beginning of World War Two would truly end The Great Depression

**Interesting Facts:**

-to get the pogey you had to declare publically that you were destitute

-One person died in the Regina Riot

-Public work projects like bridges and roads that literally went nowhere were used to put people to work