**Unit of Study – The Roaring Twenties (CHC2P)**

**The Big Ideas:**

* *National and international events, trends, and developments during this period affected various groups in Canada in different ways*
* *This was a period of rapid change (technological, economic, and political) in Canada and the world*
* *During this period, predominant attitudes towards women, immigrants, and various minority groups affected the development of Canadian identity and citizenship*

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| **LEARNING GOALS** | **SPECIFIC TOPICS OF STUDY** | **I CAN DO THIS!** |
| 1. Analyse historical statistics and other primary sources to identify major demographic trends in Canada between 1914-1929, and assess their significance for different groups in Canada | *(e.g., immigration to Canada; Aboriginal populations; migration between provinces to urban centres; number of women in the workforce etc.)* |  |
| 2. Identify some major developments in science and/or technology during this period, and assess their significance for different groups in Canada | *(e.g., developments in mechanization on Canadian farmers; developments in transportation and communication, such as those related to cars, radios, or motion pictures, or the recreational activities of some Canadians etc.)* |  |
| 3. Describe some key economic trends and developments in Canada during this period, and assess their impact on various groups in Canada | *(e.g., new manufacturing sectors, postwar recession, consumerism, buying on credit, unions, rising prices)* |  |
| 4. Analyse, with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929 | *(e.g., Canada’s position within the British Empire, Canada’s separate signing of the Treaty of Versailles, the Halibut Treaty, the Chanak Crisis, the Imperial Conferences)* |  |
| 5. Describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada and analyse some of their causes and consequences | *(e.g., labour unrest, including the Winnipeg General Strike; the activities of the Ku Klux Klan and the Orange Order of Canada)* |  |
| 6. Explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period | *(e.g., One Big Union or other labour unions; the Maritime Rights Movement; temperance organizations; the United Farmers of Ontario; women’s suffrage organizations; the Famous Five)* |  |
| 7. Explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada | *(e.g., Agnes Macphail; J.S. Woodsworth; rum runners; Trades and Labour Congress of Canada; Woman’s Christian Temperance Union)* |  |
| 8. Describe some significant changes in the arts and popular culture in Canada during this period | *(e.g. changes in fashion and popular music; changes in Canadian art; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports, prohibition)* |  |
| 9. Describe some significant developments in the rights and lives of women in Canada during this period | *(e.g., women’s role in suffrage, temperance, and other social movements; new political rights; changing social mores in the 1920’s and their impact on women; the participation of women in organized sports)* |  |