War and a New Nation, 1914–1929: Unit Overview

CHC2D, Canadian History since World War I, Grade 10 (Academic), Unit 2. 13 classes of 75 minutes (about three weeks), plus about three classes of work time for the summative.

The big question

Did the years from 1914 to 1929 make Canada a nation, and a nation for whom?

Students follow Canada from a statistical snapshot of 1914 through World War I, the home front and the conflicts it caused, to the boom, prejudice, culture and growing independence of the 1920s. They study the causes of the war and Canada's battles; the service of Indigenous, Black and Japanese Canadian soldiers, including Francis Pegahmagabow, No. 2 Construction Battalion and Masumi Mitsui; internment and the Wartime Elections Act; Regulation 17, Bourassa and conscription; the Winnipeg General Strike; residential schools, the Indian Act and F. O. Loft's League of Indians; suffrage and the Persons Case, including the Famous Five's support for eugenics; the Chinese Immigration Act of 1923; and the steps from Versailles to the Balfour Report. The historical thinking focus is historical significance, cause and consequence, continuity and change, and historical perspective. The summative, Turning Point Exhibit, asks students to build a museum exhibit panel arguing the significance of one event.

Lessons

#	Lesson	Classes	Question	Expectations	What's inside
1	**Canada in 1914**	1	Who lived here, and who was welcome?	B1.1, B3.4, A1.4	Population, push and pull, who was welcome; invented homestead data; an oral history
2	**Why War?**	1	Why did war come, and why was Canada in it?	B2.1, A1.5	MAIN causes; summer 1914; automatic entry; ranking causes
3	**The Western Front**	1	How did Canadians fight, and at what cost?	B2.1, B1.2, B3.1	New weapons, trenches, Ypres to the Hundred Days, Currie; a soldier's letter
4	**Who Served?**	1	What did service change, and what did it not?	B1.4, B2.6, B3.1	Pegahmagabow, No. 2 Construction Battalion, Mitsui, Longboat; coming home
5	**The Home Front**	1	What did total war mean at home?	B1.4, B1.3, B3.3	Women's work, munitions, Victory Bonds, income tax, Halifax; a poster

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#	Lesson	Classes	Question	Expectations	What's inside
6	**Enemies at Home**	1	How did fear turn neighbours into suspects?	B1.4, B2.6	War Measures Act, internment, resistance, redress, Wartime Elections Act
7	**A Country Divided**	1	Why did conscription split Canada?	B2.3, B3.1	Regulation 17, Bourassa and Papineau, the 1917 election; three voices
8	**Strike! 1919**	1	Did the Winnipeg General Strike fail?	B2.3, B1.3, B2.4	Causes, timeline, two sides, short- and long-term consequences
9	**Residential Schools and the Indian Act**	1	How did policy affect First Nations, and how did they resist?	B2.5, B2.4	1920 mandatory attendance, the pass system, the 1927 ban; Loft and Deskaheh
10	**Women and the Vote**	1	A turning point for which women?	B3.3, B2.4	Suffrage, Gérin-Lajoie, Black Cross Nurses, Macphail, Persons Case, eugenics
11	**Boom and Prejudice**	1	Did the twenties roar for everyone?	B1.3, B2.6, B3.4, B2.3	Cars and credit, regions, the Chinese Immigration Act, the Klan in Canada
12	**Culture and Science**	1	Whose Canada was being pictured?	B3.2, B1.2, B3.1	Group of Seven, Emily Carr, insulin, radio, sport heroes, the poppy; practice label
13	**Colony to Nation?**	1	A nation by 1929, and for whom?	B2.2, B2.3, A1.6	Versailles to Balfour, King-Byng, Deskaheh; big question; summative launch

Assessment

Type	In this unit
Assessment for learning	Reading the Numbers, Ranking the Causes, Service Profiles, Three Perspectives, Voices of 1917, Two Sides of the Strike, Policy and Response, Gallery Walk, Colony or Nation?, quick checks and exit tickets
Assessment as learning	Self-checks on success criteria in every lesson, peer feedback on the practice label (Lesson 12)
Assessment of learning	Turning Point Exhibit (12% of the final grade): planning organizer, panel template, three object labels and a four-level rubric, with a teacher guide and sample panel

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Sources

Included:

- **Original practice sources:** invented homestead data and an oral history, a soldier's letter, a Victory Bond poster, internment sources, three voices of 1917, strike sources, suffrage arguments, a 1920s radio ad and a Chinese Canadian man's letter, all labelled on every handout
- **Short public domain quotations:** the first stanza of John McCrae's "In Flanders Fields" (1915), Lord Sankey's "living tree" (1929) and the Balfour Report's definition of equal status (1926)
- **Teacher choice (optional):** real photographs, posters and records from Library and Archives Canada, the Canadian War Museum, the Canadian Museum of Immigration at Pier 21, the National Centre for Truth and Reconciliation and provincial archives

Lessons 6 (internment) and 9 (residential schools) include trauma-informed teacher notes: preview the lesson, give students choice, use no graphic images and no role plays or simulations, and share supports such as the school's guidance team and the Indian Residential Schools Crisis Line (1-866-925-4419). Lesson 10 treats the Famous Five's support for eugenics as a historical perspective question.

What's in each lesson

- Teacher lesson plan with expectations, timed sequence, differentiation, look-fors and answer guides
- Slides with speaker notes
- Student handouts and organizers
- Editable Word and PowerPoint files, plus PDFs

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