The Framing Questions:

1. Why is it important to consider a variety of perspectives when analysing events, trends, or developments from this period?

2. In what ways were conflicts during this period different from those earlier in the century? What might account for those differences?

3. Why do times of change lead to both conflict and cooperation?
Lesson #1: Why is it important to consider a variety of perspectives when analysing events, trends, or developments from this period?

- Have students consider; “Which groups of Canadians were likely to vote for William Lyon Mackenzie in the 1935 election? Give reasons for their support”
- Students are to refer to one of the documents on the following page in formulating their response
- Students are also to come up with at least one question for each of the documents that would clarify their understanding of it.
CANADA CANNOT STAND ANOTHER 5 YEARS OF BENNETT’S BROKEN PROMISES

Promises and Failures—That’s what Bennett gave Canada... That’s what Canada would get from him again... Five more years of Bennett would ruin Canada.

1. BENNETT PROMISED to end Unemployment—HE FAILED
2. BENNETT PROMISED to balance the Budget—HE FAILED
3. BENNETT PROMISED to return the gold to the Bank of Canada—HE FAILED
4. BENNETT PROMISED to pay old age pensions in full from the Federal Treasury—HE FAILED
5. BENNETT PROMISED to organize the private sector—HE FAILED
6. BENNETT PROMISED to protect the Canadian Farmer—HE FAILED

Canada has learned that Promises and Failures are all we can get from Bennett.

ONLY KING CAN WIN—GIVE HIM A WORKING MAJORITY

VOTE LIBERAL IT’S KING OR CHAOS
Yet Mr. Bennett Whistles

I WILL END UNEMPLOYMENT!

PROSPECT BEFORE THE SNOW FELTS

THE CONSERVATIVE PARTY ARE GOING TO FIND WORK FOR EVERY MAN OR PERISH IN THE ATTEMPT!

The Halifax Chronicle, 10 December 1932
BENNETT'S TWENTY MILLIONS

Unemployment is steadily increasing in Canada. The Young Workers can expect nothing for the $20,000,000 that is to be expended as a means of "solving" the unemployment problem. Some lousy soup and the mission house will be the lot of the unemployed young worker unless we organize and fight for work or full maintenance.

Young Worker, Toronto, 6 October 1930
Next Steps..

1. Students will work on a shared google doc where they can post their questions with each other.
2. Each student is to choose one question and use the Inquiry Process posted here: [Inquiry Model Process](#) to create a google slideshow articulating their answer for the class.
Lesson #2

In what ways were conflicts during this period different from those earlier in the century? What might account for those differences?

- Students will, for homework, complete the following handout about technology and weaponry of the Second World War

Weapons of the War - research activity
Next Step.....

- Students form groups of 4 and compare the information they had gathered completing the “Weapons of the War” handout

- Groups are to come to a consensus on their ranking of the weapons; #1 for the most valuable weapon; #13 for the least valuable

- In groups students will compete in the Weapons Auction activity

weapons of WWII - click here
Students are to complete the following “Exit Ticket”

Exit Card click here
Lesson #3 - Field Trip Preparation

- Ask Students “How was the war going for Canada’s Allies by the summer of 1941”?
- Refer to the following map when discussing student responses to the above question
Media Study....

Based on the following clip;

Why is the Red Army losing so badly by the winter of 1941?

What can Canadians, and American do to help the Russians turn the tide of the war?
Consider...

How did North American Automotive manufacturers help the Russian war effort? How did contributing to the war effort help these companies?

- Students are to refer to at least one of the following in their responses:
Built to Forget...that’s why it will be long remembered

"Built for a pilot to forget!"

That, we believe, is the highest compliment that could be

given an aircraft engine.

And that’s the reason the Packard-built Reihense

eorge has earned for its 650 horsepower engines in planes like the Was

ting, the Mustang and the Lafayette.

Behind the combat record of these Packard-built power

gens in Packard-endorsed planes lie their 91400 horsepower engines on a mass-production basis. At a rate the

everyone never dreamed could be possible.

Packard takes pride in building an engine that pilots can

"forget" while they’re flying and fighting—like an engine

whose name in this war will be long remembered.

ASK THE MAN WHO OWNS ONE

Packard

PRECISION BUILT POWER

When we promise precision, Packard

can sell all assembly lines again.

No other engine today is precision

built. For the men who build our

engines have learned the art of

precision building from America’s

most successful precision automobile

manufacturer—Packard. Ask the man who

owns one.
No war front is too tough for these powerful
heavy-duty Studebakers

Today, the traditional Studebaker workforce—
ever afraid to give more than just produce—has
new and greater responsibilities.

Studebaker is proud of its assignment in the
making of war tools and its trucks.

Studebaker's 50th Anniversary
1912-1962

For the Sixth Time Since 1945, Studebaker
Special Equipment for the Armed Forces
Q1- “What challenges existed during the Second World War to moving North American made war materials from Halifax to where they were desperately needed in the Soviet Union?”

- Background reading: “Creating Canada” p.236
- Vocabulary words (use ‘google’ search if necessary)
  a) Wolfpack
  b) Mid-atlantic gap
  c) Arctic convoys of WWII
  d) Corvette ships (Canadian Navy)
Q2- How did Canadians, particularly the Canadian Navy, respond to these challenges and contribute to the downfall of the Nazi regime?

a) Go to link below, type in 'Navy' into the search field, choose a Canadian Naval Vet, read or listen to their story, and include information, with citations, from their document in your answer to the above question

b) Create 5 additional questions you would ask to that Veteran if given the opportunity

http://www.thememoryproject.com
Examples of Student Work

**Ford**

1940 Lincoln Continental Cabriolet

ONLY $2,840

**1940 Lincoln Continental Cabriolet**

There's a Ford in your future

Detroit Made

**Terraplane**

The car which soars like a plane in the air!

Hudson Motor Company presents....

**Special Features:**
- Roomy interior with more legroom
- Adjustable seats and steering wheel
- Weather tight doors
- Larger trunk compartments
- Variety of new colours
- 8 cylinders

**Low Cost, High Performance**
- A great family car
- A smaller and lighter model but it has style, power and comfort

**Powertrain**

- Engine: 292 cu in (4.8 L) Lincoln-Zephyr V12

**Dimensions**

- Wheelbase: 125.0 in (3,175 mm)
- Length: 1940–41: 209.8 in (5,329 mm), 1942–48: 218.1 in (5,540 mm)
- Width: 1940–41: 75.0 in (1,905 mm), 1942–48: 77.8 in (1,976 mm)
- Height: 1940–41: 62.0 in (1,575 mm), 1942–48: 63.1 in (1,603 mm)
- Curb weight: 4,090–4,300 lb (1,850–2,000 kg)

**Starting cost:** $425