

Social Studies 11:**Your side or mine? Taking a true democratic approach to the Great Depression.**

Unit Title: Interwar Years	Grade Level: 11
Lesson Placement: (in the sequence of the unit)	5 out of 8.
Lesson Title and/or Critical Question:	Your side or mine? Taking a true democratic approach to the Great Depression.
Total Length of Lesson:	80 minutes
Rationale:	The Great Depression brought about the original need for the Canadian federal government to intervene in what was once thought provincial and local affairs in terms of social, economical and political issues. This time of economic hardship brought upon the idea of the role of the state in maintaining the welfare of Canada. Students will examine this period in history while also participating in a form of democratic compromise.
Objectives (2-3) : (from the IRP , how the lesson will achieve them)	<ol style="list-style-type: none"> 1. Analyze the different interventions and implementations of both Bennett and King ruling parties. (IRP, p. 18) 2. Critically assess the role of the state during economic hardship during the Great Depression. (IRP, p. 19) 3. Assess the development and impact of Canadian social policies and programs related to the welfare of the provinces and local communities as well as the labour movement. (IRP, p. 19)
Background/Prior Knowledge: (of students)	Students have already completed a unit on law & government. Students have also covered historical events in Canada up until, and including, the stock market crash in 1929.
Required Materials/Resources:	<ul style="list-style-type: none"> -Textbook: Counterpoints – Exploring Canadian Issues (pg. 81-85, 88-90) -Political Cartoons -Bennett vs. King Chart -Rick Mercer youtube video: http://www.youtube.com/watch?v=AXwtjTT2zuk
Additional Notes:	

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Hook	Rick Mercer Rant: Canada's Economic Action Plan http://www.youtube.com/watch?v=AXwtJTT2zuk
10 min.	Questions to ask students after video: What is this action plan for? What is it trying to solve? Why do the action plans try and make Canadians feel better about the economy? What does this have to do with a thriving economy? Is this a good move from the government?

Introduction	Attendance, overview of lesson (schedule), and explain the topic of this lesson: examining the actions taken by government during the Great Depression
3 minutes	

Body	
20 min.	Jigsaw: Break students into groups of six. Have these groups split into 3 (2 subgroups per large group). Each group is responsible for researching the actions taken by either Mackenzie King or R.B. Bennett to help solve the Great Depression. Students use their textbook to research (pg. 81-85, 88-90). Give out Bennett vs. King chart, one to each student, to help students organize their ideas. Subgroups come back together and share their information with the other group. Each student fills out his or her own chart.
15 min.	Political Cartoons: Give each group of 6 a political cartoon featuring Bennett or King. Groups must collaboratively analyse the cartoons and come up with: the main message of the cartoon, the cartoonists view of politicians portrayed, and how is this message shown (caricature, words, etc.) Each group shares with another group that has a different cartoon.
10 min.	Creating a Course of Action: In the groups of 6, students must come up with a course of action to solve the great depression. Students must use a synthesis of ideas from the Bennett vs. King chart. The main purpose for this idea is to make compromises from the two sides and synthesize a reasonable course of action that both politicians would agree to.
15 min.	Letter Writing: Students write a letter to either Bennett or King trying to convince them of their synthesized course of action. The letter should fall into the persuasive category.
60 min. total	

Closure	Assign letter for homework if students haven't already finished. Brainstorm with students why we had to synthesize the ideas into one plan of action. (Democracy) Collect or check for completion of Bennett vs. King chart.
7 min.	<u>Questions:</u> Why did we put two politicians ideas together? What does this symbolize? Why does this not happen that often? What is the benefit to it?

Extension	Students examine financial crisis of 2008 and do a similar analysis of ideas. They must take the plans of the Conservatives, NDP, and Liberals and synthesize a plan of action that would please all political parties.
N/A min.	<u>Questions:</u> What course of action would solve the 2008 financial crisis and also please all political parties?

Assessment	Summative: Collect and mark the letter to the politician. Marks should be based on how persuasive the argument is, sentence/grammar, and synthesis of political ideas Formative: Participation in group work, completion of Bennett vs. King chart.
N/A min.	

Resources
UNIT 3 1920S-1930s

Great Depression: Bennett vs. King (KEY)

	Actions by their Government
Bennett	<ul style="list-style-type: none">• imposed tariffs• Unemployment Relief Act provided \$20 million for public works• Unemployment and Farm Relief Act provided provide further funds for public works and relief• Canadian Wheat Board 1935 to market wheat• 1932 established work camps for unemployed men• 1934 Bank of Canada to regulate credit• Farmers' Creditors Arrangement Act allow families to remain on their farms rather than lose them to foreclosure• Natural Products Marketing Act established to obtain better prices• Public Works Construction Act established federal building program to create jobs• Bennett New Deal 1935 to provide social and economic reform• Employment and Social Insurance Act
King	<ul style="list-style-type: none">• Bank of Canada to modify money supply• 1935 treaty with U.S. that gave farm products access to the American market• 1935 increased federal grants to the provinces

Political Cartoons

Lesson #7

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Political Cartoons from the Interwar Period



POLITICAL HUMAN NATURE

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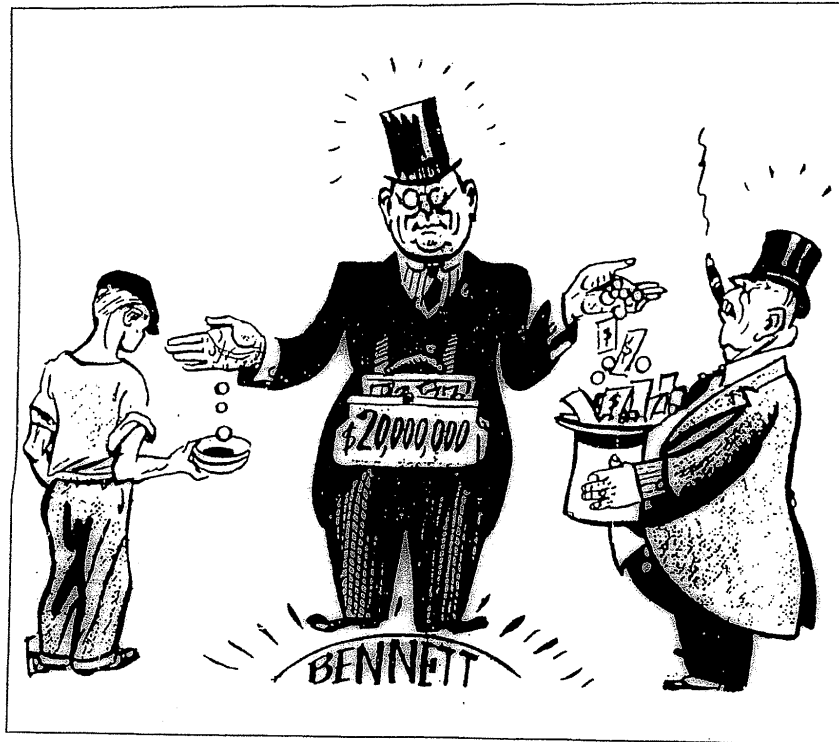
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BENNETT'S TWENTY MILLIONS

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.

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YET MR. BENNETT WHISTLES

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