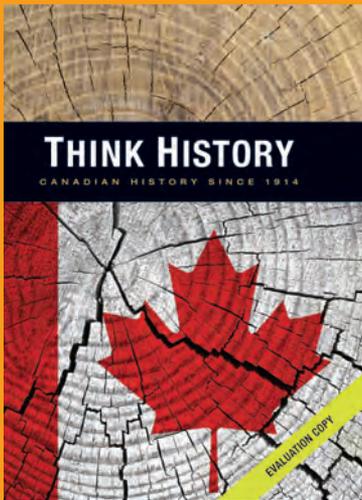


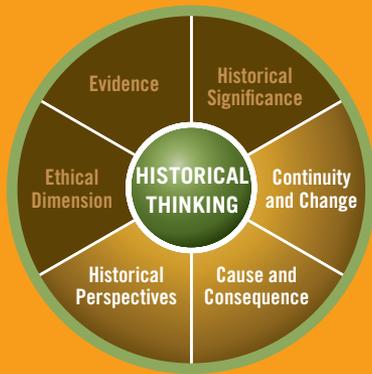
# WALKING THROUGH THIS RESOURCE



*Think History* is a new resource written for the grade 10 academic Canadian History course. This resource is designed to engage students through a focus on big ideas, along with a variety of visuals, relevant stories, and features that will encourage critical thinking and inquiry skill development. The Historical Thinking Concepts play a key role in supporting student thinking about history. *Think History* moves history teaching away from a focus on memorizing facts and dates to helping students and teachers use inquiry and historical thinking as they explore key people, places, and events in Canada's past. (Please note this is an evaluation copy; we are still in the process of finalizing some content in the later portion of the resource.)

## 1 Table of Contents

*Think History* is organized into four units to match the Ontario curriculum. Each chapter is framed with a *Chapter Focus Question* that links to the big ideas from the curriculum. A complete table of contents is included to help you see the scope and focus of this resource.



**HISTORICAL THINKING** Cause and Consequence

## 2 Historical Thinking Concepts—pg. viii–xi, 81, 127, 178, 200, 221, 233, 243

The Historical Thinking Concepts are introduced and applied in a student-friendly way, using the example of Atari video games being recovered from a landfill during an archaeological dig. The example is relevant and engaging for grade 10 students and will help them to grasp the thinking within each concept.

We have placed icons that focus on a specific historical thinking concept in activities or features throughout the resource to encourage teachers to spend some time helping students “unpack” these concepts—to help them apply the concepts in their thinking.

## 3 Instructional Design of Resource

### CHAPTER FRAMEWORK

#### Chapter Opener—pp. 22–23

Each chapter opener presents a *Chapter Focus Question* that students will unpack as the chapter progresses. These questions represent a big idea from the revised curriculum. Each chapter is also introduced with a story to set up the time period and to engage students in the content. Support is provided as evidence in the form of visuals and source quotations to help students develop critical thinking skills using the Historical Thinking Concepts.

*Inquire* questions help students navigate each chapter. These questions are colour-coded and connect to the framing questions in each outcome organizer of the revised curriculum.

A timeline helps students develop an understanding of the sequence of significant events within the chapter.

**2** Trial by Fire: Canada Enters World War One

**CHAPTER FOCUS QUESTION**  
What effect did Canada's participation in the First World War have on Canadian history and its reputation as a nation?

**INQUIRE**

**Social, Economic, and Political Context**

- What effect did the war have on Canada's economy and society?
- How did the war affect the lives of Canadians at home and abroad?
- What role did the war play in the development of Canada's national identity?

**Continuity, Conflict, and Change**

- How did the war affect the role of the federal government in Canada's development?
- What role did the war play in the development of Canada's national identity?
- How did the war affect the lives of Canadians at home and abroad?

**Historical Thinking**

- How did the war affect the role of the federal government in Canada's development?
- What role did the war play in the development of Canada's national identity?
- How did the war affect the lives of Canadians at home and abroad?

**KEY TERMS**

- conscription
- war bonds
- war effort
- war production
- war rationing
- war service
- war time
- war time economy
- war time government
- war time industry
- war time labour
- war time production
- war time rationing
- war time service
- war time time
- war time work

**TIMELINE**

<b>1914</b>	<b>1915</b>	<b>1916</b>	<b>1917</b>	<b>1918</b>
World War I begins in Europe.	Canada enters the war on the side of the Allies.	Canada's role in the war is highlighted.	Canada's role in the war is highlighted.	Canada's role in the war is highlighted.

# INQUIRY AND CRITICAL THINKING

**Inquiry Process**—pg. 50, 105, 135, 212, 223

*Inquire* supports the new curriculum emphasis on the inquiry process.

This feature appears multiple times per chapter and focuses on a section of the process, allowing students to develop their competence for specific sections as well the entire inquiry process.

## INQUIRE

### Formulate Questions

Ask some key questions about the start of World War I, Canada's role, and the significance of our military contribution. Identify two relevant historical thinking concepts and some guiding questions. Develop criteria to compare the significance of Vimy Ridge and Canada's 100 Days in 1918.

**Building Your Skills**  
Interpreting Political Cartoons

political cartoons are a useful source of information about historical or current issues. They amplify an issue by portraying political personalities or events in an exaggerated and often satirical way to highlight an issue. In this way, they are a very effective means of conveying a message to an audience in a specific way. But the perspective about the issue portrayed in a political cartoon is often complex and satirical. Cartoons often use metaphors and symbols, emphasizing their physical and personality traits for comic effect. Political cartoons often use stereotypes to emphasize their message. They also employ analogies to compare people or events to other things that the audience will relate to and understand. While these techniques help convey perspectives on historical events or current issues, you need to be aware of the biases and prejudices that may limit political cartoons when you interpret them.

**Steps to Interpreting Political Cartoons**

1. Read the title and look closely at the drawing.
2. Identify the central issue or event in the cartoon.
3. Identify the devices used by the cartoonist: figurative language, symbols, irony, stereotyping, analogies, etc.
4. Identify the biases of the cartoonist by examining the devices used.
5. Interpret the cartoon.

**FIGURE 3-4** The cartoon depicts the British and French governments as a man and a woman, respectively, standing on the hulls of their ships. The man is shouting at the woman, who is shouting at the French. The cartoon is a political cartoon by the artist Charles Keeler, published in the *London Punch* in 1918. The cartoon is titled "THE CHAIN OF FRIENDSHIP".

**Applying the Skill**

1. Identify the cartoonist represented by the child and the adult who is present in the scene. Why is one cartoonist in a suit?
2. The cartoon uses caricatures of speech and clothing to identify European countries. Identify Germany, Great Britain, and Russia. Explain your choice in each case.
3. Use the cartoon to make a list of the cartoonist's other views on the world. Compare your list to the map in Figure 3-4.
4. What is the meaning of the title of the cartoon? Could it be interpreted as an insult or sarcasm? Justify your answer.
5. Evaluate the cartoon. How effectively does it deliver its message? Explain.

## Building Your Skills

Students can use this feature to build their skills in analyzing and interpreting information in the context of key topics from the grade 10 Canadian History course.

## Analyzing Visuals

Visuals are supported by captions and questions that support inquiry and critical thinking.

**FIGURE 5-16** Maintenance Job in the Hangar by Paraskeva Clark (1898–1996)

**Analyzing Images** Paraskeva Clark, with a feminist whose painting conveyed a strong social message: How do this painting and the poster above it illustrate Canada's commitment to total war? What social message do they convey? How do you think more traditional artists and critics might have reacted to this type of painting in the 1940s?

## Counterpoints

This feature presents an issue that connects to chapter topics and supports development of critical thinking skills, such as analyzing issues, preparing arguments, gathering information, and using evidence.

**counterpoints**

**Are weapons of mass destruction ever justified?**

On July 30, 1945, a group of American scientists signed the first atomic bomb. The bomb was dropped on Nagasaki, Japan, on August 9, 1945. The atomic bomb was the first nuclear weapon ever used in war. The atomic bomb was a powerful weapon that could destroy an entire city. The atomic bomb was a powerful weapon that could destroy an entire city. The atomic bomb was a powerful weapon that could destroy an entire city.

**FIGURE 4-10** Bombing, before the bombing.

**FIGURE 4-11** Bombing, after the bombing.

**Think It Through**

1. What reasons did Admiral Isoroku Yamamoto give for attacking the United States in December 1941?
2. What were the arguments of the United States? How did the United States justify its attack on Pearl Harbor?
3. What do you think the British Government would do to help Canada in the war?
4. Do you think that the war was worth the cost? Explain your answer.

## What If?

This feature asks students to think critically about how an outcome might change if conditions or actions at the time were different.

**What If..**

Imagine that Canada had lost at Vimy Ridge. How might that have affected Canada's identity?

## Web Link

Web link suggestions are provided to support student inquiries.

**WEB LINK**

Read more about René Lévesque on the Pearson Web site.

