**“Death and Despair” – Assessing the First World War and the Interwar Period (1919-1939)**

Guiding Question: Which of the two time periods in Canadian history – the First World War or the Interwar Period – was more significant in bringing about social, political, and economic change?

End Task: Formulate and defend a position on the above question in the form of a standard essay.

Historians are often interested in the forces that laid the foundations for modern society. How did we get to where we are today? Often, this involves determining how significant events, such as the First World War and the Great Depression, resulted in changes in society. Categories such as **social, political,** and **economic** are often used to organize their ideas. From this organization, historians make judgments about the consequences and significance of events in contributing to the present social, political, and economic organization of Canada.

Both the First World War and the Interwar Period were important in changing Canadian history, but which was more important? This task will allow you to make your own judgment on history and determine which event had more of an effect on the Canadian social, political, and economic climate.

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| 1. **Social**: This term refers to events, issues, and trends that affect society. It is a broad category that has to do with how people relate to each other and takes into account people’s roles in society.  Example: Role of women in society (women’s issues), entertainment, and lifestyle. |
| 2. **Political**: This term mostly refers to issues of government in societies. It includes the type of government system in place (ie. democratic), as well as a country’s relationship with other countries in the world.  Example: Elections (Borden and the 1917 election) and voting rights, Canada’s development as an autonomous nation. |
| 3. **Economic**: This term refers to systems of trade, production and consumption of goods, and money. It also is related to employment and incomes in society.  Example: Economic cycles such as prosperity, recession, depression, recovery; wages made by people (ie. rising or staying the same), consumerism (how people spend money), production (ie. natural resources) |

**Organizing Your Thoughts**

Now that you are familiar with the terms, it is time to organize your thoughts. Please complete the table in point form.

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| **FIRST WORLD WAR** | **INTERWAR PERIOD (1919 – 1939)** |
| **1. Social Effects:**  Example: Women received the right to vote. | **1. Social Effects:** |
| **Consequences of Change:** (How deeply felt/profound was its impact? How widespread were changes? How long-lasting were the effects?) | **Consequences of Change:** (How deeply felt/profound was its impact? How widespread were changes? How long-lasting were the effects?) |
| **2. Political Effects:**  Example: Canada received an independent seat at the Paris Peace Conferences (autonomy). | **2. Political Effects:** |
| **Consequences of Change:** (See above) | **Consequences of Change:** (See above) |
| **3. Economic Effects:**  Example: Canada’s national debt climbed to $150 million immediately after the war. | **3. Economic Effects:** |
| **Consequences of Change:** (See above) | **Consequences of Change:** (See above) |
| **Degree of Change: WORLD WAR ONE**  On a scale of 1 to 5, rank the degree of change you feel took place in each of the categories as a result of the First World War.  5 = significant change  1 = no change  Social:\_\_\_\_\_\_\_\_\_\_\_\_\_  Political:\_\_\_\_\_\_\_\_\_\_\_\_  Economic:\_\_\_\_\_\_\_\_\_\_  Observations/Comments/Explanation:  SOCIAL:  POLITICAL:  ECONOMIC: | **Degree of Change: INTERWAR PERIOD**  On a scale of 1 to 5, rank the degree of change you feel took place in each of the categories as a result of the First World War.  5 = significant change  1 = no change  Social:\_\_\_\_\_\_\_\_\_\_\_\_  Political:\_\_\_\_\_\_\_\_\_\_\_  Economic:\_\_\_\_\_\_\_\_\_  Observations/Comments/Explanation:  SOCIAL:  POLITICAL:  ECONOMIC: |

\*Table adapted from: Denos, Mike and Roland Case. *Teaching About Historical Thinking*. Edited by Peter Seixas and Penney Clark. Vancouver: The Critical Thinking Consortium, 2006.

Which of the two time periods in Canadian history – the First World War or the Interwar Period – was more significant in bringing about social, political, and economic change? Explain your answer.

In a formal essay, answer the question posed above. You will need to have a **thesis statement** that clearly outlines your argument for the paper and is directed by the command term (“Explain”).

This is formal writing. Please ensure you have the following:

* Thesis statement
* Third person
* Introduction, body paragraph(s) that support your thesis, and conclusion

**Rubric – Assessing World War One and the Interwar Period**

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| **Categories** | **Incomplete/Does Not Meet Expectations**  **1** | **Approaching Expectations**  **2** | **Meeting Expectations**  **3** | **Exceeding Expectations**  **4** |
| **Response is fully explained and accurate** | Response is incomplete, or include several major inaccuracies | Response is not fully explained or include several inaccuracies | Response is fully explained and accurate | Response is fully explained and accurate |
| **Supporting Details** | Response is not supported with sufficient details  No conclusions or weak conclusions are drawn | Response is supported with some detail  Conclusions are weak | Response is mostly supported with well-developed details  Conclusions are adequate and effective | Response is supported with thoroughly developed details  Conclusions are insightful |
| **Fluency/Completion of Criteria** | Thesis statement is inadequate or not evident  Expression is awkward and errors interfere with meaning  May be missing discussion on one or more of the following areas: social, political, economic | Thesis statement is attempted or adequate  Expression is limited and errors may distract or impede meaning  May be missing discussion on one or more of the following areas: social, political, economic | Thesis statement is clearly stated.  Expression is sufficiently fluent and errors generally do not impeded meaning  Discusses social, political, and economic effects of event | Thesis is clearly stated.  Expression is clear with few flaws in communication.  Discusses social, political, and economic effects of event |

*\*Table adapted from “Essay Scoring Criteria” used for marking Socials 11 Provincial Exam.*