

**Review for the 1920's and 1930's Unit**

Thurs. Nov. 19th &amp; Mon. Nov. 23rd - Review

Tues. Nov. 24th - Unit Test

- 1) Please get a netbook and log in.
- 2) Click the link for today from <http://schad.weebly.com> or the class edsby page (you may need to copy & paste the link)
- 3) Please set the computer aside until we need it.

**Part A: Identify and State the Historical Significance**

-Goal is to show your understanding of key historical groups, events, and objects

-You will have to answer 4 of the 16 provided on the review sheet. They will be divided into groups and you must answer one per group.

-Each identify is worth 2 marks.

\*Can you provide at least two key points to convey that you know what the topic is?

-Each significance is worth 3 marks.

\*Can you provide two ideas and fully explain them?

\*Think of each idea as 0.5 of a mark and the connection to 'why it matters' as 1 mark

**Part A - Class Practice: Flappers**

-Each identify is worth 2 marks.

\*Can you provide at least two key points to convey that you know what a flapper is?

Flappers had short hair and they partied  
- smoked, short dresses, heels, make-up, 1920s, women

-Each significance is worth 3 marks.

\*Can you provide two ideas for the significance of flappers and fully explain them?

\*Think of each idea as 0.5 of a mark and the connection to 'why it matters' as 1 mark

Flappers are significant because they went against previous roles of women. Through this they gained independence. Their clothing is also important because its short nature helped to further their independence.

**Part A - Group Practice: Balfour Report**

-Each identify is worth 2 marks.

\*Can you provide at least two key points to convey that you know what the Balfour is?

-Each significance is worth 3 marks.

\*Can you provide two ideas for the significance of the Balfour Report and fully explain them?

\*Think of each idea as 0.5 of a mark and the connection to 'why it matters' as 1 mark

**Part A - Partner Practice: Various Topics**

-Get the link from <http://schad.weebly.com> or the class edsby page.

-Choose a topic and write your names on that slide.

-Together complete the identify and significance for your chosen topic.

-Check the presenter notes... have you met all of the criteria?

-Raise your hand when you are done, and Ms. Schad will come and provide you with feedback.

**Part B: Causes, Events, and Outcomes**

-Goal is to demonstrate your ability to describe a major historical event by identifying causes, events, and outcomes.

-Can you describe 2-3 causes?

-Can you explain 2-3 events that took place?

-Can you outline 2-3 outcomes?

\*Each point is worth one mark, it can be brief as long as it is clear (I should not have to guess what you want to convey)

**Part B: Class Review - On to Ottawa Trek**

**Causes of the On to Ottawa Trek (Describe)**

Relief camp resentment	Wanted increased wages	Bennett not doing enough to end depression
------------------------------	------------------------------	--

**Events of the On to Ottawa Trek (Explain)**

Initial protest ignored by Bennett	Protesting camps/ conditions/ wages	Mounties made it violent
---	--	--------------------------------

**Outcomes of the On to Ottawa Trek (Outline)**

Bennet voted out of office	Injuries, arrests, and death from mountie violence	Met with Bennett
----------------------------------	--	---------------------

**Part B - Partner Practice:**

**Prohibition or The Persons Case**

- Get the link from <http://schad.weebly.com> or the class edsby page.
- Choose a topic and write your names on that slide. There are multiple slides for each topic.
- Together complete the causes, events, and outcomes chart for your chosen topic.
- Check the presenter notes... have you met all of the criteria?
- Raise your hand when you are done, and Ms. Schad will come and provide you with feedback.