Name: Date:

**Unit 9**

9-2: Developing A Canadian Identity Through Changing Ways of Life

# Inquiry

# **Focus on this question:**

1. How do the headlines, photos, and cartoons reflect a developing Canadian identity?

**Complete the Newspaper Chart on the following page. You may use point-form or sentences.**

|  |  |
| --- | --- |
| Early 1900s Newspapers | |
| Newspaper Headline, Photo, or Cartoon | Identify some of the 5 Ws (Who, What, When, Where, Why, How) |
| French Canadiens, Enlist. Will They Go? 1917-1918 | 1. Who are the men in the advertisement? (/1 mark)  |  | | --- | |  |  1. What was the conscription crisis and when did it occur? (/2 marks)  |  | | --- | |  |  1. How did this issue divide people at the time? (/1 mark)  |  | | --- | |  | |
| A Preference For Strong Food:  The Lion, “Now, my boys, I’m sure you’ll like these nice dried fruits.”  Chorus of Cubs (led by Australia) “Meat, please!”  Cartoon from 17 October, 1923 after the Imperial Conference in London via Wikicommons  In 1923, Canadians joined other colonies in London ask the king for more rights and independence from Great Britain. The king is seated in the middle below and the prime ministers of the colonies are around him. William Mackenzie King is seated to the right of the King. | Look at both the cartoon and the photograph underneath it. Read the captions.   1. Who does the big lion represent? (/1 mark)  |  | | --- | |  |  1. Who do the cubs represent? (Hint, look at the names on their napkins) (/1 mark)  |  | | --- | |  |  1. What do the cubs want from the lion? (/1 mark)  |  | | --- | |  |  1. Using evidence from the photograph, cartoon, and descriptions to the left, identify what Canadians valued on this date. (1 mark date; 1 mark values) (/2 marks)  |  | | --- | |  | |
| New Factory Opening. Jobs for Hundreds! | 1. What is happening in the photograph? (/1 mark)  |  | | --- | |  |  1. What were two changes industrialization brought to Canada? (/2 marks)  |  | | --- | |  |  1. How did people’s identities/lives change because of where they lived and worked? (/1 mark)  |  | | --- | |  | |
| What About Child Labour Laws? | 1. Who is in the photograph? (/1 mark)  |  | | --- | |  |  1. What is happening in the photograph? (/1 marks)  |  | | --- | |  |  1. What does the photograph show about changing Canadian values? (Hint, do you work at this job?) (/1 marks)  |  | | --- | |  | |
| Persons at Last 1930 | 1. Who are the five women?   (/1 mark)   |  | | --- | |  |  1. Who is writing the newspaper article and when is it written? (/2 marks)  |  | | --- | |  |  1. What did the women want from the government? Why? (/2 marks)  |  | | --- | |  |  1. Using evidence from the course, photograph, or descriptions, what do Canadians value at this time? (/1 mark)  |  | | --- | |  | |

**Overall Total: /22 marks**

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**Save Your File**

Name your file in this format: jsmithss5\_9-2-headlines and save your file to your Unit 9 Notebook folder.