

## **Canada in the 1920s and 1930s**

### **Canadians of Interest Role Play Presentations**

For our study of the 1920s and 1930s you will be asked to take on the role of an individual of interest in Canadian history and to present a view of the life and times of that person from their perspective – “in role”.

Your presentation should include an account of your individual’s life and contributions to the history of our country (and in two cases the history of music in North America). It should also include an examination (from their perspective) of the event or events closely associated with them in the period that we are examining – for most of the individuals these events are indicated on the selection sheet. You are encouraged (as long as you offer a thorough examination of the required events) to explore further and relate other important or interesting aspects of their life to your audience. You may also choose to mention or comment on other individuals or events we have addressed or are addressing in class. In other words, you have a lot of creative control over the content of your presentation.



Captain of the Bluenose,  
Angus Walters

Part of your challenge is to create an authentic experience for your audience. Weaving your presentation into our study of Canadian history will help with this (do not treat your subject’s life as though it occurred in a vacuum!). Costume and props appropriate to the period will also go a long way to help you create the aura of authenticity that you are looking for. If you are feeling particularly dramatic you may attempt to create a limited set but this is not required and your focus should remain on the content of your presentation. Other strategies may include the use of language (accent, slang, colloquialisms, etc.). You may wish to find an appropriate format to incorporate pictures into your presentation as well – just remember that no one in the 1920s or 1930s was using digital projectors or Power Point presentations!

Your presentation should last between 6 and 8 minutes . You must incorporate at least two articles that contribute to costume  and two props .

This is a solo presentation but if your research reveals a close tie between two or more of the individuals being presented you may organize some overlap or even complementary presentations but remember that your focus should remain on the historical content of your presentation.


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<b>Criteria</b>	<b>Level 4 80-100%</b>	<b>Level 3 70-79%</b>	<b>Level 2 60-69%</b>	<b>Level 1 50-59%</b>
<b>Knowledge and Understanding:</b>  <b><i>Life &amp; Times and Importance to the course of Canadian History</i></b>	<ul style="list-style-type: none"> <li>demonstrates <i>thorough</i> knowledge of the life &amp; times of the Canadian of Interest</li> <li>demonstrates <i>thorough</i> understanding of the importance of the Canadian of Interest to the course of Canadian history</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates <i>considerable</i> knowledge of the life &amp; times of the Canadian of Interest</li> <li>demonstrates <i>considerable</i> understanding of the importance of the Canadian of Interest to the course of Canadian history</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates <i>some</i> knowledge of the life &amp; times of the Canadian of Interest</li> <li>demonstrates <i>some</i> understanding of the importance of the Canadian of Interest to the course of Canadian history</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates <i>limited</i> knowledge of the life &amp; times of the Canadian of Interest</li> <li>demonstrates <i>limited</i> understanding of the importance of the Canadian of Interest to the course of Canadian history</li> </ul>
	9.6 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<b>Thinking</b>  <b><i>Research and Historical Context</i></b>	<ul style="list-style-type: none"> <li>uses critical/creative thinking processes to research the Canadian of Interest and place the character in the appropriate context of Canadian history with a <i>high degree</i> of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>uses critical/creative thinking processes to research the Canadian of Interest and place the character in the appropriate context of Canadian history with <i>considerable</i> effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>uses critical/creative thinking processes to research the Canadian of Interest and place the character in the appropriate context of Canadian history with <i>some</i> effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>uses critical/creative thinking processes to research the Canadian of Interest and place the character in the appropriate context of Canadian history with <i>limited</i> effectiveness</li> </ul>
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<b>Communication</b>  <b><i>Presenting Information, Including the Use of Costume and Props</i></b>	<ul style="list-style-type: none"> <li>expresses and organizes ideas and information with a <i>high degree</i> of effectiveness</li> <li>uses appropriate conventions (including costume and props) and vocabulary and terminology (including slang and colloquialisms) with a <i>high degree</i> of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes ideas and information with <i>considerable</i> effectiveness</li> <li>uses appropriate conventions (including costume and props) and vocabulary and terminology (including slang and colloquialisms) with <i>considerable</i> effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes ideas and information with <i>some</i> effectiveness</li> <li>uses appropriate conventions (including costume and props) and vocabulary and terminology (including slang and colloquialisms) with <i>some</i> effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes ideas and information with <i>limited</i> effectiveness</li> <li>uses appropriate conventions (including costume and props) and vocabulary and terminology (including slang and colloquialisms) with <i>limited</i> effectiveness</li> </ul>
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<b>Application</b>  <b><i>Characterization and Contextualization</i></b>	<ul style="list-style-type: none"> <li>transfers knowledge and skills to new contexts with a <i>high degree</i> of effectiveness</li> <li>makes connections within and between various contexts of Canadian history with a <i>high degree</i> of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>transfers knowledge and skills to new contexts with <i>considerable</i> effectiveness</li> <li>makes connections within and between various contexts of Canadian history with <i>considerable</i> effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>transfers knowledge and skills to new contexts with <i>some</i> effectiveness</li> <li>makes connections within and between various contexts of Canadian history with <i>some</i> effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>transfers knowledge and skills to new contexts with <i>limited</i> effectiveness</li> <li>makes connections within and between various contexts of Canadian history with <i>limited</i> effectiveness</li> </ul>
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**Tom Thompson**

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	<b>Characters from the 1920s</b>	<b>Event</b>	<b>Student Name</b>
1.	a Canadian Rum Runner	Smuggling booze into prohibition era America	
2.	Frederick Banting	The discovery of Insulin in 1922	
3.	an indigenous child	Being sent to a residential school	
4.	a Chinese immigrant in Canada prior to 1923	The Chinese Exclusion Act (1923)	
5.	Harry Miyasaki (manager) or Roy Yamamura (shortstop) of the Vancouver Asahis	Anti-Asian sentiment	
6.	A.J. Casson	Joining the Group of Seven in 1926 and painting the Canadian landscape	
7.	Emily Carr	Painting the Western Canadian landscape	
8.	Dr. G. W. Howland	On finding the body of Tom Thompson on July 16 <sup>th</sup> 1917	
9.	a dance instructor	Preparing students to compete in dance competitions in the 1920s	
10.	a "Flapper"	Conflict with parents over gender roles and expectations	
11.	Duke Ellington 	Playing with his band at the Cotton Club in Harlem in the 1920s and becoming the most sought after band leader in North America after signing a music deal with Irving Mills in 1928	
12.	Mary Pickford	The importance of movies and the founding United Artists Studio and being a female executive from Canada in Hollywood in the 1920s	
13.	Agnes Macphail	On being the first woman elected to Federal Parliament in 1921	
14.	Emily Murphy	The "Famous Five" and the "Persons Case" (1928)	
15.	Foster Hewitt	Radio Broadcasts of Hockey Night in Canada (starting in 1923)	
16.	Fanny "Bobbie" Rosenfeld (Cdn Athlete)	The Amsterdam Olympic Games and the Golden Age of Women's Sport (1928)	
17.	Percy Williams	The Amsterdam Olympic Games and Canadian Track and Field (1928) and setting the 100 meter world-record in 1930	

	<b>Characters from the 1930s</b>	<b>Event</b>	<b>Student Name</b>
18.	Conn Smythe	Depression era employment and wages and building Maple Leaf Gardens in 1931	
19.	Wilfred "Wop" May	As a bush pilot in Northern Canada May flew diphtheria vaccination to Fort Vermilion (1928) and in 1932 helped the RCMP track the "Mad Trapper"	
19.a.	Harbord Playground Baseball Player	On the Christie Pitts Riots August of 1933 and rising anti-Semitism in Toronto.	
20.	Elzire or Oliva Dionne	Parents of the Dionne quintuplets on their children's birth (May 28 <sup>th</sup> 1934) and the family's life with the quints	
21.	Joseph-Armand Bombardier	The invention of the snowmobile and securing a patent (1935)	
22.	George Selkirk	On filling Babe Ruth's spot on the NYY after Ruth was traded to the Boston Braves in 1936)	
23.	Howie Morenz (Montreal Canadiens, 1923-1937)	On the Montreal Canadiens , winning the Stanley Cup and the Hart Trophy	
24.	Lionel Conacher (Cdn Athlete)	On his retirement in 1937 and the moniker "Canada's best athlete" of the era	
25.	Benny Goodman 	NBC's "Let's Dance", the Palomar Ballroom in Los Angeles, 1935 - The Swing Era	
26.	Leonard W. Brockington (first Chairman of the Board of the CBC)	The founding of the Canadian Broadcasting Corporation in 1936 and its national role.	
27.	Angus Walters (Capt. of the Bluenose)	Consecutive race victories between 1921 and 1938 in the Fisherman's Cup	
28.	Stephen Leacock (author of <i>Sunshine Sketches of a Little Town</i> )	Reviewing his literary body of work from 1912-1935	
29.	Lucy Maud Montgomery (author of <i>Anne of Green Gables</i> )	On the publication of <i>Anne of Ingleside</i> in 1939 a review of her life and the successful Anne series and other books	
30.	Archibald Belaney (Grey Owl)	On living with nature, nature writing, and accusations of being a fraud	
31.	<i>Toronto Daily Star</i> or <i>Globe &amp; Mail</i> Reporter	On the rise of fascism after attending Denis Arcand rally in Montreal	
32.	Norman Bethune	Canadian doctor serving in Spain ('36-'37) and China ('38-'39) providing battlefield care to injured soldiers	
33.	John Grierson (first director of the NFB, 1938-39)	On the role of the National Film Board in Canadian culture and preparing for war	

**I will be playing the role of** \_\_\_\_\_ .

**My presentation date is on** \_\_\_\_\_ .



**Agnes Macphail**