

EXTRA! EXTRA! ANOTHER ASSIGNMENT FOR CHC2D!



In the 1920s young boys were the main way to distribute newspapers around large cities

Newspaper Assignment

Before television, the Internet and Social media, newspapers (also called “broadsheets”) were the primary way people kept up with the news. Still published daily (sometimes in morning and evening editions), newspapers offer a wide variety of stories covering politics, sport, entertainment, the Arts, as well as other international, national and local events.

During any given day a newspaper editor (the person in charge of what gets published) meets with his/her reporters in “editorial meetings” to select which stories will make that day’s newspaper.

This assignment asks the class to form into groups. Each member of the group will compose one article from the topics listed below to be submitted to your editor (the teacher) for selection.

Articles will be submitted for possible publication on _____ using **GoogleDocs**. The teacher will then select the top five pieces that will be shared, via Google Docs, for the rest of the class to study in preparation for a quiz on _____.

1920s & 1930s Newspaper Article Sign-Up Sheet

Person’s Case*	
Prohibition and/or Organized Crime	
Bootleggers	
Rumrunners	
Model-T Ford	
Group of Seven	
Cinema (Talkies)	
Flappers	
New Fashion Styles	
The Charleston	
Immigration Laws	

Popular music (Jazz, Swing)	
Speakeasies	
Aviation	
Literature	
William Lyon Mackenzie King	
1928 Olympics	
The Edmonton Grads' Basketball Team	
Urbanization and the rise of crime	
Black Tuesday	
Dustbowl	
Cooperative Commonwealth Federation (CCF)	
Social Credit	
On-to-Ottawa Trek	
League for Social Reconstruction	
Regina Manifesto	
Adolf Hitler and Germany, 1936 Olympics	
Relief Camps	
R.B. Bennett and his "New Deal"	
Spanish Civil War	
Halibut Treaty	
Topic of your choosing (cleared with teacher)	

This assignment meets the following criteria set out by *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies (2013)*:

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

