

The Causes of the First World War and the Effect on Canada

COURSE: Grade 10 Academic History CH2DC

SPECIFIC EXPECTATION(S) EXPLORED: B2.1 explain the main causes of World War I (eg. European alliances, rivalries, militarism, and nationalist movements) and of Canada's participation in the war (eg., imperialist sentiments in English Canada; Canada's status within the British Empire), and analyse some of the consequences of Canada's military participation in the war (eg., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day)

ABSTRACT:

Lesson #1: The goal is for students to understand how historical significance is constructed. With a look at the Battle of Vimy Ridge, students will understand the different factors that make this World War I event historically significant in Canadian history.

Lesson #2: Students will use the artifacts from the Canadian War Museum First World War Discovery Box to develop an understanding of the relationship between evidence and how it effects our understandings of events.

Lesson #3: The goal is for students to analyze the advancements in military tactics and technologies during the First World War to see how continuity and change are intertwined throughout our history.

Lesson #4: The goal is for students to understand how the perspectives on war have changed in Canadian society and to analyze primary sources to see the viewpoints of the time.

Lesson #5: The goal is for students to analyze some of sentiments on conscription in Canadian society during World War I and to see how it led to different consequences over time.

Lesson #6: This lesson will allow students to understand why the ethical dimensions of history must always rely on both perspective and context. By looking at the Ukrainian and German internment in Canada during WWI, students will be able to fairly evaluate these happenings without applying present morals and values to the situation.

KEYWORDS:

Historical perspective, enthusiasm for war in World War I, cause and consequence, the effect of conscription on Canadian society, ethical dimensions, Ukrainian internment, Vimy Ridge, historical significance, evidence, Canadian War Museum, continuity and change, military tactics and technologies

AUTHOR(S):

Melanie Rubbini
Mark Desousa
Sarah Reilly

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COURSE: Grade 10 Academic History CHC 2D

SPECIFIC EXPECTATION(S): B2.1 explain the main causes of World War I (*e.g., European alliances, rivalries, militarism, and nationalist movements*) and of Canada's participation in the war (*e.g., imperialist sentiments in English Canada; Canada's status within the British Empire*), and analyze some of the consequences of Canada's military participation in the war (*e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day*).

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Perspectives and Evidence

LESSON #: 1

TITLE: A Defining Moment at Vimy

Overview/Learning Goals: Today's lesson will focus primarily on the historical significance of Canada's military participation in World War I. Sticking with this theme we will examine Canada's military involvement and reliance on Britain during the war. In doing this students will be able to understand why the Battle of Vimy Ridge holds key historical significance within Canadian history. Students will be able to understand the role of narrative and how it ultimately constructs significance. Students will know that the historical significance of an event (Battle of Vimy Ridge) is important within the narrative of Canada because it was a revealing moment for the Canadian military and resulted in significant change (Canada 'coming of age'/Defining moment). If students can understand how historical significance is constructed they will be able to determine why particular events hold higher significance within our history. At the end of this lesson students will understand that historical significance is constructed through moments of change and revelation. They will also be able to understand that historical significance varies over time and from group to group.

MATERIALS:

i. Primary Resources:

1.1 'War Museum: Vimy Ridge Gallery – For independent activity'

http://www.warmuseum.ca/cwm/exhibitions/vimy/index_e.shtml

1.2 Bechthold, Michael. *Vimy Ridge: A Canadian Reassessment*. Edited by Geoffrey Hayes, and Andrew Iarocci. Wilfrid Laurier Univ. Press, 2007. – For Independent activity

ii. Black Line Masters

1.1 'Historical Significance of Vimy Ridge WWI' Handout for independent activity on computers.

iii. Teacher Instructions

- Book the library computers for today. Required for student activity.
- Print and photocopy BLM 1.1. Required for when students are doing research on computers.
- Empty box

PLAN OF INSTRUCTION:

Step 1: Warm up (15 Minutes)

To begin this class it will be important to get students to consider what exactly historical significance is and how it is used within historical thinking. This warm up activity will allow students to identify historically

significant events in world history. By doing this, students will be able to see the types of events that are considered significant and how the significance of these events depends heavily on human perspective. Students will be asked to take out a piece of paper and write down an event in the past that they believe has great importance/influence worldwide or to a certain group of people. Students will write down the event and place their idea of a historically significant event in the box at the front of the classroom. After everyone has submitted an idea I will take over and begin reading off what students believed were historically significant events. Students will likely identify some of the major events such as World Wars, 9-11 terrorist attacks, Holocaust, Slavery in the USA, War in Iraq, Women's vote in Canada etc.. The events I pull from the box will lead us in to the next part of the lesson where I evaluate the student choices and outline why and how these events they have submitted remain historically significant today. This will allow students to grasp the concept of historical significance and understand how a particular event maintains this status.

Step 2: Discussion/Modeling (15 minutes)

The 'event box' activity from warm up will facilitate discussion on what it means for something to be historically significant. After I have read off all of the events submitted in the box I will begin to engage in dialogue with the class. I will have students consider their choice of what they considered to be significant; I will ask questions such as:

- What did you notice about the historical events that were chosen? (Follow this question up by outlining how most of the events submitted resulted in a CHANGE or REVELATION.)
- Are there events that you saw that you do not consider significant? (Follow this question up by outlining the role of perspective in constructing significance. Significance can often depend on where you are from, your political views, family life, country of origin etc. A historically significant event in Canadian history may not have any significance to someone living in Australia.)
- Do most of these events have a considerable impact on a certain country or group of people? (Students will understand that historical significance often depends on the impact the event has on people or a certain group of people).

This discussion portion will be an important part of my diagnostic assessment (for learning) of the student's present knowledge. This will help me gauge student understanding of what they feel are historically significant events. It is important to understand what types of things students feel hold significance because it will help me understand what level of student understanding I am currently working with. It is important here that students understand that something they find significant may not be significant to someone else. This is a key part in understanding historical significance because students will now understand how significance is constructed within a historical context and is dependant on varying perspectives.

Step 3: Guided Practice and Independent Activity (40 minutes)

After students have an understanding of historical significance we will utilize the rest of the period doing research on Canada in World War I (make our way to the library for computer access). This activity will correspond with BLM1.1. Students will be engaging with various different primary and secondary resources that look at the Battle of Vimy Ridge during World War I. These resources are strategically put in place for students to help guide their thinking of historical significance. Students will access the required websites and documents to gain a further understanding of the Battle of Vimy Ridge. The goal of this task is to have students engage with different types of resources and discover why this particular event was historically significant for Canada.

Resources students will access:

PSD 1.1 http://www.warmuseum.ca/cwm/exhibitions/vimy/index_e.shtml (great primary resources available on this page. Students will be able to get an idea of Canada's involvement at Vimy and how we separated ourselves from complete British reliance)

PSD 1.2 Google Books: Vimy Ridge: A Canadian Reassessment **PAGES 265-275** (A non-fiction book looking at Canadian accomplishment at Vimy. Also discusses how Vimy was a defining moment for the

Canadian military in WWI. Book makes great reference to primary documents such as poetry, letters and Canadian political messages following the victory at Vimy).

Use one other reliable resource and list it on your worksheet

When accessing the resources above, students will be able to follow their worksheet and identify why Vimy Ridge was such a historically significant event in Canadian military history. The above resources are helpful because they very clearly present key ideas that made Vimy a historically significant event for Canadians. Students will also understand that what they are viewing is coming from a Canadian perspective. This is important for students to understand because this event during WWI holds significance primarily only in Canadian history. Therefore it is constructed and presented in a way that may be biased and suited for the Canadian narrative of nation building.

During this time in the computer lab I will be walking around to ensure students are on the right track. By engaging in one on one conversation I will be able to keep students on task.

*Students who require differentiated instruction will be able to type their answers on the computer. This option will be available for all students, but I will encourage students to answer on the worksheet. Also, select students are allowed to work within the two provided resources and are not required to access a third resource.

Step 4: Sharing/Discussion/Teaching (Next day beginning of class 10 Minutes)

I expect the computer period time to consume the rest of the class so students can complete their worksheet and finish anything else at home for homework. At the beginning of class tomorrow we will go over the worksheet to see if students understood exactly why the Battle of Vimy Ridge holds great historical significance in Canadian History. They should outline how it was a moment of change for the Canadian military (coming of age/independent from British ideas) and how this change was felt throughout Canada. They should have identified how perspective plays a role in the construction of this significance. The event is significant in Canadian history but not in other nations histories.

This worksheet will be collected and used as formative assessment. I will be able to gauge if students understood what makes an event historically significant and what factors determine what we regard as significant. (Perspective/narrative/context).

Assessment:

Two types of assessment are used in this lesson. Diagnostic assessment is used at the beginning when I am activating the prior knowledge of students during the event box activity. Formative assessment will be used when I collect the worksheet from the computer period. This sheet will allow me to see if students understand the concept of historical significance and how it is constructed. The topic of Vimy Ridge during WWI is effective because it ties in to curriculum expectation B2.1 and allows us to view an event in the war that holds key significance in the Canadian narrative today.

COURSE: Grade 10 Academic History CHC2D

SPECIFIC EXPECTATION(S):

B2.1 Explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada's participation in the war (e.g., imperialist sentiments in English Canada; Canada's status within the British Empire), and analyze some of the consequences of Canada's military participation in the war (e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day).

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 2

TITLE: First World War Discovery Box

OVERVIEW:

Using the artifacts found in the *First World War Discovery Box* supplied by the Canadian War Museum Supply Line program, students will use critical thinking skills to evaluate the significance of the artifacts presented to them. Students will hypothesize about the artifacts, making their own judgments about the artifacts. Then, given more evidence about how each artifact was used, students will develop their knowledge of the First World War, and start to make connections surrounding the importance of evidence when evaluating history. At the end of the lesson, students will use evidence to make unbiased inferences and draw conclusions based on the artifacts provided to them. Students will have a better understanding on how pre conceived perceptions and different perspectives can change history, and how even with evidence it is hard not to be influenced by other factors at play.

MATERIALS:

Primary Source Documents

2.1 Objects in the First World War Discovery Box

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box." Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

2.2 Corresponding Contextual Photographs

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box." Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

2.3 Corresponding Artifact Information Labels

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box." Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

Instructions for teacher

The teacher will have ordered in advance the *First World War Discovery Box* from the Canadian War Museum Supply Line. It's contents include the following 15 artifacts: gas alarm rattle, aviator scarf, barbed wire, helmet, nursing sisters' apron, periscope, posters, puttees, Semaphore flags, service dress cap and general service cap badge, service dress jacket and Canada shoulder title, small arms ammunition cartridge case, small box respirator, and trench art. In addition to the artifacts, there will also be corresponding contextual photographs, and artifact labels to go with each of the 15 artifacts. You must photocopy 30 copies of BLM 2.1 and BLM 2.2 before class.

Black Line Masters

2.1 Artifact Hypothesis

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box."
Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

2.2 Artifact Analysis

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box."
Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

Have a class discussion about what an artifact is. Brainstorm ideas and then come up with a definition on the board for everyone to write down. Now individually, get the students to write down 5 artifacts from their life that would show someone of the future an accurate depiction of their present life. Share these 5 artifacts with a partner.

Step 2: Guided Practice (20 minutes)

Next, grouped into pairs, pass out BLM 2.1 and PSD 2.1, one artifact for each group (assuming there are 30 students in the class). Using PSD 2.1 and any previous knowledge they have, students will fill out their observations and hypothesis on BLM 2.1. After the first part of the table has been filled out, the students will then circulate the class, using their peers to help find out more information they may not have known about their artifact. Once all students have filled out the hypothesis part of BLM 2.1, they will present their artifact as well as their hypothesis to the class. * For differentiated instruction, students who require use of a laptop can fill out the table on their assistive technology, but each student must have their own copy of both BLM 2.1 and BLM 2.2.

Step 3: Group Research (25 minutes)

In the same pairs as before, hand out PSD 2.2 and 2.3 (the corresponding artifact label and contextual photo to go with each artifact). Hand out BLM 2.2 and have students use the evidence provided by the primary source documents to answer the questions in the chart. The students will then present to the class how their original hypothesis of the objects were the same or different from their findings once provided with the evidence of the artifact labels and contextual photographs. Discuss with the students the difficulty of the task of evaluating evidence and artifacts in an unbiased way. Preconceptions of the historian will always cloud initial evaluation of evidence. Even questioning the evidence provided is necessary, because the evidence carries itself the perspective of whoever created it. *For differentiated instruction, student needing the use of a laptop will have BLM 2.2 available to fill out on their computers.

Step 4: Sharing and Making Connections (15 minutes)

Finally put the students in different pairs, and this time have each student write a list of 5 artifacts to leave behind to best represent their partner's life. Now compare this list made by a peer with the list that person made for themselves at the start of class. Have students share their findings with the class; whether they chose the same item, or why the items were different depending who was choosing them. Discuss with the students that no one really chooses what artifacts are left behind, but that if that were the case, the perspective of the person doing the choosing would alter the perception of history. Even the WWI Discovery Box only provides us with a small amount of artifacts from the war. They cannot represent the whole war or multiple perspectives. As historians, we must always keep an open mind, be aware of our inherent biases and learn to make inferences and draw educated conclusions from the evidence (or lack of evidence) we have.

ASSESSMENT:

Students will be assessed *as* learning when they present to the class their findings from the Discovery Box to the class. The teacher will assess the students' existing perceptions and knowledge of the First World War.

Throughout the group research section of the lesson the teacher will be able to assess *for* learning, to see if the students are beginning to see the different interpretations possible of an artifact, as well as the effect evidence has on our analysis. By the end of the lesson, when the students present the lists of personal artifacts that they've made to the class, the teacher will have a good idea if the students can recognize the effect of perspective on the evidence and artifacts left behind. Moving forwards, to further establish this critical thinking approach to evidence, the teacher will continue to assess the students as they make inferences and draw conclusions based on the evidence they are presented with.

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box."
Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

COURSE: Grade 10 Academic History CHC2D

SPECIFIC EXPECTATION:

B2.1 Explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada's participation in the war (e.g., imperialist sentiments in English Canada; Canada's status within the British Empire), and analyse some of the consequences of Canada's military participation in the war (e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day).

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

LESSON #: 3

TITLE: Technological and Tactical Warfare Advancements During the First World War

OVERVIEW:

In this lesson, students will explore the changes in warfare technologies in three different centuries, in attempt at grasping the causes and effects of the vast changes in warfare. Focussing on the types of technologies used by Canadian troops during World War I, students will develop their own understanding of progress and decline in warfare tactics, and how it is subject to interpretation and perspective. Students will begin to understand that battles and wars are not singular events, but rather leave ongoing effects on the participating nations. Continuity and change are interwoven by the turning points in war tactics and technologies changes. The tactics used not only effect the outcome of the individual battles and the war, but hold an influence on the future of warfare. Students will adopt an understanding of the First World War for it's turning points as well as its prevalence in current events. The students will realize how the turning point and the advancements of warfare technologies during WWI create a narrative that relates past, present and future wars, adding to the web of continuity and change that creates our world.

MATERIALS:

Primary Source Documents

3.1 "Heritage Minutes: Vimy Ridge." Historica Canada. Accessed December 4, 2014.
<https://www.historicacanada.ca/content/heritage-minutes/vimy-ridge?>

3.2 Crocker, Tracy. "Person Page - 6." Genealogical Research. Accessed December 4, 2014.
<http://www.tacrocker.com/p6.htm>.

3.3 "WWI Trench Warfare." Photos of War. Accessed December 4, 2014.
<http://photosofwar.net/war-photos/wwi-trench-warfare/>.

3.4 "Loading Missiles into Drones, America's Bombing of Iraq Feels Like a Game." Watching America. August 13, 2014. Accessed December 4, 2014.
<http://watchingamerica.com/WA/2014/08/19/loading-missiles-into-drones-americas-bombing-of-iraq-feels-like-a-game/>.

Instructions for teacher

Open your laptop and connect to projector, open PSD 1.1. Photocopy 30 copies of BLM 3.1. Get laptop cart, for student to use in later part of lesson.

Black Line Masters

1. BLM 3.1 Image Worksheet
2. BLM 3.2 Group Research Question Worksheet

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)

Ask the students if anyone has seen a Canadian Heritage Minute before. Introduce the idea of Heritage Minutes, and their significance in helping Canadians to remember the nation's various roles in significant historical events. Play the Heritage Minute on Vimy Ridge :

<https://www.historicacanada.ca/content/heritage-minutes/vimy-ridge?> Discuss how Heritage Minutes are designed to connect Canadians to their past, and reveal the direct effect of key historical events and turning points on the lives of Canadians today.

Step 2: Discussion (5 minutes)

Discuss what the students already know about the various military tactics used during World War I, particularly the Canadians in the Battle of Vimy Ridge. Topics to discuss include: trench warfare, rapid fire machine guns, explosives, poison gas, tanks etc. This will allow you to assess *for* learning, to see what the students have as background knowledge on World War I and military tactics. After this discussion, the teacher must quickly evaluate and adjust accordingly to how much guidance the students will need during the guided practice section of the lesson.

Step 3: Modeling (5 minutes)

Explain to the students that even though the declaration of the First World War was over a hundred years ago, the battles fought and the lives lost will always be relevant. There will always be conflict between countries, struggles for power and independence, and thus there will always be wars. However a war that happened a hundred years ago is not the same as one today. By studying wars in the past, we can better understand the world of warfare of today, and realize what key turning points in history created the weapons of today's wars. With battles come new technological advancements, and the competition between nations for the most effective and efficient military tactics. Canada played a large role in the development of new tactics during the First World War, as demonstrated in the Battle of Vimy Ridge. By understanding the developments of military tactics during WWI, we can begin to understand how warfare evolved; what remained the same and what changed.

Step 4: Guided Practice (20 minutes)

Project PSD 3.2, 3.3 and 3.4 and have students complete BLM 3.1 in groups of 3 (assigned by teacher).

What event in history is the picture representing? (The war of 1812)

1. Who is in the picture? (The Americans)
2. What military tactics are being used in this battle? (Foot soldiers and horse mounted cavalry)
3. What else do you know about this battle? (Varied answers)

1. What event in history is the picture representing? (World War I- specifically the Battle at Vimy Ridge)
2. Who is in the picture? (The Canadians)
3. What military tactics are being used in this battle? (trench warfare, poison gas, rapid fire machine guns)
4. What else do you know about this battle? (Varied answers)

1. What event in history is the picture representing? (The US war on Iraq)
2. Who is in the picture? (The US drone)
3. What military tactics are being used in this battle? (drones)
4. What else do you know about this battle? (Varied answers)

Now as a class, share what we know about the three pictures, focusing on the advancement in technologies being used and what they signified for the military tactics of the battles. Ask the students to think about the

direct result of the military tactics on the people involved in the wars; how did it effect the number of casualties suffered? ; What were some of the psychological effects of the war tactics on it's participants?
* For differentiated instruction, students may use laptops to answer the questions if necessary, and to do further research on the pictures if they are unsure where to start.

Step 5: Independent Activity (20 minutes)

Divide the class in groups of 6 (assuming there are 30 students in the class) and give them BLM 3.2. Tell the students they must use the laptops provided to research the WWI technology they have been assigned (topics written at the top of BLM 3.2) to answer the questions on BLM 3.2. They will be presenting their findings to the class after their research is done, by demonstrating the significance of their technology or military tactic through a short dramatization of it's effect on warfare.

Step 6: Sharing / Discussing / Teaching (10 minutes)

Students will present their short skits on the use of their technology during the war. Then as a class discuss why these technologies were key events, turning points in the war, and how they have an influence on future war tactics and technologies. For example, why is trench warfare no longer popular in today's warfare? ; How did the use of explosives effect warfare of today? ; Have the ethics of wars changed, and if so why could this have happened? etc.

ASSESSMENT:

Through the classroom discussion, skit presentations and answers provided on BLM 3.2, students will be assessed *for* learning. The teacher will be able to evaluate the students initial knowledge and understandings of military tactics. Eventually, the teacher will be able to assess if the students have grasped the idea of continuity and change in history and how it can be seen through the advancements in military tactics. The teacher can expand the idea of continuity and change in future lessons, to ensure that students grasp the idea of key turning points in history, either advancements and progress or problems and decline, and how they are all interwoven to create the narratives of our histories.

COURSE: Grade 10 Academic History CHC2D

SPECIFIC EXPECTATION(S): B2.1 explain the main causes of World War I (eg. European alliances, rivalries, militarism, and nationalist movements) and of Canada's participation in the war (eg., imperialist sentiments in English Canada; Canada's status within the British Empire), and analyse some of the consequences of Canada's military participation in the war (eg., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

LESSON #: 4

TITLE: Viewpoint on War in the Early 21st Century Compared to the Present

OVERVIEW: In this lesson students will look at the reasons behind Canada's initial boom in enrollment in armed forces in World War I. They will get the opportunity to compare it with the reaction to modern day wars to understand how historical perspectives are important to understanding reasoning behind historical events.

MATERIALS:

1. Primary Source Documents (PSD 4.1, PSD 4.2, PSD 4.3, PSD 4.4, PSD 4.5, PSD 4.6, PSD 4.7/ PSD 4.8)
2. Instructions for teacher
3. Black Line Masters (BLM 4.1, BLM 4.2, BLM 4.3)

Lesson idea based on:

Desjarlais, Chas, Damian Wilmann, and Tom Morton. "Canada's Reaction to the Outbreak of War: 1914 and 2001." The Historical Thinking Project. Accessed December 1, 2014.
<http://historicalthinking.ca/lesson/685>.

PLAN OF INSTRUCTION

Step 1: Warm up (10 minutes)

Ask students to discuss what they know about Canada's involvement in Afghanistan. Did they know that Canada recently pulled all troops outside of Afghanistan? (March 2014) With a partner, discuss how Canada reacts to war. What is Canada known for when it is involved in wars? Who is Canada often paired with at war? (USA) Placemat activity where students share their ideas about Canadian involvement in wars.

Step 2: Discussion (give an approximate time for the step)

Before the mini lecture, take a moment to make these points clear to students. They will learn more about Canada's growing autonomy throughout the unit. Canada is often known as a peacemaker, they are involved in wars in a more limited sense and they often do not play central roles. Explain to students:

-Canada has not always been in control of whether it should join a war or not. This control was based on Foreign Policy, in which Great Britain still had authority. Canada did not yet have full independence as a nation and Foreign Policy determined Canada's participation in foreign affairs. Unlike in World War 2 where Canada voluntarily joined the war effort.

-Canada has not always been geared towards peace or a country that has felt an anti-war sentiment.

Mini Lecture:

“Throughout the war, but especially in its early months, Canadians rushed to enlist for reasons of **patriotism, adventurism, opposition to German aggression, or personal ties to Great Britain. Public attitudes** also influenced individual decisions, in particular the widespread view in many parts of the country that those who failed to enlist were cowards.

Daily newspaper editorials, political speeches, and lectures from the pulpit implored men that their **duty to King and Country** meant serving in the military. Early recruitment posters urged enlistment on the basis of patriotism and **emotional connections** to the war’s major issues. Later, more desperate posters tried to shame men into enlisting by questioning their loyalty and their manhood. Wartime propaganda also urged women to pressure men to enlist.”

"Recruitment and Conscription - Voluntary Recruitment." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014. <http://www.warmuseum.ca/firstworldwar/history/life-at-home-during-the-war/recruitment-and-conscription/voluntary-recruitment/>.

Step 3: Modeling (2 minutes)

Tell the students: In this lesson they will see the importance of knowing the historical circumstances amongst other components in history for them to be able to understand the viewpoints of people at this time. They will look at evidence from both time periods and see the difference in perspectives and to get an understanding of how different social situations can lead to different viewpoints on issues. We want to avoid the issue of **presentism**: uncritical adherence to present-day attitudes, especially the tendency to interpret past events in terms of modern values and concepts.

Step 4: Independent Activity (35 minutes)

Give the students a two page reading that gives them a brief overview of Canadian society at the time that World War 1 broke out and Canada became involved. The bolded words are used for emphasis on certain ideas or terms that are important in understanding. Also, the bolded words can help with differentiation if a student has trouble remembering while reading this will let them know the main ideas from the reading. Allow students 10 minutes or less to complete the reading, depending on the level of the class.

Afterwards, give students the Primary Document Comparison Graph (BLM 4.2) for analysis of the primary documents. To encourage self-directed learning where students have choice, let students choose 3 documents in particular to analyse. They will choose between PSD 4.1, PSD 4.2, PSD 4.3, PSD 4.4, PSD 4.5, and PSD 4.6. Student will fill out this graphic organizer that compares the reasons behind the three different documents and how they present the viewpoint of this time period. They will have to take the time to consider the different perspectives and to understand the reasons behind the major support for joining the war.

Step 5: Sharing / Discussing / Teaching (30 minutes)

As a class, do a brief overview of each document by taking up the main points and viewpoints behind each image. Students will understand that some parts of Canadian society were not completely supportive of the war. The teacher should put the documents on a projector or SMARTBoard for students to see a large scale of the document while they are reviewing the main points.

PSD 4.1:

- It is a recruitment card, it was used to find men who had not enlisted and were able to
- It shows how participation in war was something that all capable men should do
- It demonstrates the amount of societal pressure on young men to join the war effort and the belief that those who did not join

PSD 4.2:

- It is a recruitment leaflet used to get cyclists to join the war effort
- It shows us how recruitment techniques included the appeal of travel and discovery
- It demonstrates how recruitment techniques tried different tactics to appeal to men who might not have to opportunity to do something exciting by luring them in with an adventure

PSD 4.3:

- It is a propaganda poster appealing to Scottish Canadians in particular with the formation of their own battalion
- It shows us how a sense of sameness was appealing to soldiers who would eventually fight together
- It demonstrates how in this time period Canada had a majority of immigrants from the British Isles and it was effective to pull on heritage and patriotism to get soldiers to join the effort

PSD 4.4:

- It is a propaganda poster to get soldiers to enroll in the war effort
- It shows us the importance of symbolism in the poster (Union Jack flags and maple leaves) and the moral attitude of a just war to help protect global peace
- It demonstrates how multiple cultural cues were used in posters to appeal to recent Canadian immigrants from Britain and to push the underlying concept of moral justice needing to be served

PSD 4.5:

- It was a recruiting leaflet used to shame young men into enlisting
- It shows us how enlisting in the war effort was a source of pride for oneself and one's nation
- It demonstrates how the feeling of this time period was that all capable young men should be enlisting or else they were cowards. They were personally attacking those who were choosing not to join as a source of societal pressure.

PSD 4.6:

- It was an image used to portray the war as adventure for recruitment
- It shows us how little they show the realities of war to make sure that men would sign up for something that seems more like an adventure than a dangerous pursuit
- It demonstrates how the appeal of joining the war effort was skewed to only portray positive aspects to lure in young men that had no idea about the realities of war

End the class with an open discussion on Canada's involvement in current wars and events. Canada joined the war in Afghanistan to fight the war on terror. Juxtapose the two images (PSD 4.7 and PSD 4.8) on a SMARTBoard or projector of Canadians in the beginning of WW1 compared to Afghanistan. They will take the time to consider how societal viewpoints on war have changed in Canada and how it is important to understand that this change is a part of social sentiment.

Ask students: Now that we understand why most Canadians were ready for WW1, what has changed in Canadian society that has made us more geared towards peace? Brainstorm some ideas as a class. (Ex. Demographic has changed, horrors of WW1 and WW2 are remembered strongly in society, Canada has taken a peacemaking role in conflicts, does not actively seek war for resources like US)

ASSESSMENT: (5-7 minutes)

Give students the 3,2,1 Exit Card (BLM 4.3). This will demonstrate *as/of* learning by seeing what students have learned in this lesson. Allow 5 to 7 minutes to complete the card.

COURSE: Grade 10 Academic History CH2DC

SPECIFIC EXPECTATION(S): B2.1 explain the main causes of World War I (eg. European alliances, rivalries, militarism, and nationalist movements) and of Canada's participation in the war (eg., imperialist sentiments in English Canada; Canada's status within the British Empire), and analyze some of the consequences of Canada's military participation in the war (eg., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

LESSON #: 5

TITLE: The Effects of Conscription on Canadian Society

OVERVIEW: This lesson will explore the causes behind the enforcement of Conscription in Canadian society during World War I. Also, the different causes behind the creation and enactment of the act will be explored alongside some of the short and long term consequences on Canadian society.

MATERIALS:

1. Primary Source Documents (PSD 5.1; PSD 5.2; PSD 5.3; PSD 5.4; PSD 5.5, PSD 5.6)
2. Instructions for teacher
3. Black Line Masters (BLM 5.1, BLM 5.2)

PLAN OF INSTRUCTION: (You may not need to use each of these steps in every lesson)

Step 1: Warm up (5-10 minutes)

Think Pair Share Activity: Show students the painting from PSD 5.1. Get students to work with a partner to look into the different components of the painting. Ask students: What stands out the most? In what way do you read the photo? (Ex. Left to right, right to left, up and down, down and up, etc.) Is there a main actor in this photograph? What are the different layers of perspectives, what do you see at each level? These questions can be written on the board.

Ask students, would you hang this painting in your living room? Why or why not? Get students to consider how this painting is a visual representation of some of the horrors from trench warfare.

Step 2: Discussion (20 minutes)

This lesson can be built upon Lesson 4. If it has been taught, allow students to remember and brainstorm as a class the different elements that went into the initial enlistment of Canadian soldiers. Use the notes from the mini-lecture below to fill in any missed information.

If the opportunity to teach lesson 4 has not happened, provide a mini lecture for the students to understand the initial excitement to join the war effort. In the beginning of war, the realities of trench warfare had not yet been faced and Canadians did not expect the war to last long. There was a variety of reasons in Canadian enlistment, including:

- reasons of patriotism, adventurism
- opposition to German aggression
- personal ties to Great Britain (immigrants)
- public attitudes also influenced individual decisions, view that those who failed to enlist were cowards

Also, propaganda techniques were used to motivate throughout the war. They would promote patriotism and emotional connections while also pushing the idea of embarrassment or weakness if they chose not to. (10 minutes for discussion/mini-lesson)

Afterwards, present a PowerPoint (BLM 5.2) that shows the political conflict that was felt from Conscription. The document is available at: http://www.dlc-ubc.ca/wordpress_dlc_mu/jeff1/files/2010/07/6-Conscription-Crisis.pdf It can be downloaded as a PDF file before class if there is limited internet access. This document will introduce some of the issues with Conscription and a brief political overview.

The document talks about the conflicts that Robert Borden had making the decision and enforcing conscription. It discusses French opposition, opposition from farmers, industrial workers, and miners. It lists the legislations that occurred to make Conscription possible. At the end, it gives the results of Conscription as to how many men who were conscripted actually served overseas. (10 minutes for PowerPoint)

Step 3: Modeling (2 minutes)

Inform students that they will be taking historical analysis into their own hands. They will need to understand the fundamental causes for Conscription as well as the results. They will see how some consequences from Conscription were unintended and provided different opportunities for Canadian citizens.

Step 4: Guided Practice (30 minutes)

Hand out the Primary Source Document Resource Pack (BLM 5.1) to students. In this resource pack, they will look into the photos and documents to infer the different realities that are presented in these sources. They will have to question the first impressions of some documents, as well as read more deeply into other to get a full understanding. They will get to explore the different realities of history and see how primary documents can give us an understanding of the realities in the past.

For differentiation, provide an electronic resource (laptop/iPad) to let students zoom in on documents or read more descriptions for further clarification. Use the links provided in for the Primary Resource Documents to find them online.

They will work on this document for the majority of the class. The teacher will circulate to observe the students' progress and to answer questions if needed. If the students require more time, adjust the lesson accordingly. Collect the resource packets at the end of the lesson to see if students are grasping the concepts and knowledge that was taught. Write comments to show areas of excellence or improvement.

Step 5: Sharing / Discussing / Teaching (give an approximate time for the step)

After the completion of the sheet, there will be a discussion/debate activity. Students will have to agree or disagree on the following viewpoints. They will move to one side of the class or the other depending on what they decide. When they have decided, each group will discuss and decide on their strongest point(s) that validate(s) their decision. Each group will say their strongest point(s) and get a chance to see both sides on the statement.

-Conscription was a necessity to end the war. (Promise of numbers of recruits vs need for men at the home front)

-Conscription had positive effects on Canadian society. (Political/social unrest vs the progress of Women's Rights)

-Conscription is something that should still be allowed in Canadian society. (Currently it is not)

ASSESSMENT:

Assessment *as/for* learning: Observation of the students' discussion and points made in the final activity for discussion. The observation will focus on the complexity of their understanding to be able to defend their viewpoint.

Assessment *for* learning: Collect the resource packets to check in on students and make sure that they understand the concepts from the lesson. See what students had the most trouble understanding and review it next class.

Assessment *for* learning: When observing the class, make note of the learning skill levels that day. Record them.

Lesson 6: Ethical Dimensions of World War I

COURSE: Grade 10 Academic History CHC2D

SPECIFIC EXPECTATION(S): B2.1 explain the main causes of World War I (*e.g., European alliances, rivalries, militarism, and nationalist movements*) and of Canada's participation in the war (*e.g., imperialist sentiments in English Canada; Canada's status within the British Empire*), and analyze some of the consequences of Canada's military participation in the war (*e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day*).

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Ethical Dimensions

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Perspectives and Evidence

LESSON #: 6

TITLE: An Ethical Dimension of World War I on Canadian Soil

Overview/Learning Goals: This lesson requires students to examine anti-German propaganda and Ukrainian/German internment in Canada during our participation in World War I. By examining this ethical dimension of Canada's war involvement, students will be able to understand that we cannot apply our present moral judgments to events of the past. Students will be able to make judgments of these past events while understanding the historical context in which they are located. Although the anti-German sentiment in Canada may seem immoral to our present standards of judgment, students will be able to understand the ethical dimensions of this topic by understanding it within its historical context. This lesson links directly to expectation B2.1 because it is examining an aspect of Canada's participation in the war and shows our ties to the British Empire's ideologies.

MATERIALS:

i. Primary Resources:

6.1 "Secondary Source referencing primary source experiences in Canadian internment Camps"

<http://utpjournals.metapress.com/content/jk7103587524ruj6/>

6.2 "Canadian Anti-German Propaganda" <http://www.warmuseum.ca/firstworldwar/history/life-at-home-during-the-war/enemy-aliens/anti-german-sentiment/>

6.3 “Interment Heritage Minute” <http://www.youtube.com/watch?v=NAX5NgEe7ro>

ii. Black Line Masters

6.1 “Handout Questions on Canadian Internment Camps article with attached anti-German propaganda ad”

6.2 “50 Page internment camp article. Split up in to 6 different booklets (each booklet has 6 consecutive pages from the article)”

iii. Teacher instructions

- Print off one copy of PSD 6.1 and make six, six page documents for group activity. (36 page article will be dissected and distributed to 6 different groups) [6 pages per group, 6 groups total]. Staple these 6 packages together after printing.
- Attach anti-German propaganda ad to the back of each groups article package.
- Set up computer with projector and have YouTube video loaded.
- Load website that contains PSD 6.2 Canadian anti-German propaganda advertisements.

PLAN OF INSTRUCTION:

Step 1: Warm up (10 Minutes)

As a class we will begin by watching the Heritage Minute clip on Ukrainian interment in Canada during WWI. This clip will undoubtedly provoke student interest because it will expose them to a new historical perspective. The perspective they see in this video should allow students to conclude that these internment camps in Canada were immoral and work against the common Canadian perspective outlined in our history. While watching the clip, students will be asked to respond to what they see. I expect students to judge the video with our present understanding of what is moral and immoral. This will set the stage for our lesson because I can now begin to inform students of the important things we must consider when looking at the ethical dimensions of an event in history. It will be most important to show students how we commonly pass judgment on events and developments in history when we may not be fit to do so. Students must understand these ethical dimensions in their proper context. It will be imperative for students leave aside present sentiments and norms when passing judgment on past historical events (WWI Interment in Canada).

Step 2: Discussion (10 Minutes)

Transitioning out of the warm-up, we will engage in a class discussion facilitated by myself. I will define first what it means to historically think through an ethical lens and why this can help us better understand an event by placing it in proper context. Here we will focus on perspective and context and see how these two things should always inform our judgment on historical events. By examining historical perspectives in the last lesson, students should have an understanding of the role it plays when history is constructed. It is important that they have this knowledge for this lesson because they must be able to evaluate German/Ukrainian internment in Canada in proper context. In this discussion I will make it clear to students that we really cannot pass fair ethical judgment on these events because we do not have enough learned knowledge on internment during WWI. This will be key when considering the ethical dimensions of internment because students need to remove their preconceived idea of moral and immoral (in a contemporary sense). This will lead us in the right direction for when we examine anti-German propaganda and the writings on internment conditions.

Step 3: Modeling (5 Minutes)

For modeling I will briefly demonstrate to students how we can so easily pass judgment on an event that is out of context from our current living conditions. I will briefly evaluate slavery in the USA and will show students how we apply our present knowledge of ethics to evaluate historical events. Reveal to students the attitudes and ideas of the time period and how slavery was a commonly accepted thing during that period in USA history. In order to administer fair judgment of such a cruel event we must understand the social context in which it occurred. (Late nineteenth century USA had a much different social context than it does today). During this time I must also tell students how an author may implicitly or explicitly pass judgment on a topic during his or her writing (historical perspective). They must understand that this can also determine how we perceive a particular event in history. This modeling will help us transition smoothly in to our group activity. Students will now thoroughly understand the role of perspective and context.

Step 4: Guided Practice/Group Activity (30 Minutes)

This will be a student-centered activity where they have the opportunity to work with classmates to dissect German/Ukrainian internment. By engaging with the section of the document they are given, students will use the worksheet provided to answer questions. This worksheet will be of great assistance because it will facilitate student thought and engagement with the article. This worksheet will have guiding questions such as:

1. What are some of the key things mentioned in your group's section of the article regarding Ukrainian/German internment?
2. As a group use your current idea of what is and isn't ethical and describe what things you consider to be ethically wrong in your article piece.
3. Why are your group's current judgments on internment in Canada a poor way to judge ethical behavior in 1914?
4. How can your group use historical perspectives and evidence to better understand the ethical dimension of internment within Canada?
5. Considering the article you have just read, demonstrate why Ukrainian/German internment during WWI was a justifiable event.
6. How does your propaganda photo demonstrate Canada's affiliation with Britain? Was this type of propaganda acceptable during WWI?

The above questions are phrased strategically to have students separate their current moral judgment from events in the past. This exercise will allow groups to understand that internment during WWI was somewhat justifiable within the context of 1914-1918-time period. The engagement with propaganda posters will also allow groups to further grasp historical context. By viewing the anti-German propaganda, students will be able to understand common ideas of this particular time period (1914-1918).

During this group exercise I will walk around the room and engage in dialogue with each of the groups. This will be an effective way to assess (formatively [for and as learning]) if students are examining the ethical dimensions in the proper way as discussed in steps 2 and 3. If students need clarification on any question I will be able to guide them in the right direction.

*For **differentiated instruction**, students who require an electronic device for typing notes and reading the article may use their preferred alternative method. The article link and propaganda link will be provided to students who wish to engage with the material in an alternative way.

Step 5: Sharing / Discussing / Teaching (15 Minutes)

This portion of the class will be used to take up the question worksheet that was completed by each group. This class discussion will require myself to call on various different groups to see how they answered their

questions. This part of the class will allow me to assess (formatively) if students have understood the material and have learned knowledge on the ethical dimensions of historical events (in this case, knowledge on Ukrainian/German internment in Canada). This open class conversation will allow students to field any further questions on the ethical dimensions of internment. By the end of this class, students will understand that they cannot properly evaluate the ethics of an historical event by judging that event with present-day norms and ideas. If students understand this, they will have met my learning goals for the day.

ASSESSMENT:

There will be no exit slips or testing on this particular day. The assessment for this lesson was primarily formative (assessment for and as learning). This occurs during the group work activity when I circulate the room and engage in one on one dialogue with the different groups. This form of assessment will allow me to understand if students are properly analyzing the ethical dimensions of Canadian internment camps.

Appendices

Primary Source Documents

1.1 Bechthold, Michael. *Vimy Ridge: A Canadian Reassessment*. Edited by Geoffrey Hayes, and Andrew Iarocci. Wilfrid Laurier Univ. Press, 2007. p 265-275

[URL:http://books.google.ca/books?hl=en&lr=&id=Pf5y7sehRwAC&oi=fnd&pg=PR5&dq=vimy+ridge+a+canadian+reassment&ots=Mj-2Olz3yE&sig=lhRrr-Y1p25xpzgO2tcnDCkpZsI#v=onepage&q=vimy%20ridge%20a%20canadian%20reassment&f=false](http://books.google.ca/books?hl=en&lr=&id=Pf5y7sehRwAC&oi=fnd&pg=PR5&dq=vimy+ridge+a+canadian+reassment&ots=Mj-2Olz3yE&sig=lhRrr-Y1p25xpzgO2tcnDCkpZsI#v=onepage&q=vimy%20ridge%20a%20canadian%20reassment&f=false)

1.2 Canadian War Museum, Vimy Ridge

http://www.warmuseum.ca/cwm/exhibitions/vimy/index_e.shtml

2.1 Objects in the First World War Discovery Box

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box." Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

2.2 Corresponding Contextual Photographs

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box." Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

2.3 Corresponding Artifact Information Labels

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box." Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

3.1 "Heritage Minutes: Vimy Ridge." Historica Canada. Accessed December 4, 2014.

<https://www.historicacanada.ca/content/heritage-minutes/vimy-ridge?>

3.2 Crocker, Tracy. "Person Page - 6." Genealogical Research. Accessed December 4, 2014.

<http://www.tacrocker.com/p6.htm>.

3.3 "WWI Trench Warfare." Photos of War. Accessed December 4, 2014.

<http://photosofwar.net/war-photos/wwi-trench-warfare/>.

3.4 "Loading Missiles into Drones, America's Bombing of Iraq Feels Like a Game." Watching America. August 13, 2014. Accessed December 4, 2014.

<http://watchingamerica.com/WA/2014/08/19/loading-missiles-into-drones-americas-bombing-of-iraq-feels-like-a-game/>.

Lesson 4 Contextual Photographs

- 4.1: "Military Documents - Give Us His Name." Canadian War Museum: Canada and the First World War. Accessed December 4, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/military-documents/give-us-his-name/?back=359>.
- 4.2: "Military Documents - Ride Through Belgium." Canadian War Museum: Canada and the First World War. Accessed December 4, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/military-documents/ride-through-belgium/?back=359>.
- 4.3: "Recruitment Posters - The Happy Man." Canadian War Museum: Canada and the First World War. Accessed December 4, 2014. <http://www.warmuseum.ca/firstworldwar/objects-and-photos/propaganda/recruitment-posters/the-happy-man/?back=359>.
- 4.4: "Recruitment Posters - Shall We Help to Crush Tyranny?" Canadian War Museum: Canada and the First World War. Accessed December 5, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/propaganda/recruitment-posters/shall-we-help-to-crush-tyranny/>.
- 4.5: "Military Documents - Say, – Young Man!" Canadian War Museum: Canada and the First World War. Accessed December 5, 2014. <http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/military-documents/say-young-man/?back=359>.
- 4.6: "Toys and Models - Promoting Adventure." Canadian War Museum: Canada and the First World War. Accessed December 4, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/art-and-culture/toys-and-models/promoting-adventure/?back=112>.
- 4.7: "Canada's Reaction to the Outbreak of War: 1914 and 2001." The Historical Thinking Project. Accessed December 3, 2014.
<http://historicalthinking.ca/sites/default/files/files/docs/ATT 1 Photo - scene outside the Star, Aug 4, 1914.jpg>.
- 4.8: "Canada's Reaction to the Outbreak of War: 1914 and 2001." The Historical Thinking Project. Accessed December 2, 2014.
<http://historicalthinking.ca/sites/default/files/files/docs/ATT 2 Photo - Protest Against Afghanistan War, 2001.jpg>.

Lesson 5 Primary Resources in the Resource Pack:

- 5.1: "Official Art - The Second Battle of Ypres, 22 April to 25 May 1915." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/art-and-culture/official-art/the-second-battle-of-ypres-22-april-to-25-may-1915/?back=1570&anchor=1863> .
- 5.2: "Life at the Front Photographs - Every Vote Counts." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/photographs/life-at-the->

[front-photographs/every-vote-counts/?back=361](#).

- 5.3: "Photographs of Prominent People - Visiting the Wounded." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/photographs/photographs-of-prominent-people/visiting-the-wounded/?back=359>.
- 5.4: "Government Documents - Enforcement of the Military Service Act." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/government-documents/enforcement-of-the-military-service-act/?back=361>.
- 5.5: "Government Documents - Directions for Voters." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/government-documents/directions-for-voters/?back=361>.
- 5.6: "Life at the Front Photographs - Canadian Nurses." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/photographs/life-at-the-front-photographs/canadian-nurses/?back=434>.
- 5.7: "Documents Created by Organizations - Conscription Trap." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014.
<http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/documents-created-by-organizations/conscription-trap/?back=361>.
- 6.1 Morton, Desmond. "Sir William Otter and Internment Operations in Canada during the First World War." *Canadian Historical Review* 55.1 (1974): 32-58.
<http://utpjournals.metapress.com/content/jk7l03587524ruj6/>
- 6.2 "Canadian Anti-German Propaganda" <http://www.warmuseum.ca/firstworldwar/history/life-at-home-during-the-war/enemy-aliens/anti-german-sentiment/>
- 6.3 Laurentian University, "Interment Heritage Minute"
<http://www.youtube.com/watch?v=NAX5NgEe7ro>

PSD 4.1: *Give us His Name*

Recruitment card from the 255th Battalion, the Queen's Own Rifles, a unit raised in Toronto.

GIVE US HIS NAME

His Name is.....

His Business Address.....

His House Address.....

His Occupation.....

You know ONE man

—who won't face his chums when they return from the front.

—who is living snugly and safely at home while YOUR loved ones are fighting his battles for him.

All we ask is: "give us his name." He'll get his chance, now, to **PLAY THE MAN!**

B *This help comes from a (MAN) or a (WOMAN)*
(Indicate your sex when sending this card)

255TH QOR O'SEAS B'N

"Military Documents - Give Us His Name." Canadian War Museum: Canada and the First World War. Accessed December 4, 2014. <http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/military-documents/give-us-his-name/?back=359>.

PSD 4.2: *Ride Through Belgium*

Recruitment leaflet from London, Ontario urging men to join the cyclists for overseas duty. Cyclists gathered intelligence, maintained communications, and delivered messages.

RIDE THROUGH BELGIUM
WITH THE
CYCLISTS

IF YOU WANT
A Quick Trip Overseas
The Most Complete Training
The Nattiest Uniform
Scouting, Sniping, Dis-
patch Riding and Outpost
Duties,
Enlist To-day with the
CYCLISTS

Apply at **RECRUITING OFFICE** or

HEADQUARTERS, **ARMOURIES,**
Carling Heights, London **London, Ont.**

"Military Documents - Ride Through Belgium." Canadian War Museum: Canada and the First World War. Accessed December 4, 2014. <http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/military-documents/ride-through-belgium/?back=359>.

PSD 4.3: *The Happy Man*

This poster for the 73rd Battalion, the Royal Highlanders of Canada, promises that the happy man today is the man serving at the front.



"Recruitment Posters - The Happy Man." Canadian War Museum: Canada and the First World War. Accessed December 4, 2014. <http://www.warmuseum.ca/firstworldwar/objects-and-photos/propaganda/recruitment-posters/the-happy-man/?back=359>.

PSD 4.4: *Shall We Help to Crush Tyranny?*

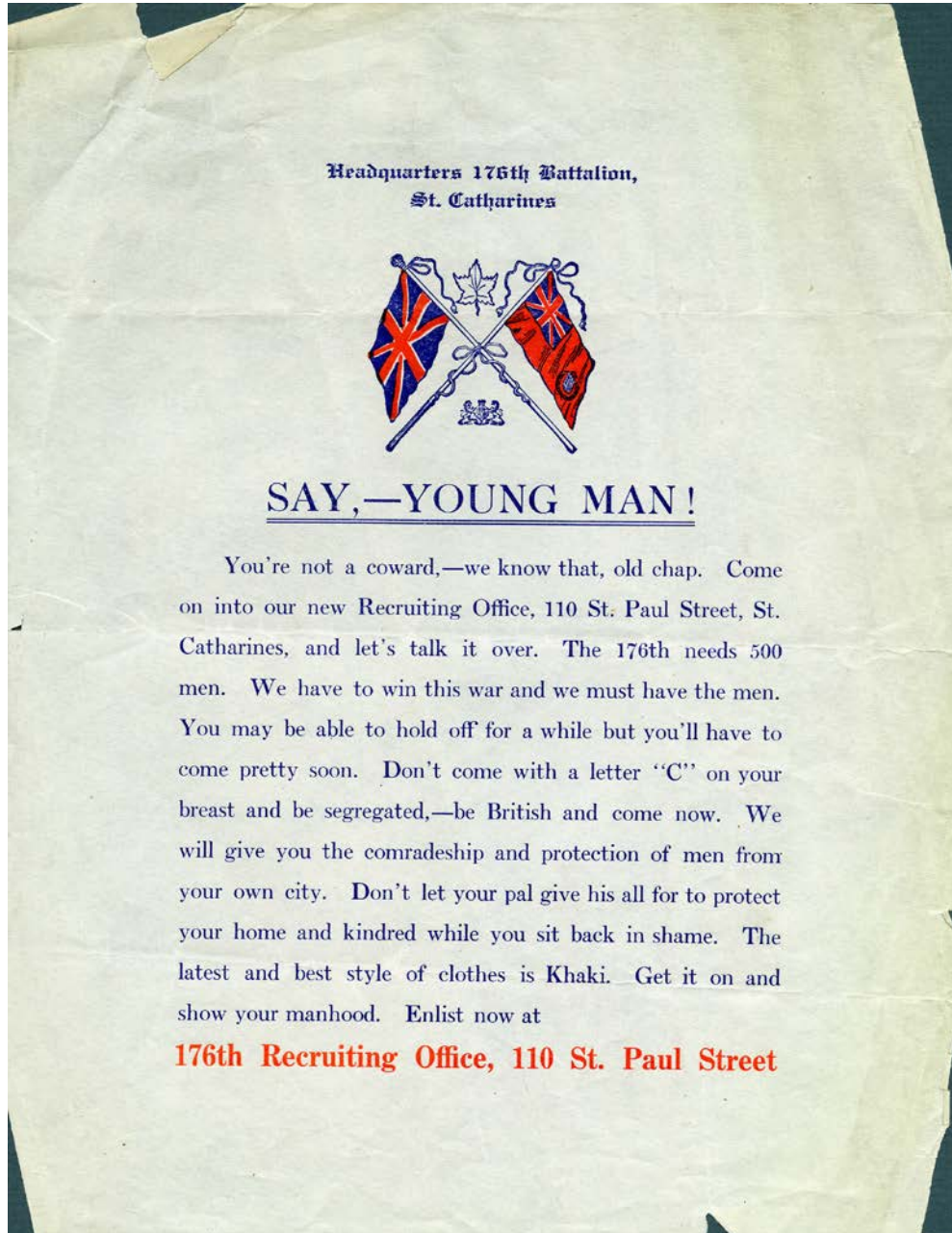
Patriotic symbols such as the maple leaf and the Union Jack were familiar images in recruitment posters.

"Recruitment Posters - Shall We Help to Crush Tyranny?" Canadian War Museum: Canada and the First World War. Accessed December 5, 2014. <http://www.warmuseum.ca/firstworldwar/objects-and-photos/propaganda/recruitment-posters/shall-we-help-to-crush-tyranny/>.



PSD 4.5: *Say, - Young Man!*

This recruiting leaflet for the 176th Battalion attempted to shame young men into enlisting. "Military Documents - Say, - Young Man!" Canadian War Museum: Canada and the First World. Accessed December 5, 2014. <http://www.warmuseum.ca/firstworldwar/objects-and-photos/archival-documents/military-documents/say-young-man/?back=359>.



PSD 4.6: Promoting Adventure

Prior to the First World War, images such as this helped Canadian boys to imagine war as a romantic adventure and later served as a lure to enlistment.

"Toys and Models - Promoting Adventure." Canadian War Museum: Canada and the First World War.

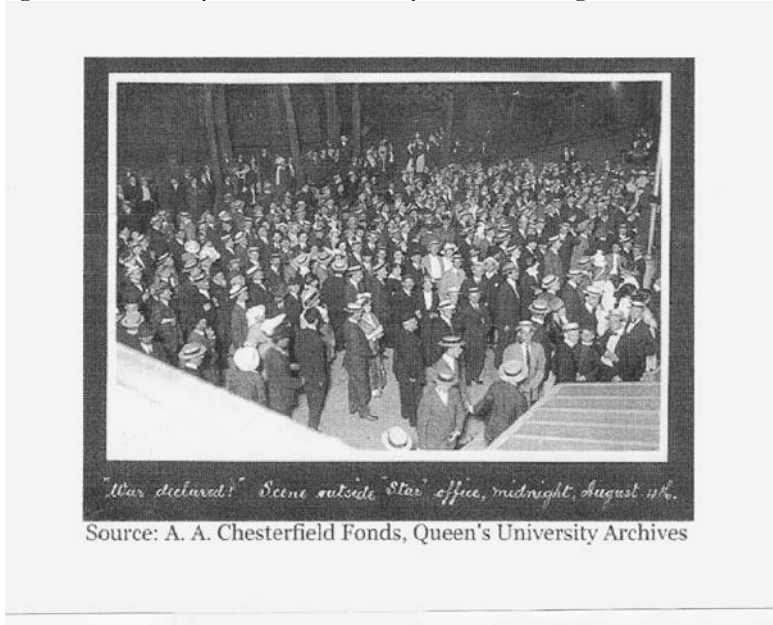
Accessed December 4, 2014. <http://www.warmuseum.ca/firstworldwar/objects-and-photos/art-and-culture/toys-and-models/promoting-adventure/?back=112>.



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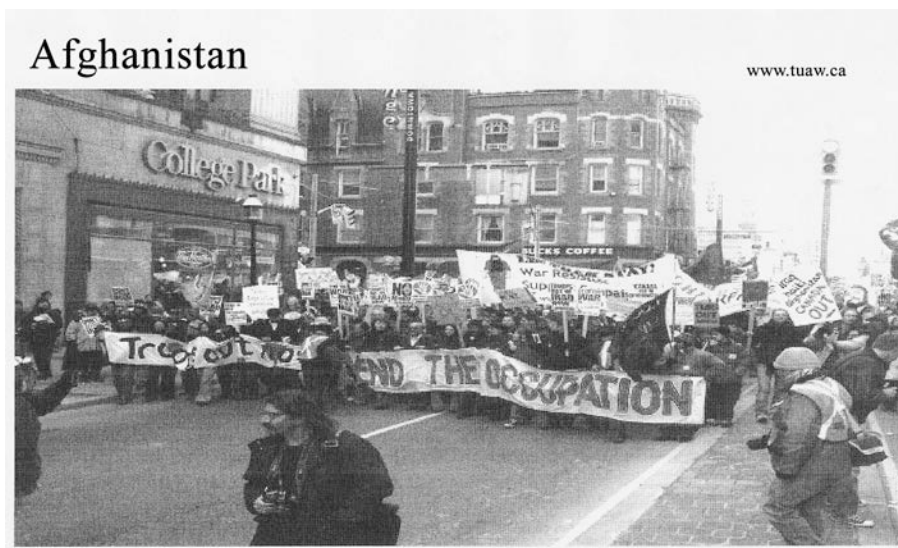
"Pennycuik was killed; his gallant son, a mere lad, sprang forward and bestrode his father's body" (A. 133).

PSD 4.7: Picture from outside the “Star” office, midnight August 4th, 1914. Britain had declared war against Germany. Instantaneously, Canadians gathered in the streets, singing and cheering.



"Canada's Reaction to the Outbreak of War: 1914 and 2001." The Historical Thinking Project. Accessed December 3, 2014. <http://historicalthinking.ca/sites/default/files/files/docs/ATT 1 Photo - scene outside the Star, Aug 4, 1914.jpg>.

PSD 4.8: A photo from the protests against Canada joining the war in Afghanistan in 2001.



"Canada's Reaction to the Outbreak of War: 1914 and 2001." The Historical Thinking Project. Accessed December 2, 2014. <http://historicalthinking.ca/sites/default/files/files/docs/ATT 2 Photo - Protest Against Afghanistan War, 2001.jpg>.

PSD 5.1: The Second Battle of Ypres, 22 April to 25 May 1915



BLM 1.1: Historical Significance of Vimy Ridge WWI

The following questions will assist you when investigating Canada's role at the Battle of Vimy Ridge during World War I.

Resources you must use to investigate this event:

- Canadian War Museum, Vimy Ridge http://www.warmuseum.ca/cwm/exhibitions/vimy/index_e.shtml
- Google Books – SEARCH: Vimy Ridge: A Canadian Reassessment (Read Pages 265-275)
- **ONE credible resource** online that assisted you in your thinking. (Must be a primary source)

1. What was the Battle of Vimy Ridge? (Year, date, place, what countries were involved?)
2. What role did the Canadian military play in this specific battle? Did this role differ from past battles during World War I?
3. Who is writing and presenting this material on the two resources provided? Do you think this has an impact on what you are reading? (Think of Canadian perspectives and our country's narrative)
4. Did the British control the Canadian army during this attack? Identify the major military CHANGE that occurred.
5. Based on the information you have gathered, do you feel the Battle of Vimy Ridge is a historically significant event in Canadian history? What information/proof can you use to support your answer?
6. "Historical significance varies from place to place"... Explain what this quote means using Vimy Ridge as an example.

BLM 2.1: Artifact Hypothesis

Name / Group: _____

Part A: What do I see?

Colour	
Materials	
Weight	
Dimensions	
Markings	
Other Physical Characteristics	

Part B - What do I know?

What do I know about this object?	
What do my friends know about this object?	

Part C - What do I think?

What is this object?	
Is this a reproduction or an authentic artifact?	
Why was it made?	
Who might have used it?	

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box."
Canadian War Museum. Accessed December 2, 2014.

<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>

BLM 2.2: Artifact Analysis

Student/Group name:

Object name:

Examining the object you've been given, along with the Artifact Label and the photograph showing the object during the

First World War (1914-1918), answer the following questions:

After examining the additional information how does your hypothesis change? What is it? Is it a reproduction or an authentic artifact? Why was it made? Who might have used it?	
What does this artifact tell us about the First World War?	
What are the limitations of this artifact in interpreting the First World War?	
What can we learn about technology or techniques at the time it was made?	
What does it tell us about the people who would have used it or who may have been affected by it?	

<p>Can you think of a similar artifact that is used today for the same purpose?</p>	
<p>How did your thinking change as you analyzed this source</p>	
<p>What impression of the First World War might you come away with if this artifact was your only piece of evidence</p>	
<p>If you could talk to the person who made owned this artifact, what questions would you ask?</p>	
<p>What new questions do you have about the First World War Based on the analysis of your artifact?</p>	

"Supply Line: Think Like An Historian, A Guided Exploration of the First World War Discovery Box." Canadian War Museum. Accessed December 2, 2014.
<http://www.warmuseum.ca/supplyline/wp-content/mcme-uploads/2014/09/historian-7-to-12-e.pdf>.

BLM 3.1: Image Analysis

First Image

1. What event in history is the picture representing?
2. Who is in the picture?
3. What military tactics are being used in this battle?
4. What else do you know about this battle?

Second Image

5. What event in history is the picture representing?
6. Who is in the picture?
7. What military tactics are being used in this battle?
8. What else do you know about this battle?

Third Image

9. What event in history is the picture representing?
10. Who is in the picture?
11. What military tactics are being used in this battle?
12. What else do you know about this battle?

BLM 3.2: Research Presentation

Topics: trench warfare, poison gas, machine guns, armoured tanks, tunnel warfare

1. When was this warfare tactic or technology first used in battle?
2. What countries used this tactic in battle?
3. What were the advantages of it's use?
4. What were the disadvantages of it's use? How would you defend or fight against it?
5. How much damage was caused by this tactic or technology?
6. Does this tactic or technology still exist in today's warfare? How has it changed or adapted?

BLM 4.1: Backgrounders in Canadian Military History

Introduction

During the First World War, the Canadian government **used posters as propaganda devices**, for fund raising purposes and as a medium to **encourage voluntary enlistment** in the armed forces. Posters were an important form of mass communication in pre-radio days and hundreds existed during the war, some with print runs in the tens of thousands.

Because of Canada's bilingual character, recruiting poster images and text reflected different cultural traditions, outlooks and sensibilities. Recruiting posters remain snapshots in time, helping historians understand the **issues and moods of the past**.

The **French-Canadian** recruiting posters on display in the *Les Pirs Canayens* exhibit reflect Canada's pressing demand for manpower during the First World War. They also indicate the underlying social, cultural and political strains which affected Canada's war effort and influenced military policy. Most French-speaking Canadians did not support Canada's overseas military commitments to the same degree as English speakers.

At the outbreak of war in August 1914, the Dominion of Canada was constitutionally a **subordinate member of the British Empire**. When Britain was at war, Canada was at war: no other legal option existed. Nevertheless, Ottawa determined the actual nature of Canada's contribution to the war effort, not London.

When Canadians learned they were at war, huge flag-waving crowds expressing loyalty to the British Empire drowned out voices of caution or dissent. The war would be a moral **crusade against militarism, tyranny, injustice, and barbarism**. "There are no longer French Canadians and English Canadians," claimed the Montreal newspaper, *La Patrie*, "Only one race now exists, united...in a common cause." Few Canadians could have predicted at this time that their nation soon would become a major participant in the worst conflict the world had yet seen, or that the war would place enormous political and social strains on Canada.

Recruitment: Policy versus Reality

The Conservative government of **Prime Minister Robert Borden** immediately offered Britain a contingent of troops for overseas service. Thousands of men enlisted in the **Canadian Expeditionary Force** (CEF), then assembling at Valcartier, Québec under the personal, if chaotic, supervision of **Sam Hughes**, the exuberant Minister of Militia and Defence. There was a surplus of volunteers and selection standards remained high; some men, in fact, were turned away. On October 3, a convoy of ships carrying nearly 33,000 Canadian troops departed for Britain. In December 1914, Borden announced solemnly that "there has not been, there will not be, compulsion or conscription". To find whatever manpower might be necessary, Borden placed his faith in Canadians' **patriotic spirit**.

Fully two-thirds of the men of the first contingent had been **born in the British Isles**. Most had settled in Canada in the 15-year period of massive immigration which had preceded the Great War. The same attachment to the **Mother Country** was less obvious among the Canadian born, especially French Canadians, of whom only about 1000 enlisted in the first contingent. At the time war was declared, only 10 percent of the population of Canada was British born. Yet, by the Armistice in 1918, **nearly half of all Canadians who served during the war had been born in the British Isles**. These statistics indicate that voluntary enlistments among the Canadian born were never equal to their proportion of the population.

Recruitment, however, was already tapering off in the fall of 1915. In October of that year, Ottawa bowed to the pressure of patriotic groups and allowed any community, civilian organization or leading citizen able to bear the expense to raise an infantry battalion for the CEF. Some of the new battalions were raised on the basis of ethnicity or religion, others promoted a common occupational or institutional affiliation or a shared social interest, such as membership in sporting clubs, as the basis of their organization. For example, Danish Canadians raised a battalion, two battalions recruited “Bantams,” men under 5 feet 2 inches tall, and one Winnipeg battalion was organized for men abstaining from alcohol. Up to October 1917 this “patriotic” recruiting yielded a further 124,000 recruits divided among 170 usually understrength infantry battalions.

In July 1915, with two contingents already overseas and more units forming, Ottawa set the authorized strength of the CEF at 150,000 men. Extremely heavy Canadian casualties that spring during the Second Battle of Ypres indicated that additional manpower would be required on an unprecedented scale. There would be no quick end to the fighting. In October, Borden increased Canada’s troop commitment to 250,000; by the new year, this had risen to 500,000. This was an almost **unsustainable number on a voluntary basis from a population base of less than eight million**. Within months, voluntary enlistments for Canadian infantry battalions slowed to a trickle.

Unemployment had been high in 1914-1915, and this perhaps had prompted the initially heavy flow of enlistments, especially from economically-troubled Western Canada. By 1916, the booming wartime industrial and agricultural economies combined to provide Canadians with other options and employers competed with recruiting officers for Canada’s available manpower. Those keen to volunteer had already done so; the rest would have to be convinced — or compelled.

Durflinger, Dr. Serge. "Dispatches: Backgrounders in Canadian Military History." French Canada and Recruitment during the First World War. Accessed December 4, 2014. <http://www.warmuseum.ca/education/online-educational-resources/dispatches/french-canada-and-recruitment-during-the-first-world-war/>.

Name: _____

BLM 4.2: Primary Document Comparison Graph



Choose **3 primary documents/items** and fill out the chart below. Answer the questions to try to understand why the item is important in understanding the sentiments towards participation in the First World War.

Station and Object	What is it? What was it used for?	What does this artifact tell us about the feelings towards participation in the First World War?	How does the artifact help us to understand the circumstances of this time period?
Primary Source #1: _____			
Primary Source #2: _____			
Primary Source #3: _____			

BLM 5.3: Exit Ticket

EXIT TICKET - 3 2 1

Name: _____

Give 3 reasons why Canada became involved in World War 1.

List two points on why the attitude on the involvement in wars has changed.

- _____
- _____

Write 1 sentence on what you think on Canada's involvement in wars.

BLM 5.1- Primary Source Document Resource Pack

War Weariness and Declining Enlistment

The early strength of Canada's voluntary recruitment waned in 1916 in the face of growing casualty lists. Local newspapers reported daily on the war's human costs, and many public places posted the official casualty lists. Canadians had come to realize that the war would be neither short nor easy, and not all of them agreed that troops should continue to go overseas as the conflict dragged on. Industry and agriculture at home needed workers in order to produce munitions and foodstuffs, and 'doing one's bit' for the war could also mean serving only in Canada. Others claimed simply that Canada had already sacrificed enough, as the casualty rolls appeared to indicate.

Renewed Efforts to Find Volunteers

As voluntary recruiting weakened in the face of continuing losses overseas, the government gradually eased previous restrictions on recruitment. It lowered medical standards for the acceptance of volunteers, and allowed community groups to raise their own battalions. Men less than five feet tall were permitted to form bantam units and, from 1916, the government cautiously accepted some visible minorities. The latter soon enlisted in significant numbers, including 3,500 Aboriginal Canadians, 1,000 Blacks, and several hundred Canadians of Chinese and Japanese descent.

These minor successes raised more troops, but not enough to replace the many thousands killed and wounded in the battles of 1916 and early 1917.

Conscription Prevails

The conscription debate raged through most of 1917 and into 1918. The required legislation, the Military Service Act, worked its way through Parliament during the summer to be passed in late August. It made all male citizens between the ages of 20 and 45 subject to military service, if called, for the duration of the war.

"Recruitment and Conscription - Conscription, 1917." Canadian War Museum: Canada and the First World War. Accessed December 2, 2014. <http://www.warmuseum.ca/firstworldwar/history/life-at-home-during-the-war/recruitment-and-conscription/conscription-1917/>.



*Figure 1- Japanese Canadian in Uniform
(George Metcalf Archival Collection)*

Primary Resource Analysis

Look through the following primary documents and answer the questions provided.

PSD 5.2: "Every Vote Counts"



A wounded Canadian soldier casts his vote in the December 1917 election at a Canadian hospital in France. The patient and his bed were moved outdoors to pose for this photo with high ranking officers.

Does this photograph seem genuine? Argue your viewpoint. Why would that be important to understanding the photo?

PSD 5.3: *Visiting the Wounded*

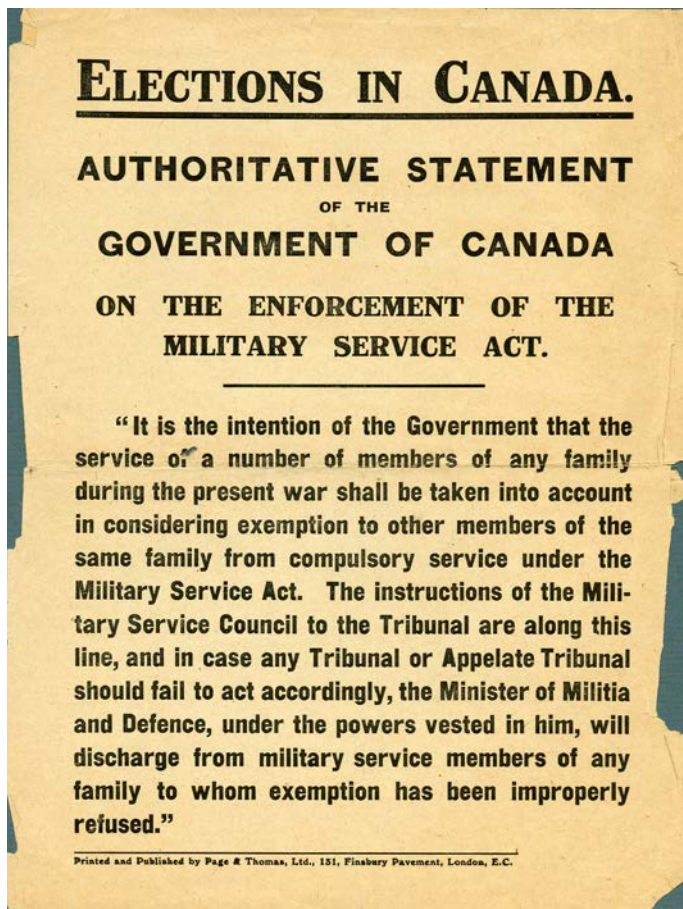


In this May 1917 photograph, Prime Minister Sir Robert Borden sits and chats with wounded soldiers at a base hospital in France. Following this visit to the Western Front, Borden saw first-hand evidence of the shortage of soldiers and the need for reinforcements in order to keep from sending wounded soldiers back into the line.

Considering *both* photographs (PSD 5.2 and 5.3), what difference would Conscription make to the military community?

What were some of the fundamental reasons behind conscription?

PSD 5.4: *Enforcement of the Military Service Act*



Read the document. Who was allowed exemption from the Military Service Act?

Why do you think this exemption was allowed?

DOMINION of CANADA

MILITARY VOTERS ACT, 1917.

DIRECTIONS FOR GUIDANCE OF VOTERS.

WHO MAY VOTE.—'Military elector' means and includes every person, male or female, who, being a British subject, whether or not ordinarily resident in Canada and whether or not an Indian, has been, while within or without Canada, appointed, enlisted, enrolled or called out for and placed on active service as one of the Canadian Expeditionary Force, the Royal Canadian Navy, the Canadian Militia on active service, or the Royal Naval Canadian Volunteer Reserve, or has been, while within Canada, appointed, enlisted or enrolled as one of the British Royal Flying Corps, Royal Naval Air Service, or Auxiliary Motor Boat Patrol Service, whether as officer, soldier, sailor, dentist, nurse, aviator, mechanic or otherwise, and who remains one of any such forces or services or has been honourably discharged therefrom, or, in the case of an officer who has been permitted to resign or without fault on his part has had his services dispensed with, and every person, male or female, who, being a British subject ordinarily resident in Canada, whether or not a minor or an Indian, is on active service in Europe in any of the forces or services, military or naval, of his Majesty or of His allies.

WHO MAY BE VOTED FOR.—Only one Candidate may be voted for except in the Electoral Districts of Ottawa, Halifax, South Cape Breton and Richmond, the City and Counties of St. John and Albert and of Queens, Prince Edward Island, where two Candidates may be voted for.

Each Voter, if he is entitled to vote for any particular Candidate or Candidates, and if such Candidate is the Candidate in the Electoral District to which, in accordance with the endorsement or mark on the envelope, such ballot has been applied, may write the name of such Candidate or Candidates in the first white space. If he desires to vote for a party he may make a X in the white space containing the name of the party for which he intends to vote.

The Vote of a Voter will be applied to the place in Canada where he was last resident for four continuous months of the last year of his residence in Canada immediately preceding his enlistment. If he has not been so resident during any four months, he may apply the Vote to any place in Canada where he has at any time resided, and if he has not been resident in Canada at all he may apply the Vote to some Electoral District in Canada which he will select.

Voters are reminded when voting for a person by name that the Vote shall be counted for such person only if he is a Candidate in the Electoral District to which, in accordance with the endorsement or mark on the envelope, such Ballot has been applied, but if otherwise, it shall be rejected.

Voters are reminded that they shall only vote once in this Election.

aa 13118

19760586
60-3-207

This leaflet defines the term "military elector" and instructs voters who to cast their ballots. Overseas soldiers were given the option of placing their vote for a candidate in their riding, or simply allowing the party to assign it. This was highly irregular, as the latter option allowed the Unionists, who received the vast majority of soldiers' votes, to sway several close ridings in their favour

After carefully reading the document, list some of the groups of people were allowed to vote in this election.

- _____
- _____
- _____
- _____

The main idea in this vote at the time was to foster support for conscription. However, in this vote there were some unintended consequences. What were they?

PSD 5.6: Canadian Nurses



The Military Voters Act was one of the first steps for Women's Rights with the opportunity for women to actively participate in a political decision. The military women who voted proved themselves "valid" to be able to contribute to something that would affect them directly.

In giving women the opportunity to vote in this election, the desired result was:

PSD 5.7: *Conscription Trap*

BEFORE YOU READ, look at this image for 5 seconds. Write down the message you interpreted from that quick look.

Methodist Church

FRIDAY EVENING June 1st
AT 8 P. M. SHARP

Captain (Mrs.) L. M. Parsons
will tell the **YOUNG MEN** how to

Avoid Conscription

Captain Parsons' fame as a public speaker has preceded her to Leamington and there are few who have not read of the great work she has done throughout the Dominion, and of the favorable comment her work has received from the great Canadian newspapers.

THREE SONS AT THE FRONT

Captain Parsons is not only the only woman who holds a commission in the Canadian Army, but she has three sons at the front as well, and is intimately acquainted with every phase of the great struggle.

While in this instance she does not CARRY A MESSAGE TO GARCIA, she does carry a message and a most important message for the **YOUNG MEN OF LEAMINGTON** who must soon decide whether they will "GO" or be "SENT FOR."

Lt.-Col. Milligan, late of the 18th Battalion, is expected to be give a short address, with us and the Rev. Mr. Burrell will also

Music by the Citizens' Band and singing by the Dunn-Trott-Beacom-Daykin "Quartette". **EVERYBODY COME**, as this will in all probability be the last meeting of this nature ever to be held in Leamington.

Rev. J. S. Leckie Chairman
Edward Winter Pres't of Brotherhood
Wm. T. Gregory Chairman Rec. Com.

God Save the King and the Boys Who Wear the Khaki

P.S.—ADMISSION FREE. **EVERYBODY COME.**

After reading the document thoroughly, what is the true message of the document?

BLM 6.1: Internment Article Questions

1. What are some of the key things mentioned in your group's section of the article regarding Ukrainian/German internment?
2. As a group use your current idea of what is and isn't ethical and describe what things you consider to be ethically wrong in your article piece.
3. Why are your group's current judgments on internment in Canada a poor way to judge ethical behavior in 1914?
4. How can your group use historical perspectives and evidence to better understand the ethical dimension of internment within Canada?
5. Considering the article you have just read, demonstrate why Ukrainian/German internment during WWI was a justifiable event.
6. How does your propaganda photo demonstrate Canada's affiliation with Britain? Was this type of propaganda acceptable during WWI?

BLM 6.2: Anti-German Propaganda Ad

