

**INTRODUCING UNIT 2**  
**TEXT TO COME**

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Teacher's Resource  
Draft

<b>Unit 2 (1914–1938)</b>		
To what degree did internal and external forces transform Canada between 1914 and 1938?		
<b>Chapter 5 — World War I</b>		
<b>Chapter Issue — To what extent did Canada respond effectively to World War I?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1</b> Unit 2 Opener Unit 2 Challenge Introduction to Chapter 5 (pp. 118–125)	<b>Unit 2 Opener</b> Introduce Unit 2  <b>Your Challenge 2</b> Introduce and specifically discuss expectations for challenge for Unit 2  <b>Introduction to Chapter 1</b> Introduce chapter issue, key terms, and “My Canadian History Journal”	75 minutes
<b>2</b> Canada’s Involvement (pp. 126–127)	<b>IQ 1: Why did Canada become involved in World War I?</b> Explore the war’s causes and Canada’s responses	75 minutes
<b>3</b> Challenges Faced by Canadian Forces (pp. 130–134)	<b>IQ 2: What challenges did Canadian Forces face in World War I?</b> Explore the weapons and technology of the war, trench warfare, the theatres of operation, and two significant battles	75 minutes
<b>4</b> Challenges Faced by Canadian Forces (continued) (pp. 135–139)	<b>IQ 2: What challenges did Canadian Forces face in World War I? (continued)</b> Explore the Battle of Vimy Ridge, Passchendaele, Canada’s Hundred Days, and the Paris Peace Conference, with a focus on their effects on Canadian identity  <b>Making History</b> Remembering Vimy	75 minutes
<b>5</b> The Home Front Know and Understand . . . Think . . . Communicate . . . Apply . . . (pp. 140–147)	<b>IQ 3: How did Canadians at home respond to the war?</b> Explore various aspects and effects of the war on the home front  <b>Viewpoints on History</b> Two views on conscription  <b>Know and Understand . . . Think . . .</b> <b>Communicate . . .</b> <b>Apply . . .</b>  <b>Steps to Your Challenge</b> Prepare to complete the challenge for this unit	75 minutes

<b>Chapter 6 — Social and Economic Change</b> <b>Chapter Issue — To what extent did responses to social and economic forces help transform Canada after World War I?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>6</b> Introduction to Chapter 6 Legacies of World War I (pp. 148–154)	<b>Introduction to Chapter 1</b> Introduce chapter issue, key terms, and “My Canadian History Journal”  <b>IQ 1: How did legacies of World War I affect Canadians?</b> Explore changing expectations, the Spanish flu pandemic, changing social conditions, women’s suffrage, and the Persons Case  <b>Viewpoints on History</b> Three views on recognizing women’s right to vote	75 minutes
<b>7</b> Postwar Challenges (pp. 155–159)	<b>IQ 2: How did Canadians respond to postwar challenges?</b> Explore postwar economic conditions, the fate of returning soldiers, labour unrest, the Winnipeg General Strike, and Prohibition in Canada	75 minutes
<b>8</b> The 1920s (pp. 160–163)	<b>IQ 3: How did Canadians respond to the economic boom of the 1920s?</b> Explore economic growth, changing trade partners and foreign ownership, urbanization, consumerism, and the emergence of radio and buying on credit	75 minutes
<b>9</b> The Great Depression Know and Understand . . . Think . . . Communicate . . . Apply . . . (pp. 164–173)	<b>IQ 4: How did Canadians respond to the Great Depression?</b> Explore the stock market crash of 1929, regional disparities, responses to the Depression, and responses to American cultural influences  <b>Picturing Social and Economic Change</b> <b>Making History</b> A Teenager during the Depression  <b>Know and Understand . . . Think . . .</b> <b>Communicate . . .</b> <b>Apply . . .</b>  <b>Steps to Your Challenge</b> Prepare to complete the challenge for this unit	75 minutes

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## LESSON 1

### UNIT 2 OPENER

### UNIT 2 CHALLENGE

### INTRODUCTION TO CHAPTER 5

**Unit issue question:** To what degree did internal and external forces transform Canada between 1914 and 1938?

**Chapter issue question:** To what extent did Canada respond effectively to World War I?

### LESSON FOCUS

This lesson introduces students to Unit 2, which covers the period from 1914 to 1938, and the unit's challenge — to analyze, interpret, and evaluate two primary source documents in response to the Unit 2 issue question. The lesson also introduces Chapter 5.

To help focus students' explorations, you may wish to post this question prominently or write it on the chalkboard: Where can I find resources and seek feedback to help me complete the Unit 2 challenge?

**Estimated Time:** 75 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 2.5.1, Your Challenge 2 — Evaluation Rubric
- BLM 2.5.2, Your Challenge 2 — Checklist for Success
- BLM 2.5.3, What My Primary Sources Exhibit Will Include
- BLM 2.5.4, Steps to Complete My Primary Sources Exhibit

Prepare an overhead transparency or presentation slide of the graphic story on page 120 of *Creating Canada*, the Unit 2 Timeline, 1914–1938 (p. 121), and Figure 5-1 (p. 124).

Book an overhead projector, or a computer, and screen.

### RESOURCES

*Creating Canada*, pages 118–125

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether new resources have been posted to the site.

[www.vac-acc.gc.ca/remembers/sub.cfm?source=history/firstwar](http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/firstwar)

Veterans Affairs Canada offers information on Canada's involvement in World War I, including links to four Historica minutes: "Halifax Explosion," "John McCrae," "Valour Road," and "Vimy Ridge."

[www.warmuseum.ca/cwm/explore/military-history/military-history](http://www.warmuseum.ca/cwm/explore/military-history/military-history)

The website of the Canadian War Museum provides features on wartime propaganda, Canadian posters of WWI, Vimy Ridge, and Remembrance Day.

[www.firstworldwar.com](http://www.firstworldwar.com)

A “multimedia history” site offers articles, maps, timelines, memoirs, diaries, and interesting facts about the background and causes of World War I.

[www.vac-acc.gc.ca/remembers/sub.cfm?source=history/firstwar/mccrae](http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/firstwar/mccrae)

Veterans Affairs Canada offers a site about John McCrae.

[www.collectionscanada.gc.ca/archivianet/020152\\_e.html](http://www.collectionscanada.gc.ca/archivianet/020152_e.html)

Library and Archives Canada offers a site dedicated to war diaries — a daily account of actions in the field — from World War I.

[www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/diary/1diary](http://www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/diary/1diary)

Veterans Affairs Canada provides links to letters and diaries from World War I.

Freeman, Bill and Richard Nielsen. *Far from Home: Canadians in the First World War*. Toronto: McGraw-Hill Ryerson, 1999.

A companion book to the CBC miniseries. Both the book and the series explore the war through original photographs, newspaper clippings, excerpts from letters and diaries, and quotes from hundreds of Canadians who lived through the nightmare of life in the trenches.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students’ participation in a variety of activities. These may include

- working on the BLMs
- participating in class discussions and activities

## PRIOR LEARNING

Students will draw on information about Canada’s participation in armed conflict that was introduced in Unit 1.

## TEACHING AND LEARNING STRATEGIES

1. Draw students’ attention to the Unit 2 organization chart on page 118 of *Creating Canada*. With students, review how the textbook’s four units are connected to the key issue — To what extent have local, national, and global forces shaped Canadian identity? Ask students to identify the titles of the four Unit 2 chapters. Then tell them to read the inquiry questions below each chapter’s title. Instruct students to record in their notebooks

- words in the titles and inquiry questions that they have encountered and used in Unit 1
- words that are new to their study of history
- words that are new to them

Ask volunteers for a word from their list. On the chalkboard or a sheet of chart paper, list the words that are new to students and ask volunteers to suggest definitions. Instruct students to keep their word lists for reference as they work through this unit and to update definitions as required — and leave the classroom list posted so you can return to it.

2. Read aloud the words of Wilfrid Laurier on page 119 of *Creating Canada*. Ask students what they know about Laurier and why he is significant. Do they know, for example, that Laurier's image appears on the \$5 bill? Then ask them to paraphrase the quotation.

With students, read the remainder of page 119, pausing after each paragraph to guide the class through a discussion. To help focus students' discussion, you may wish to ask questions such as

- Why did Canadians respond so enthusiastically to the outbreak of war in 1914?
- In what ways might Canadians' views of the war have changed by 1918?
- In what ways was World War I significant for Canada?
- What were some of the other tumultuous events that occurred between 1914 and 1938?

3. Display an overhead transparency or presentation slide of the graphic story on page 120 of *Creating Canada*. Ask students to examine the story, then ask questions like the following:

- What do the young people find out about their great-grandfather? Their grandfather?
- What do they find out about World War I? The Roaring Twenties? The Great Depression? World War II?
- Which details in the story portray change? Which details portray continuity?
- What do you find most interesting about the information presented?

Ask students to complete the activity in "Your Turn." When they finish, ask volunteers to share their responses. Students may suggest that a number of local details — car styles, movie titles, the absence of alcohol in 1923, and perhaps the lineups for meals — have changed. And young Canadian men are no longer fighting in a world war. But Canada is still sending soldiers to faraway conflicts and enduring cycles of prosperity and hardship.

4. Draw students' attention to the timeline and photographs on page 121 of *Creating Canada*. Why do they think these particular photographs were chosen? What other events from 1914 to 1938 could have been included in the timeline? Why would they include these events?
5. Ask students to turn to "Your Challenge" (pp. 122–123, *Creating Canada*) and distribute BLM 2.5.1, Your Challenge 2 — Evaluation Rubric, and BLM 2.5.2, Your Challenge 2 — Checklist for Success.

With students, read the introduction to the challenge and explain that the assessment rubric lets students know — ahead of time — how you will evaluate their presentations. With students, examine the criteria included in the rubric to ensure that they understand the meaning of each item. Also explain that, as they progress through this unit and begin working on their challenge, they can use the checklist for success to ensure that they have met all the evaluation criteria. Then instruct them to store these sheets where they will be able to find them as they work through the steps of this challenge.

6. With students, read the sections titled "Using Primary Sources," "What Your Primary Source Exhibit Will Include," "Tips for Choosing Primary Sources as Evidence," and "Steps to Using Primary Sources as Evidence" (pp. 122–123, *Creating Canada*). Distribute BLM 2.5.3, What My Primary Sources Exhibit Will Include, and BLM 2.5.4, Using Primary Sources as Evidence, to help students think ahead and draw up proposals for their primary sources, descriptions, and summaries. Note that part of what they are thinking about is which other student(s) they might turn to for feedback and help, what feedback you might provide, and how another adult (e.g., a parent, another teacher, or a librarian) may be able to help.



Instruct students to store their planning sheets where they can find and complete them as they work through the steps of this unit's challenge. At appropriate times, collect these worksheets and provide feedback and suggestions in the space provided. In some cases, you may wish to schedule individual conferences with students to discuss their proposals and provide guidance; in other cases, you may wish to provide time for students who are planning to use the same kind of primary resources (e.g., audiotapes or statistics) to meet and share ideas.

7. Ask students to brainstorm to create a list of possible primary sources they might choose to analyze, interpret, and evaluate to complete this unit's challenge. Students may suggest newspaper articles, recordings, interviews, posters, music, letters, diaries, photographs, cartoons, maps, official reports, and statistics as examples of primary sources. Ask them what kinds of primary sources they would be most interested in choosing (e.g., written, visual, audio) and how they will decide which ones to choose. What criteria will they use to make this decision? Which period of history from 1914 to 1938 are they most interested in learning about — World War I, the Roaring Twenties, the Great Depression, or the events leading to World War II?

You may also wish to direct students' attention to Appendix 2: History Literacy Skills and review all or some of the strategies and tips in "Reading Primary Source Documents" or "Analyzing Information from Many Sources."

#### More to the Story

John McCrae created some of the most enduring symbols of World War I — and perhaps of all wars — when he wrote "In Flanders Fields." The poem was first published in England's *Punch* magazine in December 1915. Within months, it had come to epitomize the sacrifices of all who were fighting that war. Today, the poem and the poppies that blow in its first line continue to play a central role in Remembrance Day ceremonies in Canada and other countries throughout the world.

8. Display an overhead transparency or presentation slide of Figure 5-1 (p. 124, *Creating Canada*). With students, read the letter, pausing frequently to underline significant language and emotions the letter conveys. Then ask students to read the caption. In what ways are these primary sources treated differently (e.g., the author of the letter is identified, but the soldier in the photograph is not)? In what ways are these differences significant — or not?
9. Draw students' attention to the key terms on page 125 of *Creating Canada*. Ask students how they would define each of these terms at this point and record their responses on the list you began in Step 1 of this lesson. You may also wish to ask students to add these terms to the list in their notebooks.
10. With students, read the opening paragraphs of page 125 of *Creating Canada*. Then ask them to explain how World War I changed the lives of individual Canadians and the direction of the country as a whole.

Ask students to respond to the questions about Figure 5-1 (p. 124) and guide the class through a discussion.

Instruct students to complete the activity in "My Canadian History Journal." When they finish, ask volunteers for examples of what they think people meant when they referred to World War I as the "Great War."

## DIFFERENTIATING INSTRUCTION

1. Some students may benefit from one-on-one assistance to help them understand how to work with the evaluation rubric, checklist for success, and planning worksheets. Or you may wish to divide the class into pairs or small groups to review the challenge checklist and rubric. Students may be more likely to ask questions of each other than they are to ask you directly in front of the class.
2. Instruct students to examine the recruiting poster on page 119 of *Creating Canada* and to present a brief analysis, interpretation, and evaluation of it as a primary source. Remind them that the caption will help them understand the various symbols and elements used in the poster.
3. Encourage interested students to find other letters, memoirs, photographs, and diaries from World War I (see “Additional Resources”). They could create a display for the class.

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## LESSON 2

### CANADA'S INVOLVEMENT IN WORLD WAR I

**Chapter issue question:** To what extent did Canada respond effectively to World War I?

**Inquiry question:** Why did Canada become involved in World War I?

#### LESSON FOCUS

Students will explore the causes of World War I. They will also begin to examine Canada's involvement in the war.

To help focus students' explorations, you may wish to post this question prominently or write it on the chalkboard: What role did Canada play in World War I, and how did it affect Canadians?

**Estimated Time:** 75 minutes

#### GETTING READY

Photocopy blackline masters.

- BLM 2.5.5, Causes of World War I
- BLM 2.5.6, Canada Goes to War

Prepare an overhead transparency or presentation slide of Figure 5-2 (p. 126, *Creating Canada*), Figure 5-3 (p. 127), Figure 5-4 (p. 128), and Figures 5-5 and 5-6 (p. 129)(optional).

Book an overhead projector, or a computer, and screen.

Collect four sheets of chart paper and different-coloured markers.

#### RESOURCES

*Creating Canada*, pages 126–129

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether new resources have been posted to the site.

**Note:** See “Additional Resources” in the previous lesson.

[www.multiculturaltrails.ca/level\\_3/number115.html](http://www.multiculturaltrails.ca/level_3/number115.html)

A Nova Scotia website offers details about the No. 2 Construction Battalion, made up of black Canadians, and its role in World War I.

[www.alts.net/ns1625/conbat2a.html](http://www.alts.net/ns1625/conbat2a.html)

A website that reproduces primary documents about the No. 2 Construction Battalion and black enlistment in World War I.

*Honour Before Glory*. Anthony Sherwood Productions, 2001.

A documentary film about the No. 2 Construction Battalion.

<http://archives.queensu.ca/Exhibits/archres/wwi-intro.html>

Queen's University Archives offers a site about World War I that includes pages about the home front, women, and technology, as well as ideas for teachers. The page about women includes archival photographs and posters, accompanied by brief explanations.

[www.warandgender.com/wgwomwwi.htm](http://www.warandgender.com/wgwomwwi.htm)

In "The Women of World War I," professor Joshua Goldstein offers excerpts from his book *War and Gender: How Gender Shapes the War System and Vice Versa*.

[www.cbc.ca/news/background/remembranceday/aboriginal-veterans.html](http://www.cbc.ca/news/background/remembranceday/aboriginal-veterans.html)

A CBC News in Depth story on the role of Aboriginal Canadians during World War I

[http://archives.cbc.ca/war\\_conflict/first\\_world\\_war/topics/2425](http://archives.cbc.ca/war_conflict/first_world_war/topics/2425)

CBC Archives offers a site called The First World War: Canada Remembers, with numerous interviews, TV clips, and other visual sources about Canada's role in World War I.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include

- completing the BLMs
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understanding of World War I and its effects on Canada.

## TEACHING AND LEARNING STRATEGIES

1. On the chalkboard, write the terms "imperialism," "militarism," and "nationalism." Ask students what these terms have in common. When they mention the suffix "-ism," ask them what they think it means and point out that it usually refers to a set of beliefs or an ideology.

With students, read the inquiry question — Why did Canada become involved in World War I? — and the first two paragraphs on page 126 of *Creating Canada*. Distribute BLM 2.5.5, Causes of World War I, and instruct students to fill out the worksheet as they read pages 126 and 127.

2. When they finish, divide the class into four heterogeneous groups for a graffiti activity (see p. xx) about the causes of World War I. At the top of a sheet of chart paper, write each of the following questions:

- What is imperialism and why was it a cause of World War I?
- What is militarism and why was it a cause of World War I?
- What are alliances and why were they a cause of World War I?
- What is nationalism and why was it a cause of World War I?

Post the sheets in four different areas of the classroom, give each group of students a different-coloured marker, and assign one question to each group. Instruct group members to gather in the area where their question is posted and to brainstorm responses.

### More to the Story

Archduke Franz Ferdinand's uncle, Emperor Franz Joseph of Austria-Hungary, tried to talk his nephew out of marrying Sophie Chotek because her family was not considered noble enough to marry into the royal family. When Franz Ferdinand refused to marry anyone else, Franz Joseph reluctantly agreed to the match but refused to attend the wedding.

Sophie was not welcomed into the royal family and was not even allowed to ride in the same car as her husband on state occasions. This was one reason the visit to Sarajevo was so important to Franz Ferdinand. Sophie had finally been given permission to ride with him in a motorcade — and so she was in the car with Franz Ferdinand when Gavrilo Princip, a member of a Serbian nationalist group called the Black Hand, fired the shots that killed them. She and Franz Ferdinand died on their 14th wedding anniversary. Neither Franz Joseph nor Kaiser Wilhelm, the German emperor, attended their funeral.

3. Instruct the groups to record their responses on the sheet of chart paper at their assigned station, then ask the students to rotate clockwise to the next station, taking their coloured marker with them. Tell them to read the questions and responses that have already been posted, then to record alternative responses or comments. As the groups progress through the stations, it may become difficult to think of alternatives. Tell students that if this happens, they may record follow-up questions or comments and initial them. When the groups have rotated through all four stations, discuss with the class the responses posted on the sheets. Ask students which of the four causes they think was most significant and why. Make sure they explain the criteria they used to arrive at their conclusions.
4. Display an overhead transparency or presentation slide of Figure 5-2 (p. 126, *Creating Canada*) and draw students' attention to the activity icon at the bottom of page 126. Ask them to examine the statistics and to respond to the question. Students may suggest that Canada was not an important or powerful country in 1914, compared to the other countries shown in the chart, because its army was much smaller.
5. Display an overhead transparency or presentation slide of Figure 5-3 (p. 127, *Creating Canada*). Ask students to note the countries belonging to the two rival alliances — the Triple Alliance and the Triple Entente — and the capital cities of these countries. Then draw their attention to the activity icon on page 127 and ask them to respond. Students may suggest that Germany, Austria-Hungary, and Italy were called the Central Powers because they were located in the central part of Europe. Students may also suggest that the European alliances before World War I were similar to NATO in that they included many of the same countries. These alliances were different, however, because some of these countries — such as Germany, England, Italy, and France — were in opposing alliances. Students may also note that the NATO alliance commits all its members to act if another member is attacked, whereas the prewar alliances were an attempt to maintain a balance of power and did not necessarily mean that the allies acted together.
6. Display an overhead transparency or presentation slide of Figure 5-4 (p. 128, *Creating Canada*) and ask students to read the caption. Ask students why they would consider this a primary source document for World War I. What does it tell them about the war? Students may suggest that the appeal to king and country would resonate with many Canadians at that time because more than half the population was of British origin.

Read aloud the section titled “Canada Goes to War” (p. 128) and ask students to respond to the question in the activity icon at the end of this section. Students may suggest that the

term “mother country” implies that Canada was still a child — a dependant of Britain —when World War I began.

7. Distribute BLM 2.5.6, *Canada Goes to War*, and organize a think-pair-share activity (see p. xx) to read and reflect on the sections titled “Responses to Recruitment” (p. 128, *Creating Canada*), “Not Wanted in the Armed Forces” and “Women’s Roles” (p. 129). Tell students that, when they finish reading and revising their notes, they will present a brief news report about one of these topics to the class.

When they seem ready, assign the pairs one of the sections and select pairs to present their report. Students may also wish to display an overhead transparency or presentation slide from their section of the chapter to act as a visual aid. When as many reports as you wish have been given, guide the class through a discussion.

8. Draw students’ attention to the activity icon at the bottom of page 128 of *Creating Canada* and ask students to respond. Students may suggest that many Canadians may have been motivated to join the army at the outbreak of World War I because jobs were scarce and they could earn \$1.10 a day in the army.

#### **Vocabulary Tip**

Be sure students understand the difference between **compare** and **contrast**:

- **Compare** means to find similarities and differences
- **Contrast** means to find differences

9. Ask students to complete the activities “Recall . . . Reflect . . . Respond) (p. 128, *Creating Canada*).

In response to Question 1, students may suggest that the Canadian government might have responded differently by not committing so many troops and supplies. Some may also suggest that, given Canada’s distance from Europe, the war was not a threat to this country and there was no reason for Canada to participate.

For the second activity, students’ descriptions will vary, but be sure they are based on clear criteria.

Before asking students to respond to Question 3, be sure they understand the difference between comparing and contrasting (see the vocabulary tip above). Students may suggest that Afghanistan and World War I are similar in that a number of countries, including Canada, Britain, and the United States, participated in both. They may suggest that they are different because World War I pitted the members of two rival alliances against one another, while the Afghanistan mission is concentrated on eliminating an insurgent group operating in a single country. Some may also note that this country is not in Europe, where all the fighting occurred in World War I. Be sure students give reasons for their conclusions.

## **DIFFERENTIATING INSTRUCTION**

1. Assign one or more students to update the word wall.
2. Choose groups and pairs carefully so students can assist one another. You may also wish to circulate and provide help as required.

3. Instruct students to use some of the websites listed in “Additional Resources” to find letters from soldiers or other primary documents about World War I. Ask them to present a brief report explaining their impressions and what they learned from these sources.
4. Encourage interested students to conduct further research on the No. 2 Construction Battalion or the role of women as nurses in World War I. They could prepare a display for the bulletin board.
5. Ask some students to investigate one of the websites listed as additional resources for this or the previous lesson. They could prepare a brief presentation for the class about what the site has to offer as a source of information about World War I or Canada’s involvement.

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## LESSON 3

### CHALLENGES FACED BY CANADIAN FORCES

**Chapter issue question:** To what extent did Canada respond effectively to World War I?

**Inquiry question:** What challenges did Canadian Forces face in World War I?

### LESSON FOCUS

Students will continue to explore Canada's role in World War I, focusing on weapons, theatres of operation, and a few of the major battles — such as the Second Battle of Ypres and the Somme — in which Canadian forces took part. They will also complete a short writing assignment about life in the trenches.

To help focus students' explorations, you may wish to post this question prominently or write it on the chalkboard: What aspects of World War I made it different from other wars?

**Estimated Time:** 75 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 2.5.7, Weapons and Technology of World War I
- BLM 2.5.8, War at Sea, in the Air, and on Land

Prepare an overhead transparency or presentation slide of Figures 5-8 and 5-9 (p. 132, *Creating Canada*), Figure 5-10 (p. 133), and Figure 5-12 (p. 134).

Book an overhead projector, or a computer, and screen.

### RESOURCES

*Creating Canada*, pages 130–134

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether new resources have been posted to the site.

**Note:** See “Additional Resources” in the previous lessons.

[www.bbc.co.uk/history/worldwars/wwone](http://www.bbc.co.uk/history/worldwars/wwone)

A BBC site offers links to a number of features, including a virtual tour of the trenches.

[www.warmuseum.ca/cwm/games/overtop/index\\_e.html](http://www.warmuseum.ca/cwm/games/overtop/index_e.html)

The Canadian War Museum offers Over the Top: An Interactive Adventure, which enables students to catch a glimpse of what trench life was like.

[www.billybishop.org](http://www.billybishop.org)

A site maintained by the Billy Bishop Home and Museum in Owen Sound, Ontario, includes articles on Bishop's achievements and artifacts related to his life.



[www.firstworldwar.com/battles/ypres2.htm](http://www.firstworldwar.com/battles/ypres2.htm)

A web page about the Second Battles of Ypres.

[www.spartacus.schoolnet.co.uk/FWWmustard.htm](http://www.spartacus.schoolnet.co.uk/FWWmustard.htm)

A web page from Spartacus Educational offers first-hand accounts of the effects of using mustard gas in World War I.

[www.iwm.org.uk/server/show/nav.00o](http://www.iwm.org.uk/server/show/nav.00o)

The British Imperial War Museum offers a web page on the Battle of the Somme. The page includes links to personal stories that include photographs, objects, documents, and recorded interviews.

[www.heritage.nf.ca/greatwar/articles/regiment.html](http://www.heritage.nf.ca/greatwar/articles/regiment.html)

The Newfoundland and Labrador Heritage website chronicles the Royal Newfoundland Regiment and its role in the Battle of the Somme. The site includes articles, images, and audio and video clips.

Youel, Duncan and David Edgell. *The Somme: Then and Now — A Visual History*. London: Dorling Kindersley, 2006.

An illustrated history of the deadly Somme offensive of 1916.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include

- completing the BLMs
- completing a brief writing assignment
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their knowledge of World War I and Canada's response to it.

## TEACHING AND LEARNING STRATEGIES

1. Instruct students to turn to page 130 of *Creating Canada*. Choose two of the strongest dramatic readers in the class and ask them to prepare to read one of the "Voices" on that page while you read aloud the inquiry question and introductory paragraphs. Then ask the selected students to read the two extracts, pausing after each to guide the class through a discussion of its content. You may wish to guide the discussion by asking questions such as

- What was different about the kind of warfare soldiers experienced in World War I?
- How would you have responded to the situation described by Jan Bloch? By Max Osborn?
- What do you think has changed between fighting at that time and in conflicts like the one in Afghanistan? What has remained the same?

In general, students will probably be aware of the fact that the industrial and technological advances that made World War I deadly and long have continued to make modern weapons even more deadly, precise, and effective.

**More to the Story**

When machine guns were first developed in the late 1900s, some British commanders believed that it would be improper or “ungentlemanly” to use them in battle. This was one reason the British armed forces were, at first, much slower than the Germans to use machine guns.

2. Organize the reading of the sections titled “Weapons of War” and “Submarines, Tanks, and Airplanes” (pp. 130–131, *Creating Canada*) as a think-pair-share activity (see p. xx) and distribute BLM 2.5.7, Weapons and Technology of World War I, to help students organize their thoughts and their notes. When the pairs finish discussing and revising their notes, discuss their findings with the class.
3. Instruct students to work with their partner to read page 132 of *Creating Canada*, then display an overhead transparency or presentation slide of Figures 5-8 and 5-9 (p. 132) and ask students to respond to the activity icon on that page. Students may suggest that the long line of trenches on the Western Front contributed to the stalemate because both sides were dug in — neither side could advance and cross no man’s land easily.

**More to the Story**

For most British — and Canadian — soldiers in World War I, a drink of rum was part of the daily food ration. It was usually used to dull the senses and nerves to make living in the trenches more bearable and to help soldiers get some sleep. But sometimes it was used to help the troops overcome their fear of going over the top. And sometimes it took more than one. In at least one instance, a soldier was given four double shots before he was sent over the top.

4. Ask students to imagine that they are a soldier living in the trenches during World War I. Tell them to write a letter home to their parents, a brother or sister, their girlfriend, or the local newspaper at home or to compose an entry in a journal describing their daily life and their feelings. When they finish, ask volunteers to read their letter or journal entry and discuss with the class the hardships, hopes, fears, and other emotions that they may reveal — or that they may conceal.

**More to the Story**

During World War I, Newfoundland was not yet part of Canada.

The soldiers of the Newfoundland Regiment ran out of khaki-coloured cloth to make puttees, the cloth that wrapped tightly around the calf of a soldier’s leg. So the Newfoundlanders used blue cloth instead — and became known as the “Blue Puttees.”

July 1 was the first day of the Battle of the Somme — when, out of the nearly 800 Blue Puttees who went over the top, 255 died, 386 were wounded, and 91 were listed as missing. As a result, Newfoundlanders regard July 1 — Canada Day — as a day of sorrow and remembrance rather than celebration.

**Vocabulary Tip**

Take this opportunity to draw students’ attention to the meaning of “casualties.” Ensure that they understand that this term includes both those who are killed and those who are injured. When students discuss the results of battles, ensure that they use the term correctly.

5. Distribute BLM 2.5.8, War at Sea, in the Air, and on Land. Tell students to stay in their pairs and to work together to fill in the appropriate sections of the worksheet as they read and discuss the sections titled “The War at Sea” (p. 133, *Creating Canada*), “The War in the Air” (p. 133), “The War on Land” (p. 134), and “The Battle of the Somme” (p. 134).  
When they finish, discuss their findings with the class. Then instruct students to file this worksheet where they will be able to find and complete it in the next lesson.
6. Display an overhead transparency or presentation slide of Figure 5-10 (p. 133, *Creating Canada*) and Figure 5-12 (p. 134). Ask students to read the captions and then to examine these images as primary sources. How effective do you think these images are? Which is designed to manipulate feelings? What is your response to them? What techniques prompted these responses?

### More to the Story

When the Germans surprised the Allies by releasing chlorine gas during the Second Battle of Ypres, Canadian troops were not equipped with gas masks. They fashioned their own primitive masks by urinating on a piece of cloth and holding this over their mouth and nose. The theory was that the ammonia in the urine would neutralize the chlorine as it passed through the cloth. This enabled the Canadians to breathe — and to hold their position.

7. Ask students to respond to the question in “Up for Discussion” on page 134 of *Creating Canada*. They may indicate that setting rules for waging war makes sense if the rules ban certain weapons, such as landmines and chemical and biological weapons that are almost certain to harm civilians. On the other hand, they may indicate that such international bans have little, if any, effect on countries that are determined to use these weapons anyway. Emotions may run high on these issues, so remind students to use appropriate language.

### DIFFERENTIATING INSTRUCTION

1. Some students may be more comfortable creating a drawing or series of sketches rather than writing a letter or journal entry in Step 4 of this lesson.
2. Ask students to find out more about war weapons and methods — then and now — for a classroom display. One option might be a poster to ban certain weapons, techniques of fighting, or methods of taking and interrogating prisoners of war.
3. Encourage interested students to conduct further research on Billy Bishop or the use of gas attacks. They could present a brief oral or written report to the class.

## LESSON 4

### CHALLENGES FACED BY CANADIAN FORCES (CONTINUED)

**Chapter issue question:** To what extent did Canada respond effectively to World War I?

**Inquiry question:** What challenges did Canadian Forces face in World War I? (continued)

### LESSON FOCUS

Students will continue to explore Canada's role in World War I — and its effects on Canadian identity — by examining the Battle of Vimy Ridge, Passchendaele, Canada's Hundred Days, and the country's participation in the Paris Peace Conference.

To help focus students' explorations, you may wish to post this question prominently or write it on the chalkboard: In what ways did World War I and the peace conference help shape Canada's sense of itself as a nation?

**Estimated Time:** 75 minutes

### GETTING READY

Photocopy blackline master.

- BLM 2.5.9, Significant Events of World War I and the Paris Peace Conference

Prepare an overhead transparency or presentation slide of Figure 5-17 (p. 137, *Creating Canada*).

Book an overhead projector, or a computer, and screen.

### RESOURCES

*Creating Canada*, pages 135–139

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether new resources have been posted to the site.

**Note:** See “Additional Resources” in the previous lessons.

[www.cbc.ca/news/background/vimy](http://www.cbc.ca/news/background/vimy)

A CBC News in Depth story on the 90th anniversary observances of the Battle of Vimy Ridge in 2007.

<http://newsinreview.cbclearning.ca/remembering-vimy-ridge>

A CBC News in Review feature titled “Remembering Vimy Ridge.”

[www.warmuseum.ca/cwm/exhibitions/vimy/index\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/vimy/index_e.shtml)

The Canadian War Museum provides an online exhibition on the Battle of Vimy Ridge.

[www.passchendaelethemovie.com](http://www.passchendaelethemovie.com)

The website of the 2008 film *Passchendaele* offers an interactive feature titled “Canada in the Great War” that explores Canada’s role in the war. It also provides archival photographs and an education guide.

[www.ctevans.net/Versailles/Index.html](http://www.ctevans.net/Versailles/Index.html)

A website dedicated to the Paris Peace Conference, the Treaty of Versailles, and the remaking of Europe in 1919.

MacMillan, Margaret. *Paris 1919: Six Months That Changed the World*. New York: Random House, 2002.

An award-winning book by a Canadian historian.

[www.international.gc.ca/odskelton/macmillan.aspx?lang=eng](http://www.international.gc.ca/odskelton/macmillan.aspx?lang=eng)

An article by Margaret MacMillan titled “Lessons from History? The Paris Peace Conference of 1919” is available on the site of the Department of Foreign Affairs and International Trade.

Granatstein, J.L. *Hell’s Corner: An Illustrated History of Canada’s Great War, 1914–1918*. Vancouver: Douglas & McIntyre, 2004.

An accessible introduction to Canada’s contribution to the First World War by Jack Granatstein, Canada’s foremost military historian and former director of the Canadian War Museum.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students’ participation in a variety of activities. These may include

- completing the BLM
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understanding of the challenges faced by Canadian forces in World War I.

## TEACHING AND LEARNING ACTIVITIES

1. Ask students to retrieve their copies of BLM 2.5.8, War at Sea, in the Air, and on Land. Then instruct them to work with their partner from the previous lesson to read the section titled “The Battle of Vimy Ridge” (pp. 135–136, *Creating Canada*) and to fill in the appropriate section of the worksheet.
2. Draw students’ attention to Figures 5-13 and 5-14 (p. 135, *Creating Canada*). Ask students which of these photographs is a primary source document from World War I. Do they think it is appropriate for the flags of Canada and France to fly at the Vimy Memorial? Why? Why do they think so many Canadian soldiers’ bodies were never found?

Students will identify the first photograph as a primary source because it was taken during World War I. They may suggest that the flags of Canada and France should both fly at the Vimy Memorial because the battlefield is located in France, but Canadian troops played a major role in the battle. They may suggest that the bodies of many Canadian soldiers who died in action were never found because they may have been too injured to recognize or were buried in earth or mud, or were otherwise lost.

3. Ask students to examine Figure 5-15 and the words of C.P. Stacey in the second paragraph on page 136 of *Creating Canada*. Ask them to paraphrase Stacey's comment in their own words. Then ask them to respond to the question in the activity icon. Students may suggest that Stacey and other historians could reach the conclusion that the Battle of Vimy Ridge was the most significant milestone on the road to national maturity because it was the first time Canadian troops had fought together under a Canadian commander — and they had prevailed, against overwhelming odds, where others had failed.

4. Direct students' attention to "Making History — Remembering Vimy" (p. 136, *Creating Canada*). Again, organize the reading of this section as a think-pair-share activity. Then instruct the pairs to work together to respond to the questions in "Explorations."

In response to Question 1, students may suggest that a monument like the Vimy Memorial is an appropriate way to remember those who died in battle, especially since this battle took place almost a century ago and hardly anyone remembers it first-hand.

The questions addressed in Question 2 may be sensitive for some students, so tread carefully. In response to the question, students may say that technological advances such as faster air transport make it possible to bring home the bodies of Canadian soldiers killed in Afghanistan, rather than burying them on foreign soil. They may also point out that the relatively fewer deaths make the transport of bodies home from Afghanistan more practicable. Some may also suggest that, today, people have a greater expectation of repatriation. Some may even suggest that the location of the fighting and deaths play a role, in that soldiers and their families may be less likely to feel a connection with Afghanistan than many World War I Canadians felt with Europe.

5. Instruct students to work in their pairs to read page 137 of *Creating Canada* and to fill in the section on Passchendaele in BLM 2.5.8, War at Sea, in the Air, and on Land. When they finish, ask them to respond to the questions in the activity icon on that page. Some students may agree that the contributions of Canadian forces at Vimy and Passchendaele confirmed their reputation as the finest fighting formation on the Western Front because they overcome great odds and considerable hardship to win these battles. Other students may suggest that the huge number of casualties was too high a price to pay for these victories and that Canadians today should not take pride in military exploits that kill so many people.
6. Instruct students to work with their partner to read page 138 of *Creating Canada* and to fill in the section on Canada's Hundred Days in BLM 2.5.8, War at Sea, in the Air, and on Land. When they finish, ask them to examine Figure 5-18 and to respond to the activity icon on that page. Students may suggest that the amount of territory that changed hands during World War I is relatively small in light of the high number of soldiers who were killed in the war. They may say that people at the time referred to it as "the war to end all wars" because they hoped that the huge number of casualties and degree of suffering would never be repeated — and that it would end all wars forever.

### More to the Story

The Paris Peace Conference did not proceed as many peace negotiations had in the past. The issues were complex and wide-ranging, and its terms had already been hammered out by the time the German delegates were invited to attend in May 1919.

The German delegates brought crates full of materials and expected to be asked to negotiate. They were shocked by how they were received.

On their arrival in Paris, they were put in a third-rate hotel surrounded by barbed wire and guards — for their own protection, they were told. Then, at what historian Margaret MacMillan characterized as “a brisk ceremony in the Trianon Palace Hotel,” French prime minister Georges Clemenceau handed them the terms and told them they had two weeks to enter any comments in writing. There would be no negotiations.

The shock among the delegates and at home in Germany — which had not been occupied and “was not completely defeated or certainly not defeated in a way which was going to make the making of peace easy” — was profound. The Germans felt betrayed. When they examined the terms, they were horrified.

German foreign minister Ulrich von Brockdorff-Rantzau, who headed the delegation, had taken two speeches with him to the hotel. One was conciliatory; the other was much more defiant. He did not decide which one to use until he saw the peace terms. And he chose defiance.

Von Brockdorff-Rantzau subsequently made a decision, “which in retrospect had unfortunate consequences,” to attack two clauses in the section on reparations. Article 231 of the Germany treaty has come to be known as the war guilt clause. As Macmillan points out, “In fact, it says nothing about guilt, only about responsibility for the war. It was put in to establish Germany’s legal liability.” And article 232 limits that liability by stating that Germany’s reparations obligations were to be based on Germany’s capacity to pay. Von Brockdorff-Rantzau’s decision came after lengthy debate both among the German delegates and back in Germany. Again, MacMillan points out, “Interestingly enough, none of the other defeated nations, whose treaties included similar clauses, ever made an issue of it.” But the “war guilt” clause became deeply embedded in German thinking about the Treaty of Versailles — and provided one of the many grounds on which Hitler and his fellow nationalists attacked the peace settlements.

- Instruct students to work in their pairs to read the section titled “Canada at the Paris Peace Conference” and to respond to the question in the activity icon (p. 139, *Creating Canada*). When they finish, ask volunteers how they responded. Students may suggest that the Allies placed all the blame for starting World War I on Germany because they thought it was Germany’s actions that set the conflict in motion. Students may also suggest that, based on their examination of the four long-term causes of the war — imperialism, nationalism, alliances, and militarism — all the major powers were partly responsible for the outbreak of war and that it was not fair for the Allies to blame it all on Germany. Others may argue that the Allies had the right to lay the blame because they were the victors.

### More to the Story

In the aftermath of World War I, both the peace conference and U.S. president Woodrow Wilson’s Fourteen Points brought a number of issues to the forefront. Wilson’s points, for example, outlined a number of principles of self-determination of nations — but they were intended to apply only to Europe.

8. Ask students to give examples of the sense of bitterness and betrayal felt in the Middle East over how the Allies dealt with the Arabs after World War I. Students may suggest Britain's promise to help Jews establish a national home in Palestine, which eventually led to the creation of Israel after World War II. They may also indicate that dividing up control of the Middle East — and its oil — among various Allies led to conflicts that are still unresolved.
9. Distribute BLM 2.5.9, Significant Events of World War I and the Paris Peace Conference, and instruct students to fill in the chart. When they finish, ask them to mark which three events were most significant for Canada and Canadians. Ask volunteers for their choices — and reasons.

Instruct students to use the blank space on the second page of the worksheet to complete the second activity in “Recall . . . Reflect . . . Respond” (p. 139, *Creating Canada*). Some students may suggest that Canada's seat at the Paris Peace Conference made the high cost in casualties worthwhile because it recognized Canada's independence. Because of its role in World War I, Canada moved from a colony to an almost autonomous nation. Other students may view the cost in lives as too high and argue that, even in 1919, Canada remained in many ways subservient to Britain. Make sure they provide clear criteria and reasons for their judgments.

## DIFFERENTIATING INSTRUCTION

1. Some students may wish to complete the activities in “Recall . . . Reflect . . . Respond” in some other form, such as a dramatic skit, a series of cartoons, or the imagined narrative of a participant. Some may also wish to fill in the blank space on the second page with a cartoon or drawing, rather than a written response. Either way, they can use BLM 2.5.9, Significant Events of World War I and the Paris Peace Conference, as the basis for their responses.
2. Ask students to design a memorial to honour Canadians killed in one of the World War I battles examined in this section of the chapter. When they present their designs to the class, make sure students explain the images, symbols, and elements represented in their designs, why they were chosen, and what they signify.
3. Instruct students to analyze, interpret, and evaluate one of the visual sources or quotations from this section of the chapter as a primary source document.
4. Encourage interested students to conduct further research on Passchendaele or the Paris Peace Conference. They could present a brief oral or written report or prepare a collage to display on the bulletin board.
5. Ask students to view Canadian actor, writer, and director Paul Gross's *Passchendaele* and present a review of the film to the class.



## LESSON 5

### THE HOME FRONT

**Chapter issue question:** To what extent did Canada respond effectively to World War I?

**Inquiry question:** How did Canadians at home respond to the war?

### LESSON FOCUS

Students will continue to explore Canada's role in World War I by examining how Canadians responded at home.

To help focus students' explorations, you may wish to post this question prominently or write it on the chalkboard: In what ways did World War I change Canadians' lives on the home front?

**Estimated Time:** 75 minutes

### GETTING READY

Photocopy blackline master.

- BLM 2.5.10, Effects of World War I on the Home Front

Prepare an overhead transparency or presentation slide of Figure 5-19 (p. 140, *Creating Canada*) and Figure 5-22 (p. 143).

Book an overhead projector, or a computer, and screen.

### RESOURCES

*Creating Canada*, pages 140–147

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Learning Centre for instructors at [www.CreatingCanada.ca](http://www.CreatingCanada.ca) to find out whether additional resources have been posted to the site.

[www.warmuseum.ca/cwm/exhibitions/propaganda/index-e.shtml](http://www.warmuseum.ca/cwm/exhibitions/propaganda/index-e.shtml)

A Canadian War Museum exhibition on wartime propaganda offers a large selection of World War I posters.

[www.firstworldwar.com/posters/canada.htm](http://www.firstworldwar.com/posters/canada.htm)

More Canadian World War I propaganda posters can be found on this site.

[www.mta.ca/about\\_canada/study\\_guide/famous\\_women/nellie\\_mcclung.html](http://www.mta.ca/about_canada/study_guide/famous_women/nellie_mcclung.html)

The Centre for Canadian Studies at Mount Allison University offers a web page about Nellie McClung.

[www.abheritage.ca/famous5/index.html](http://www.abheritage.ca/famous5/index.html)

The Alberta Online Encyclopedia offers an interactive website about the Famous Five that provides information about their achievements, biographical details, and samples of their writings.

[www.cbc.ca/halifaxexplosion](http://www.cbc.ca/halifaxexplosion)

The website for the CBC documentary *Shattered City: The Halifax Explosion* includes background information, archival photographs, and a Morse code translator.

[www.historica.ca/peace/page.do?pageID=278](http://www.historica.ca/peace/page.do?pageID=278)

The Historica website provides a page titled “The Conscription Crisis of 1917.”

[http://history.cbc.ca/history/?Mival=/EpisHome.html&episode\\_id=12&lang=E](http://history.cbc.ca/history/?Mival=/EpisHome.html&episode_id=12&lang=E)

Episode 12 of the CBC series *Canada: A People's History* was titled “Ordeal by Fire” and covers the period from 1915 to 1929. The site provides links to features titled “Horror on the Battlefield,” “Turmoil on the Homefront,” and “Voices of Discontent,” as well as a crossword for the episode.

[www.journal.dnd.ca/vo7/no4/richard-eng.asp](http://www.journal.dnd.ca/vo7/no4/richard-eng.asp)

The *Canadian Military Journal* provides an article titled “Henri Bourassa and Conscription: Traitor or Saviour?” by Béatrice Richard.

[www.thesacredvoicegallery.com/papineau2.htm](http://www.thesacredvoicegallery.com/papineau2.htm)

The full text of Talbot Papineau's letter to his cousin Henri Bourassa, which is quoted on page 144 of *Creating Canada*.

[www.cbc.ca/greatwar](http://www.cbc.ca/greatwar)

The website for the CBC documentary *The Great War*, which was based on the lives of World War I war heroes including Talbot Papineau and featured Justin Trudeau and 150 descendants of World War I veterans.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include

- completing the BLM
- participating in class discussions and activities
- completing one or more of the end-of-chapter activities
- preparing for the unit challenge

You may also wish to collect and assess one or more of the responses to the end-of-chapter questions and activities (pp. 146–147, *Creating Canada*). If you do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

## PRIOR LEARNING

Students will draw on their understanding of the challenges Canadians faced during World War I and how effectively they responded to examine the home front.

## TEACHING AND LEARNING STRATEGIES

1. To introduce the question of how Canadians at home responded to World War I, you may wish to ask questions like the following:
  - How have you been affected by Canada's participation in the war in Afghanistan?
  - How do you think wars like World War I affected Canadians at home?
  - How do you think you would be affected if Canada became involved in another world war?

Students may suggest that they have been affected little or not at all by the war in Afghanistan, unless they know someone serving there. Students may also know a soldier who has been killed or injured, in which case the matter should be handled with empathy and sensitivity. Students may distinguish between relatively small, contained wars, such as the Afghan mission, which have little impact on Canadians' everyday lives at home, and major, widespread conflicts, such as the world wars. Students may indicate that if Canada were to be involved in another world war, their lives might be affected by compulsory military service — conscription — or if the government imposed censorship, wartime emergency measures, or rationing.

2. With students, read the inquiry question — How did Canadians at home respond to the war? — and the first paragraph on page 140 of *Creating Canada*. Distribute BLM 2.5.10, Effects of World War I on the Home Front, and instruct students to work with a partner to read the sections titled “Financing the War Effort” and “Propaganda” (p. 140) and to fill in the relevant rows of the worksheet. When they finish, ask volunteers to share points from each column and guide the class through a discussion.

#### Vocabulary Tip

“Propaganda” is from the Latin word for “propagate,” which can mean “make widely known,” “spread,” or “publicize.”

3. Display Figure 5-19 (p. 140, *Creating Canada*) and read aloud the caption. Ask students to respond to the caption question. Students may suggest that the artist who designed the poster combined visual elements — a soldier paying his respects at a simple white cross on a field of poppies, with a vaguely European town in the background and a huge, troubled sky — and a somewhat threatening quotation from the familiar poem “In Flanders Fields” by John McCrae. These elements were all meant to appeal to Canadians' patriotism and to encourage — even bully — them to buy Victory Bonds as a way of honouring the memory of those who had died in the war and who would otherwise not be able to rest.
4. Draw students' attention to “Connections” and the activity icon on page 140 of *Creating Canada*. Instruct them to work with their partner to complete the activity. When they finish, ask volunteers to present their arguments to the class. Students may suggest that an income tax was necessary to raise money because the war was costing the government \$1 million a day at its height. They may also suggest that an income tax was a fair way to raise money because it was based on people's income — and thus their ability to pay — and was intended as a wartime emergency measure. Others may argue that introducing an income tax was not necessary because the government could have raised money in other ways, such as the sale of Victory Bonds. They may also note that the government was not entirely honest when it promised that the income tax would end when the war did — Canadians are still paying it now.

#### More to the Story

Sam Hughes was a staunch Protestant and member of the Loyal Orange Lodge who often irritated French Canadians in particular with his anti-Catholic remarks. Hughes also increased tensions by sending fellow anglophiles to recruit French Canadians and by insisting that French-speaking volunteers use English in training.

5. Instruct students to work with their partner to read the sections titled “Women’s Changing Roles” and “The Munitions Scandal” (p. 141, *Creating Canada*) and to fill in the relevant rows in BLM 2.5.10, Effects of World War I on the Home Front. When they finish, draw student’s attention to Figure 5-20 (p. 141) and read aloud the caption. Ask volunteers to respond to the caption question. If they have trouble answering, you may wish to direct them to page 32 of *Creating Canada*. Students may suggest that Canadian women today are fighting for rights such as pay equity and more employment opportunities in traditionally male-dominated fields.

6. Instruct students to work with their partner to read the section titled “The War Measures Act” (p. 142, *Creating Canada*) and to fill in the relevant row in BLM 2.5.10, Effects of World War I on the Home Front. Then draw students’ attention to the question in “Up for Discussion” on that page and ask them to respond. This topic may lead to heated debate, so remind students to remain respectful of the ideas and feelings of others.

Draw student’s attention to the activity icon at the bottom of the page and ask them to respond. Students may suggest that despite the government’s treatment of Canadians of German and Ukrainian heritage during World War I, many enlisted in the armed forces because they felt that they were Canadians and wanted to serve their country. They may also have opposed what the governments of Germany and Austria-Hungary had been doing — and in fact may have left their country of origin for those reasons.

7. Instruct students to work with their partner to read the section titled “Conscription” (p. 143, *Creating Canada*) and to fill in the relevant row in BLM 2.5.10, Effects of World War I on the Home Front. Display an overhead transparency or presentation slide of Figure 5-22 and ask students to respond to the activity icon on that page. Students may suggest that enlistments spiked in May and June following news of the Canadian victory at Vimy Ridge in April. They may also suggest that casualties would have been higher in April, May, and November following the battles at Vimy and Passchendaele, in which many Canadian soldiers were killed or injured.

8. Ask students to read “Viewpoints on History: Conscription in Canada” (p. 144, *Creating Canada*). Then instruct them to work with their partner to complete the activities in “Explorations.”

In response to Question 1, students may suggest that Henri Bourassa was warning Canada not to unleash a revolutionary force among French Canadians — it could be applied to more than opposing conscription. Talbot Papineau was arguing that failure to help and to pay due respect to the suffering of soldiers — or, worse, to profit from it — could unleash a spirit of vengeance when they returned.

In response to Question 2, students may list words and phrases like “revolutionary,” “unleashed,” “rage,” “grimmiest,” “life and death” “brute force,” “blood and suffering,” “revengeful feelings,” “grew fat,” “dishonourably gained,” “graft,” “dishonest,” and “heavy day of reckoning.” They may say that conscription was an emotionally charged issue in Canada in 1917 because it divided family members such as Henri Bourassa and his cousin Talbot Papineau, who took opposing sides.

In response to Question 3, students may suggest that they would have supported conscription in 1917 because it was necessary for all Canadians to do their part in the

war. Alternatively, they may say they would have opposed it because it was unfair, because they oppose war as a way to solve problems, or because conscription was likely to provoke disunity.

9. Instruct students to work with their partner to read the section titled “Politics, Conscription, and the Vote for Some Women” (p. 145, *Creating Canada*) and to fill in the relevant row in BLM 2.5.10, Effects of World War I on the Home Front. When they finish, ask volunteers to share points from each column and guide the class through a discussion.

10. Instruct students to respond to the questions in “Recall . . . Reflect . . . Respond” on page 145 of *Creating Canada*.

In response to Question 1, students may suggest that the political tactics Prime Minister Robert Borden used to ensure his government’s re-election were justified — and that female suffrage was so important that even its partial achievement was significant progress. Others may argue that women in Canada should have waited until all women — and other groups — won the vote.

To help students respond to Question 2, instruct them to review their notes in BLM 2.5.10, Effects of World War I on the Home Front, and choose two of the factors.

Students’ responses to Question 3 will vary, but be sure they provide solid evidence and clear reasons.

11. Revisit the word list you posted in Step 1, Lesson 1, and ask students whether — and why — they would like to revise some definitions.
12. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 146–147 of *Creating Canada*. Because the curriculum outcomes are visited and revisited many times throughout the textbook, it is not necessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
13. Draw students’ attention to “Steps to Your Challenge” (p. 147, *Creating Canada*) and instruct them to start developing their inquiry questions. When they finish, ask volunteers to share their questions and guide the class through a discussion of the questions’ strengths and weaknesses and how they could be improved.

## DIFFERENTIATING INSTRUCTION

1. Circulate and provide help as required as students fill out their worksheets in this lesson.
2. Some students may prefer to prepare an audiotape of their arguments in response to the activity icon on page 140 of *Creating Canada*. Others may prefer to imagine the dialogue as a role they could play in a dramatic enactment of a town hall meeting.
3. Encourage interested students to conduct further research on wartime propaganda or Nellie McClung. Students could begin their research by consulting resources listed in “Additional Resources” and present a brief oral, written, or visual report to the class.
4. Modify the end-of-chapter questions to accommodate students’ strengths and interests. Questions 2, 3, and 4, for example, could be modified to permit students to prepare an audio- or videotape.

**POSSIBLE RESPONSES TO “KNOW AND UNDERSTAND . . . THINK . . .  
COMMUNICATE . . . APPLY . . .”**

(pp. 146–147, *Creating Canada*)

**Notes**

No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.

Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Know and Understand . . . Think . . . Communicate . . . Apply . . .”

1. Make sure students understand the meaning of the term “creation story” and review the terms “country” and “nation.”
  - a) Students may suggest that Prime Minister Harper used the term “nation” rather than “country” to underline the fact that events such as the Battle of Vimy Ridge contributed to the growth of Canadians' sense of nationhood or national identity, as opposed to geographic location or status as a political entity.
  - b) Some students may suggest that if Canada had not won at Vimy Ridge, the country might not have the same sense of itself as a nation. Others may argue that another military victory could have replaced it in the nation's consciousness.
  - c) Students may suggest that Vimy Ridge represents a “creation story” in that it provides a starting point for the emergence of a sense of national purpose and unity for Canadians. For the first time, young men from all over Canada and Newfoundland fought together under a Canadian commander and won a great victory.
  - d) Some students may suggest a different “creation story” for Canada, such as Confederation or Aboriginal or women's suffrage, and argue that it is more significant.
2. Students' selections and what they include on their five cards will vary, but be sure they supply all the items requested: a list of visual resources with the most useful ones highlighted, reasons for the selections, a rough sketch, and a title or labels.
3. Students may develop questions like the following:
  - What was your daily life like?
  - What was your greatest fear?
  - What was your greatest desire?
  - How did what you were doing affect your relationships with your loved ones? Your family? Your friends? Members of the opposite sex?
  - What did you see in your immediate future? In 10 years? In 50 years?

Students' profiles of each character will vary, but make sure they are well constructed, well written, and interesting.
4. a, b) Students' summaries and how they think Canadians responded to Sheila Rand's poem will vary. Some may find it a deeply touching expression of grief at the loss of a relative. Others may see it as a maudlin piece of wartime propaganda.

c) Students may suggest questions such as

- How did you feel about your cousin before the war?
- Did his death change your feelings — or would they have changed as you both grew up anyway?
- Was the war worth it for you?
- How do you think you will feel in 10 years?

d) Students' sketches will vary. Or you may wish to suggest an alternative, such as writing a song, a story, or a dramatic dialogue.

Teacher's Resource  
Draft