CHC2D: B2.1
8 lessons
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Overview:

**Learning goal:** To understand the rising actions that led to the First World War such as European alliances and rivalries and how the assassination of Franz Ferdinand set the First World War in motion.

**Overall curriculum expectation:** B2: Communities, Conflict, and Cooperation

**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)

**Materials:** blank puzzle template, projector, pencil crayons, markers, scissors, class copies of handout, clear beverage glass containing one cup of vinegar and one tablespoon of baking soda. See BLM1.1, 1.2, and 1.3.

**Step 1: Warm up (10 minutes):**

- Write the learning goal on the whiteboard.
- Begin class with an account of Franz Ferdinand’s assassination on the projector with the themed music in the background (BLM 1.1A, 1.1B).
- Tell the students the song playing is an account of the assassination by the band Franz Ferdinand.
- Before reading the memoir aloud to the class: ask them to focus on the words, descriptions or images that they are attracted to.
  - Preface the reading by telling the students that this is an account from a witness to Austria-Hungary’s Archduke Franz Ferdinand’s assassination at the hands of a Serbian citizen, Gavrilo Princep, who was a member of the Black Hand.
- Complete a mind map on the whiteboard with “assassination of Franz Ferdinand” in the centre and continue to add to the mind map as students provide their reactions to the memoir.
- The goal of this activity is to initiate an understanding of the gruesome and horrific nature the First World War created.

**Step 2: Discussion (10 minutes):**

- Divide the class into five equal groups and distribute a blank puzzle piece to each group (BLM 1.1C).
- Give each group a fact sheet pertaining to a particular country (BLM 1.2, 1.3).
- Read aloud (BLM 1.2, 1.3) and elaborate on areas where necessary.
Tell the students they will each be responsible for designing a puzzle piece that reflects the characteristics of their country and their contribution to the beginning of the First World War.

**Step 3: Modeling (5 minutes):**
- Project your blank piece of the puzzle onto the Elmo.
- Read the summary and model your thinking process aloud using the country that was not chosen by the students.
- Continue to model your thinking process and quickly sketch a representation for the respective country on the puzzle piece for the class and be sure to provide reasoning for your creative decisions.
- Instruct students to do the same within their groups.

**Step 4: Guided Practice (20 minutes):**
- Students will discuss and decorate their puzzle piece in accordance with the country they have been assigned.
- Move around the room and assist groups when necessary.

**Step 5: Independent Activity (5 minutes):**
- Have students return to their desks and take out a piece of paper.
- Tell students to write down 3 reasons as to why they decorated their puzzle piece the way they did and whether they think their country played a significant role in initiating World War One and why.

**Step 6: Sharing / Discussing / Teaching (20 minutes):**
- Focus on what group at a time for the following:
  - Tell the class what country they had, explain their reasoning for their puzzle piece design, and explain how their country affected the beginning of World War One and tape their puzzle piece to the whiteboard.
  - Repeat this for each of the groups until all of the puzzle pieces are taped and interlocking.
  - Tell the class the completed puzzle represents World War One, while each piece of the puzzle represents a country’s contribution to initiating World War One.
  - Tell students to reflect on today’s lesson and ask them which particular event triggered the war and brought these puzzles pieces together or countries into conflict (be sure to explain that a trigger or catalyst is not necessarily the same as the cause of the war).
  - Allow for student responses and attempt to guide them in the direction of the assassination of Franz Ferdinand.
  - Solidifying the lesson: simple catalyst experiment (BLM1.1C).
  - Collect individual written responses from earlier as the students leave the class.

**Assessment (for learning):**
- I will know the students have learned the knowledge / skill habits through the following:
  - Quality of critical thought evident in the representation of their country through their puzzle piece.
  - The level of critical thinking evident in their individually written responses.
  - Level of student engagement during the lesson.
  - Quality of oral responses from students given throughout the lesson.
o The students overall understanding that World War One was not merely inevitable but the result of several compiled factors and events.
Using evidence to understand propaganda during the First World War

**Evidence**

**Overview:**

**Learning goal:** Understand Canada’s use of propaganda posters to gain support for the war effort and critically examine the motives and selected creativity of the Canadian government.

**Overall curriculum expectation:** B2: Communities, Conflict, and Cooperation

**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)

**Materials:** Projector, PowerPoint presentation, markers, pencil crayons, blank poster paper (see BLM 2.1A, 2.1B, 2.2).

**Step 1: Warm up (10 minutes):**

- Write learning goal on the whiteboard.
- Begin class by telling students that once Britain entered the Great War Canada automatically was in the war as well and consequently had to recruit soldiers.
- Play Incubus’ music video *megalomaniac* (BLM 2.1A).
- Post the lyrics to this song on the projector (BLM 2.1B).

**Step 2: Discussion (10 minutes):**

- Begin by telling students that the song they listened to was an example of anti-war propaganda in modern culture.
- Tell students that propaganda posters were used around the world during the First World War to gain support within the respective country to contribute to the war effort.
- Colourful images were used to attract the attention of citizens and concentrated upon developing an emotional response from the people.
- Posters were an effective method of propaganda because they appealed to all age groups regardless of one’s literacy background.
- Why were they so effective? Let’s take a look!

**Step 3: Modeling (5 minutes):**

- Now project the PowerPoint presentation (BLM2.2)
- Work through the questions on the first propaganda poster in the PowerPoint presentation.
- Model your thinking aloud for the class to gain an understanding of how to analyze and make inferences regarding the propaganda posters.
Step 4: Independent Activity (20 minutes):
  • Go through the remaining slides while students answer the questions pertaining to
    the different propaganda poster.
  • Have each student write their answers on a piece of paper that will be submitted at
    the end of class.

Step 5: Guided Practice (15 minutes):
  • Divide the class into groups of 3.
  • Instruct each group that they are responsible for creating a propaganda poster
    to promote citizen assistance in the Canadian war effort.
  • Advise the students to utilize effective methods of propaganda that were
    demonstrated in the exemplars.

Step 6: Sharing / Discussing / Teaching (10 minutes):
  • Have students return to their desks.
  • Ask each group one by one to present their poster to the class and explain why
    they designed it the way they did.
  • Recap the effective nature of propaganda posters during the First World War
    before the end of the period.
The inseparability of cause and consequence: Understanding events on the Canadian home front during The First World War

Examining cause and consequence

Overview:
Learning goal: To understand the inseparable relationship between cause and consequence and the affects the war effort created on the homefront.

Overall curriculum expectation: B2: Communities, Conflict, and Cooperation

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)

Materials: projector, class handouts (2), scissors, blank poster paper (See BLM 3.1-.3).

Step 1: Warm up (5 minutes):
• Write the learning goal on the whiteboard.
• Begin class by playing Effect and Cause by the White Stripes (BLM 3.1A).
• Have the song lyrics visible on the other half of the projector screen (BLM 3.1B).

Step 2: Discussion (10 minutes):
• Access prior knowledge by recalling the previous lesson on propaganda and how it was used by the Canadian government to gain support for the war effort.
• Connect this to today’s lesson by asking, “what happened to Canada during the war?”
• Read the overview of Canada’s war effort after giving each student a copy of the handout (BLM3.2).
• Pause after certain points of interest and elaborate on certain topics where necessary.
• Pause after certain topics that you feel may create confusion among the class and ask knowledge based questions to consolidate understanding.

Step 3: Modeling (10 minutes):
• Complete the first task “The cause: Canada joins the war effort and begins recruiting soldiers” with the class (BLM3.3).
• State your thinking aloud as you complete the activity at the front of the class using the ELMO.
• Ask students for their input and ensure reasoning is given for the placement of each consequence.

Step 4: Guided Practice (15 minutes):
• Divide the class into groups of three and distribute the second table (BLM 3.3) with the corresponding title to each group.
• Students will complete the same activity that was modeled by the teacher.

Step 5: Sharing / Discussing / Teaching (20 minutes):
• Students will now share their conclusions with other groups.
• Tell the students that this is a chance to collaborate as they will be listening to each others’ reasoning and adjusting their document where they feel necessary.
• Each discussion between groups will last for 4 minutes.
• Once the time for discussion has ended continue to play the song *Effect and Cause* (BLM3.1A) to signal to the students to move around the classroom and speak with a group they haven’t already spoken to.
• After the groups have spoken to three different groups (12 minutes) ask the students to return to their desks.
• On the whiteboard model the document for the same task the students have completed.
• This is an opportunity for class discussion and an expansion of their critical thinking.

Step 6: Independent Activity (10 minutes):
• Students will complete the same tasks for the third table independently.
• Students’ individual work will be submitted at the end of class along with their group work.

Assessment (for learning):
• I will asses the students’ understanding in the following ways:
  o Level of understanding and critical thinking generated with the whole class discussion.
  o The knowledge the students are communicating to one another during their group work time and during the period where they share with fellow students.
  o Their analysis of cause and effect that is evident in their written submissions.
  o The students’ ability to demonstrate the indestructible relationship between cause and consequence.
Different perspectives: British sentiments in Canada and French Canadians

Analyzing perspectives

Overview:
Learning goal: Understand the French and English Canadians perspective towards The First World War and the division that occurred as a result of this.

Overall curriculum expectation: B2: Communities, Conflict, and Cooperation
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)

Materials: projector, class handouts (see BLM 4.1-2).

Step 1: Warm up (10 minutes):
- Write the learning goal on the whiteboard
- Begin class with playing I didn’t raise my boy to be a soldier (BLM4.1A) to display an anti war message to the class.
- As a class, create a mind map to generate the anti-war ideas in the song with the song title situated at the centre of the map.
- Next play It’s a long way to Tipperary” by John McCormack (BLM4.1B) and place the lyrics (BLM4.1C) so they are visible to the class while the song is playing.
- Repeat the same task as previous and ask them how this song portrays war.
- Emphasize to the class that this is a demonstration of two different perspectives.

Step 2: Discussion (15 minutes):
- Read attached summary of the home front during 1917 (BLM4.2) after distributing one copy to each of the students.
- Recall previous lesson and differentiated consequences and perspectives towards a cause or action.
- Ask students what perspective the French Canadians held towards war.
- Ask the students what perspective the English Canadians held towards war.
- Project Prime Minister Borden’s speech (BLM4.1D) on the projector and read aloud to the class.
- Contrast this by reading aloud the French Canadian reaction to the outbreak of war (BLM4.1E).
- Divide the class into six equal groups.
- Three groups will be portraying the French Canadian perspective and three groups will portray the English Canadian perspective (assign a perspective to each group).
Step 3: Modeling (5 minutes):
- Tell the students that in their groups they are going to create a one-minute commercial advocating either for or against conscription depending on their perspective.
- To exemplify choose one side of the argument and demonstrate brainstorming by making a quick point form list on the board.
- Now improvise a short skit for the class to demonstrate what you would like them to do.
- Before students begin their work tell them that all of their rough notes must be submitted by the end of class as well as a script or something that demonstrates the design of their commercial.

Step 4: Guided Practice: (20 minutes):
- In their assigned groups students will prepare their commercials.
- Move around the room and assist groups when necessary.

Step 5: Independent activity: (5 minutes):
- Ask students to return to their desks and take out a piece of paper.
- Ask them to write the perspective they examined at the top of the page.
- From that perspective, ask the students what three statements would they like to say to Prime Minister Borden during this period of crisis?

Step 6: Sharing / Discussing / Teaching (15 minutes):
- Have each group come up and present their commercials to the class one at a time.
- Before the commercial begins the students must tell the class what perspective they are conveying.
- After they have finished ask them why they chose to present the skit the way they did and how it demonstrates their perspective.

Assessment (for learning):
- I will know the students have learned the knowledge / skill habits through the following:
  - The collaboration evident as the students complete group work.
  - The depth of understanding perspective their skits demonstrate.
  - The quality and critical thinking pertaining to perspective evident in their submitted rough work.
  - On an individual level the quality of the student’s independent work will be assessed on how well it conveys one’s understanding of perspective and the depth of critical thought.
Understanding the ethical dimensions of The First World War

Overview:

Learning goal: Gain an understanding of the rising actions that led to the First World War and how the assassination of Franz Ferdinand igniting the First World War.

Overall curriculum expectation: B2: Communities, Conflict, and Cooperation

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)

Materials: projector, Ipads (see BLM 5.1).

Step 1: Warm up (10 minutes):

- Write learning goal on the whiteboard
- Play the Butchers’ Tale (Western Front 1914 by The Zombies (BLM5.1A) and have the video visible on half of the screen.
- On the other half of the projector screen post the corresponding song lyrics (BLM5.1B).
- Create a mind-map on the front board with the song title in the centre
- Ask the students how they felt about the song and what the lyrics suggest the narrator is experiencing.
- Write key words and ideas in the student-developed mind-map.

Step 2: Discussion (15 minutes):

- Begin by telling the class that the First World War left 61,000 Canadians dead and 172,000 wounded.
- Worldwide there was over 16 million deaths and 20 million wounded.
- Tell students that after the initial excitement of the war wore off the people began to grow tired of the war effort.
- Many soldiers had glamorized perceptions of war, which haulted once they reached the front lines.
- Show a typical piece of artwork soldiers would have been exposed to that glamorized war (BLM 5.1.C).
- Use the following soldier’s letter home to juxtapose the romanticism with reality (BLM 5.1.D)
- Canadian soldiers also felt unprepared and poorly trained at times, which would quite possibly create a decline in moral.
- Show letter home to illustrate (BLM 5.1.E).
- Show picture of Canadian troops and note that most would have been dead by the end of war (BLM 5.1.F).
• Reinforce the idea of an army member as a person with an identity and each death meant a loss in the family.
• Illustrate this idea with Portrait of grief-stricken mother (5.1.G).
• Connect this immeasurable loss to the painting: “For what – moral” (5.1.H).
• Discuss how now some of the armies’ actions could be questionable at times.
• Focusing in-case study: There have been many cases in World War One of soldiers being executed for “cowardice.”
• With advancements in knowledge it is now understood that many of these “cowards” likely had “shellshock” or what is now known as Post Traumatic Stress Syndrome.
• Play the doctor’s account of a soldier being executed for Cowardice in the British army (be sure to share this context with the class before playing (BLM 5.1.I).
• Ask the students to think to themselves: given the historical time period and knowledge at this time was this an appropriate action from the armed forces? Yes or No. Let’s have a class debate!

Step 3: Modeling (5 minutes):
• Give the class a scenario where you would have to make the same ethical judgment.
• Example: was Borden’s implementation of The War Measures Act, 1917 both necessary and ethical?
• Choose your opinion and model you’re thinking and reasoning for the class on the whiteboard with the use of a mind-map (be sure to emphasize the examination of the historical perspective held by people during the time it was implemented).
• Divide the class into half and assign each half one opinion regarding the punishment for acts of “cowardice.”

Step 4: Independent Activity (15 minutes):
• Give students 2 minutes to quickly write down any ideas or arguments they have to support their designated opinion.
• Instruct each student to get an Ipad from the class set at the front of the classroom.
• Give each student 13 minutes to use the Internet to find evidence to support and expand their arguments.

Step 5: Guided Practice (10 minutes):
• Have the students put the Ipdas away.
• Instruct all the students with one opinion to form a group and share their findings with one another.
• Both respective groups will compile a list of arguments to support their findings.

Step 6: Sharing / Discussing / Teaching (17 minutes):
• Have each group remain on their respective side of the room.
• Begin by asking one team for a summary of why their opinion should be supported by the rest of the class.
• Ask the same question to the opposing team.
• Now alternate between teams allowing one student to speak at a time.
• Continue to mediate the debate and maintain classroom control.
• With the remaining 2 minutes of class try to summarize their conclusions and emphasize the importance of understanding what was considered ethical during a specific time period.
• Ask students to submit their written work as they leave the classroom.

Assessment (for learning):
• I will assess the students’ understanding in the following ways:
  o The level of student engagement and understanding during the discussion.
  o The quality and level of critical thought evident in their individual work.
  o The level of communication occurring between groups before the debate begins.
  o The quality and extent of critical thinking and analysis that the students display during the debate.
  o The class’ overall attentiveness and ability to manipulate historical perspective to assist in their reasoning.
Establishing the significance of Canadian soldiers in battle

Overview:

Learning goal: Gain an understanding of the significance of the Canadian soldiers’ participation in First World War battles and how they had an impact on the course of the war and Canada as a country.

Overall curriculum expectation: B2: Communities, Conflict, and Cooperation

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)

Materials: Projector, class handouts, chart paper, markers (See BLM 6.1-.2).

Step 1: Warm up (10 minutes):

- Write learning goal on whiteboard.
- Begin the class by playing For you by Keith Urban (BLM 6.2.A) on half of the projector screen while the lyrics (BLM6.2.B) are posted to the other half of the screen.
- The goal is to get the students thinking about the contribution each soldier made to protect Canada and its people.
- Connect these deadly contributions to the ethical dimensions of soldiers’ deaths discussed in the previous lesson.
- Further extend students thinking by encouraging students to think about how each battle a soldier fought was essential in order for Canada to be victorious in the war effort.

Step 2: Discussion (10 minutes):

- See BLM 6.1 for information that will be taught to class and expand on areas where necessary.

Step 3: Modeling (5 minutes):

- Establish a realistic scenario for the class and read the script.
- Tell students that that they will be given a brief timeline of their battle as well as a primary source that support the battle (BLM 6.2.C – BLM 6.2.E).
- Model in front of the class how one analyzes evidence and how this translates into supporting one’s argument.
- Tell the students that they are to write their ideas and supporting evidence for the significance of the battle on a piece of paper.

Step 4: Independent Activity (5 minutes):

- Divide the class into three separate groups, as each will represent a different battle.
• Give student the timeline and the primary source that corresponds with their grouping.
• The students will now analyze and establish their significance independently.

**Step 5: Guided Practice (20 minutes):**
• Students will now collaborate with their corresponding groups.
• Students are to focus on the questions directed towards them during the modeling section of the lesson and highlight passages that supports their claims.
• This information is to be written on chart paper and can include whatever sort of media the groups feels will convey their reasoning.

**Step 6: Sharing / Discussing / Teaching (20 minutes):**
• Each group will bring their chart paper to the front of the class or wherever in the classroom they choose and will be given 5 minutes maximum to make a plea for why their battle is the most significant.
• Each group is to ensure that each member gets an opportunity to speak during the presentation.
• Debrief: with the remaining few minutes of class reveal to the class that the ministry is not revising the Ontario curriculum and removing aspects of The First World War.
• Tell the students they have just proven why students need to know this information and why these battles are significant to Canada.
• Students are to submit their independent work before they leave the class.

**Assessment (for learning):**
• I will assess the students in the following manner:
  o The depth of understanding of significance and the level of critical thinking in the following:
    o Independent work submissions.
    o Writing on the chart paper
    o Group collaboration
    o Group presentation
Examining Continuity and Change in Canadian Warfare

Overview:

Learning goal: To understand how continuity and change prevails in the Canadian perspective towards war and how change is not a linear process, as it will temporarily deviate at times.

Overall curriculum expectation: B2: Communities, Conflict, and Cooperation

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)

Materials: projector, class handouts, PowerPoint presentation (see BLM 7.1).

Step 1: Warm up (15 minutes):

Write learning goal on whiteboard

Begin class by playing Zombie by The Cranberries on the projector (BLM 7.1.A).

Next post the song lyrics on the projector (BLM 7.1.B).

Step 2: Discussion (5 minutes):

• Connect to previous lessons by sharing how historical perspectives change over time (example: reference the progression of the treatment of “cowardice” as a result of medical advancements).
• Reinforce the idea that it is only through experience that one can create change.
• Mention how Canada’s excitement towards the beginning to The First World War has progressed to a Canadian population that advocates against war.

Step 3: Guided Practice (30 minutes):

• Place PowerPoint presentation on the projector (BLM8.1).
• Work through the questions on each power point slide with the students (with the exception of the last slide).

Step 4: Independent Activity (5 minutes):

• Students will complete the final slide independently and will submit their answers at after they have completed the questions.

Step 5: Sharing / Discussing / Teaching (17 minutes):

• Divide the class into groups of four.
• Assign each group a war discussed in the PowerPoint presentation.
• Each group is responsible for creating a tableau to reflect the continuity and change evident from World War One to the war they have been designated.
• Tableaus will be presented to the class and students will try to guess what war they are representing.

Assessment (for learning):
• I will assess the students in the following manner:
  o The depth of understanding in the non-linear progression of change.
  o Their ability to identify continuity through the ages.
  o Independent work submissions.
  o Group collaboration
  o Group presentation
  o Overall student engagement.
Why do we remember?

Concluding thoughts

Overview:

Learning goal: To understand how continuity and change prevails in the Canadian perspective towards war and how change is not a linear process as it will temporarily deviate at times.

Overall curriculum expectation: B2: Communities, Conflict, and Cooperation

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).

Materials: projector, PowerPoint presentation (see BLM 8.1-2).

Step 1: Warm up (15 minutes):
- Begin place playing the Canadian soldiers’ wives cover of Bryan Adams’ Ric-A-Dam-Doo (BLM8.1.A).

Step 2: Discussion (40 minutes):
- Discuss the powerpoint presentation after it is projected (BLM 8.2).
- Create a discussion based on student reaction to the slideshow

Step 3: Introducing the summative evaluation (Remainder of class):
- See BLM8.1.B for instructions of assessment
Appendix
BLM 1.1


b) Franz Ferdinand’s All for you Sophia: [https://www.youtube.com/watch?v=MAiVVhtkWpg](https://www.youtube.com/watch?v=MAiVVhtkWpg)

c) 6 blank puzzle pieces template:

- Enlarge the document to a suitable size that will permit creative expression. [https://www.google.ca/search?q=%E2%80%A2+http://www.google.ca/imgres%3Fimgur1%3Dhttp://www.barebooks.com/art/pz12.gif%26imgrefurl%3Dhttp://www.barebooks.com/puzzles.htm%26h%3D197%26w%3D252%26sz%3D6%26tbnid%3DL35VZ1xz1-XwDM:%26tbh%3D90%26tbnw%3D115%26zoom%3D1%26usg%3D__-zy5mIG4m630GsnnqWUmj4TX65I%3D%26docid%3D0YxoCAPT0Ltr7M%26sa%3DX%26ei%3D3DVSI1UrvgO-SOyAHIsoGADw%26ved%3D0CDEQFjwAcA&client=firefox-a&hs=ZXD&rls=org.mozilla:en-US:official&channel=fflb&source=lnms&tbm=isch&sa=X&ei=9rCFUuH8E6KG2wXe74CwAQ&ved=0CAkQ_AUoAQ&biw=1173&bih=565#channel=fflb&q=blank+puzzle+pieces+template&rls=org.mozilla:en-US:official&channel=fflb&source=lnms&tbm=isch&sa=X&ei=9rCFUuH8E6KG2wXe74CwAQ&ved=0CAkQ_AUoAQ&biw=1173&bih=565#channel=fflb&q=blank+puzzle+pieces+template&rls=org.mozilla:en-US:official&channel=fflb&source=lnms&tbm=isch&sa=X&ei=9rCFUuH8E6KG2wXe74CwAQ&ved=0CAkQ_AUoAQ&biw=1173&bih=565#channel=fflb&q=blank+puzzle+pieces+template&rls=org.mozilla:en-US:official&channel=fflb&source=lnms&tbm=isch&sa=X&ei=9rCFUuH8E6KG2wXe74CwAQ&ved=0CAkQ_AUoAQ&biw=1173&bih=565#channel=fflb&q=blank+puzzle+pieces+template&rls=org.mozilla:en-US:official&channel=fflb&source=lnms&tbm=isch&sa=X&ei=9rCFUuH8E6KG2wXe74CwAQ&ved=0CAkQ_AUoAQ&biw=1173&bih=565#channel=fflb&q=blank+puzzle+pieces+template&rls=org.mozilla:en-US:official&channel=fflb&source=lnms&tbm=isch&sa=X&ei=9rCFUuH8E6KG2wXe74CwAQ&ved=0CAkQ_AUoAQ&biw=1173&bih=565#channel=fflb&q=blank+puzzle+pieces+template&rls=org.mozilla:en-US:official&channel=fflb&source=lnms&tbm=isch&sa=X&ei=9rCFUuH8E6KG2wXe74CwAQ&ved=0CAkQ_AUoAQ&biw=1173&bih=565#]; [https://www.barebooks.com/puzzles.htm](https://www.barebooks.com/puzzles.htm); [https://www.barebooks.com/art/pz12.gif](https://www.barebooks.com/art/pz12.gif); [https://www.google.ca/imgres?imgurl=http://www.barebooks.com/art/pz12.gif&imgrefurl=http://www.barebooks.com/puzzles.htm&h=197&w=252&sz=6&tbclid=LiIz1-xz1-XwDM:26tbh%3D90%26tbnw%3D115%26zoom%3D1%26usg%3D__-zy5mIG4m630GsnnqWUmj4TX65I%3D%26docid%3D0YxoCAPT0Ltr7M%26sa%3DX%26ei%3D3DVSI1UrvgO-SOyAHIsoGADw%26ved%3D0CDEQFjwAcA)

d) Simple catalyst experiment:

- Materials: a clear beverage glass containing one cup of vinegar and one tablespoon of baking soda.
- Hold the cup of vinegar in front of the class and tell the students it represents the six countries’ alliances, tension, competitive natures and motives for attacking one another.
- Hold the tablespoon of baking soda in front of the class and ask them what they think it will do when you drop it into the vinegar.
- After it is determined that the baking soda will cause the vinegar to bubble and overflow ask them what they think the baking soda represents.
- Once it is determined that the baking soda (catalyst) represents the assassination of Franz Ferdinand drop the baking soda into the container with vinegar.
- After the container begins to overflow tell the class this reaction represents the beginning of World War One.
BLM 1.2

*Before distributing to groups divide each country from one another with scissors.

**Austria-Hungary**

- Austria-Hungary’s Emperor is Franz Josef.
- On June 28, 1914 Austria’s Archduke Franz Ferdinand is assassinated in Sarajevo.
- The assassin is Gavrilo Princip who was a Serbian militant and a member of the terrorist group, the Black Hand.
- On July 5th Austria-Hungary asks for Germany’s support if Russia entered the war.
- July 23 Austria-Hungary gives an ultimatum to Serbia that demanded the people responsible for the assassination of Franz Ferdinand be brought to justice.
- July 28th Austria-Hungary declares war on Serbia.
- Austria-Hungary is a member of the Triple Alliance with Germany and Italy.

**Germany**

- The German Emperor or Kaiser is Wilhelm II.
- Germany gave Austria-Hungary a “blank cheque” that promised support to Austria-Hungary if Russia entered the war.
- After Russia mobilized its troops Germany declared war on Russia on August 1.
- Germany thought they would eventually have to go to war with Russia and it is suggested that they saw WW1 as a chance to fight Russia before their army grew too powerful.
- On August 3 Germany declares war on France.
- Germany decided to cross neutral Belgium in order to reach France’s least protected border.
- Britain had a defense agreement with Belgium and is now forced to go to war.
- Germany is a member of the Triple Alliance with Germany and Italy.

**Britain**

- Prime Minister of Britain at the beginning of WW1 was Herbert Henry Asquith.
- Britain functioned as a diplomat and tried prevent a war between Russia and Germany but was unsuccessful.
- Britain had a defense agreement with Belgium
- Once Germany entered Belgium to reach France Britain was forced into the war.
- Britain declared war on Germany on August 4.
- It has been argued that Britain was motivated to join the war to fight Germany who’s strength was beginning to challenge the wealth of their Navy.
- Also, it has been argued that Britain wanted to maintain the power it held in Europe.
- Britain is part of the Allied Powers alliance with Russia and France.
BLM 1.3

France
- Rene Viviani is the Prime Minister of France at the beginning of WW1.
- France had a defense treaty with Russia.
- This meant that when Germany declared war on Russia France was forced to fight against Germany, which also meant war against Austria-Hungary.
- It has been suggested by historians that France was still upset after the territories Alsace and Lorraine were taken from them in 1871.
- Therefore, certain French leaders thought the German preoccupation with its war against Russia would give France an opportunity to regain these territories.
- France is a member of the Allied Powers alliance with Russia and Britain.

Serbia
- Peter I is the King of Serbia.
- Serbia is the home of the terrorist group the Black Hand.
- Gavrilo Princip who is a member of the Black Hand is responsible for the assassination in Sarajevo of Austria-Hungary’s heir to the throne, Franz Ferdinand.
- July 23 Austria-Hungary gives an ultimatum to Serbia that demanded the people responsible for the assassination of Franz Ferdinand be brought to justice.
- Serbia does not comply.
- July 28th Austria-Hungary declares war on Serbia.
- Russia had a treaty with Serbia, which forced Russia to defend Serbia and enter the war.
- This causes Germany to declare war on Russia to fulfill its promise to Austria-Hungary.

Russia
- The leader at this time is Tsar Nicholas II.
- Russia has a treaty with Serbia.
- When Austria-Hungary declared war on Serbia on July 23 Russia was forced to mobilize its army to protect Serbia.
- Historians have suggested that the Tsar was losing control of Russia, which created the idea that a war victory would allow him to regain control.
- Russia is part of the Allied Powers alliance with Britain and France.
BLM2.1

a) *Megalomaniac* – Incubus: [http://www.youtube.com/watch?v=MuZhnNR6vzc](http://www.youtube.com/watch?v=MuZhnNR6vzc)

- Before playing the video:
  o Tell students to pay attention to images or other aspects of the video that attract their attention.

- After the video:
  o Ask the students what they noticed in this video and write their responses on the board.

- Questions to consider during discussion:
  o What is the tone of the song?
  o What emotional response do you have to this song?
  o Does this reflect a positive or negative view towards the government?

b) *Megalomaniac* – Incubus (song lyrics):
[http://www.lyrics007.com/INCUBUS%20Lyrics/Megalomaniac%20Lyrics.html](http://www.lyrics007.com/INCUBUS%20Lyrics/Megalomaniac%20Lyrics.html)

- Give the students some background knowledge on the song and tell them that this song is a response to former President George Bush’s decision to wage war on who he considers “the enemy.”

- Questions to consider:
  o What lyrics stand out to you? Why.
  o What type of emotional response did you have to this song?
  o Which images or words did you find you responded the most to? Why?

- Write their answers on the board as well.
Using evidence to understand wartime propaganda
“In this image, Dollard des Ormeaux's courageous stand against the Iroquois at Long-Sault in 1660 exhorts French Canadians not to wait for the enemy to come to them, but to enlist now.” -

Translation and photo retrieved from:
http://www.warmuseum.ca/cwm/exhibitions/propaganda/poster3_e.shtml
What is the context?  

Who is the intended audience?  

How does this poster depict Canadians? 

What is this poster portraying? 

What perspective of the war is suggested by this poster? 

What potential bias' or opinions could this poster be establishing? 

If you did not have any historical knowledge what would you think after reading this?

"On the night of 27 June 1918, the German submarine U-86 torpedoed and sank the hospital ship the Llandovery Castle, resulting in the loss of 146 officers and other ranks, including 14 Canadian Nursing Sisters. The ship's clearly displayed Red Cross markings should have guaranteed safe passage, but the Germans sank it in the belief that it carried munitions and American military personnel. If torpedoing the ship was bad; German actions following its destruction were worse. According to survivor testimony, the lifeboat carrying the 14 nurses was sucked into the vortex created by the sinking ship, but the others were rammed and shelled by the submarine, the crew of which seemed intent on ensuring that there were no survivors. The sinking of the Llandovery Castle which outraged Canadians, and seemingly emphasized the brutality of the German enemy, was a near-perfect propaganda opportunity. This poster uses the ship's destruction to promote the sale of Victory Bonds, harnessing and fostering public outrage with the central figure of the drowned nurse, already a useful wartime icon being portrayed elsewhere as a ministering angel. Only German beliefs and attitudes, implied here by the darkly ironic use of the word "Kultur," would sanction this inhumane act. Posters such as this, depicting the barbaric "Hun," featured prominently in Allied propaganda throughout the war."

Text and photo retrieved from:
Translation: “French Canadians: Enlist! Our first line of defence is in France. Do not wait to defend our country until after it has been invaded and devastated. Spare your loved ones these horrors. The heart of France bleeds and the voice of blood speaks. Do not forget, French Canadians, that you are the descendants of Dollard's Companions and the troops of Montcalm and Lévis; you are the sons of the victors of Châteauguay and the brothers of heroes of St. Julien and Festubert.” - Canadian war museum

BLM 3.1

a) Effect and Cause - The White Stripes:
http://www.youtube.com/watch?v=Z1ZH8CHPIU

b) Effect and Cause - The White Stripes (lyrics):
http://www.azlyrics.com/lyrics/whitestripes/effectandcause.html

• After the song ends ask the students what they thought of the song.
• Questions to consider:
  o What is the main idea of this song?
  o What is the message? (Try to get students to touch on the aspects of cause and consequence that are evident in the song).
The influence of World War One on Canada

“When Britain is at war, Canada is at war. There is no distinction.” – Prime Minister Sir Wilfred Laurier (1910).

- When Britain entered the war the entire British Empire was forced into war.
- Therefore, Canada was obliged to join the war effort.
- However, Canada was able to determine the extent of its involvement in the war effort.
- By the end of the war 619 thousand Canadians had enlisted into the armed forces.
- 7% of Canada’s population was in the army for a period during the war.
- At the beginning of the war the Canadian population was very enthusiastic at the prospect of war.
- Canada met Britain’s request during the war and formed an armed forces of 25,000 troops.
- Canada’s government passed the War Measures Act that allowed the government to do whatever they felt was necessary to aid in the war effort.
- Residents were excited to enlist as feelings of Nationalism swept the country.
- Many citizens held a romantic view of war and thought enlisting would provide a desired escape from their current lives.
- Racist attitudes spread through Canada once those of a African or Asian descent were denied their opportunity to participate in the war.
- In October 1914 Canada sent 30,000 volunteers to Europe.
- By the end of the war almost 61,000 Canadians died and 172,000 were wounded during the war.
- Canada’s WWI experience proved to be a huge period of growth for Canada.
- Canada’s effort during the war and especially its success at Vimy Ridge began to set Canada apart from Britain.
- Canada would later be seen as an somewhat independent nation and had its own representatives at the Treaty of Versailles following the conclusion of the war.
BLM3.3
This assignment modified from: “Activity: Weighing Causes of the Oka Crisis”(121):
Instructions:
• Give each student a copy of this sheet.
• Student will also need a large piece of white paper.
• Students will draw a standard target as big as possible and in the centre of the target will be the heading of each activity.
• Students will have to decide which cause and consequence share the closest relationship or is the most significant.
• Students will tape their choices onto the paper and write their reasoning for this decision underneath each one.

The cause: Canada joins the war effort and begins recruiting soldiers

Consequences:

<table>
<thead>
<tr>
<th>Women are now allowed to join the workplace and work in munition factories</th>
<th>Male farmers begin to join the army, which allows for the introduction of female farmers or “farmerettes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>British sentiments in Canada gain strength and develops into nationalism</td>
<td>French Canadians feel like this is not their war to fight and do not want to contribute to the war effort</td>
</tr>
</tbody>
</table>

The consequence: What caused Canada’s conscription crisis in 1917?

The causes:

<table>
<thead>
<tr>
<th>Those of an African or Asian descent were denied their opportunity to participate in the war.</th>
<th>When Britain entered the war the entire British Empire was forced into war. Therefore, Canada was obliged to join the war effort.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In October 1914 Canada sent 30,000 volunteers to Europe.</td>
<td>Residents were excited to enlist as feelings of Nationalism swept the country.</td>
</tr>
<tr>
<td>French Canadians did not feel obligated to join the war effort.</td>
<td>With the booming war industry on the homefront people did not want to leave their jobs to become a soldier.</td>
</tr>
</tbody>
</table>

Cause: Implementing the War measures act

The consequences:

<table>
<thead>
<tr>
<th>Borden introduces The Military Service Act, 1917, which made ranging from age 20 to 45 eligible to be drafted into the military.</th>
<th>Riots developed in Montreal and Quebec city that led to the deaths of 4 people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borden introduces The Military Voters Act, 1917, which gave male and female members of the military the right to vote.</td>
<td>Borden introduces The War-time Elections Act, 1917, which gave wives, widows, mothers, sisters, and daughters of men in the army the right to vote. This was the first time women were allowed to vote.</td>
</tr>
</tbody>
</table>
BLM 4.1

a) I didn’t raise my boy to be a soldier:  [http://historymatters.gmu.edu/d/4942/](http://historymatters.gmu.edu/d/4942/)

- Before playing:
  - Tell the students that this is anti war propaganda from the First World War and connect to lesson on evidence.
  - Tell students to listen to the message and write down words or images that they find striking while the song is playing.

b) *It's a long way to Tipperary*” by John McCormack:  
[http://www.youtube.com/watch?v=mPLS5nNFWTU](http://www.youtube.com/watch?v=mPLS5nNFWTU)

c) *It’s a long way to Tipperary”* by John McCormack (lyrics):
[http://www.firstworldwar.com/audio/itsalongwaytotipperary.htm](http://www.firstworldwar.com/audio/itsalongwaytotipperary.htm)

d) Prime Minister Robert Borden’s speech at the beginning of the war:

- Questions to consider:
  - What is the tone of this speech?
  - What is the main idea being delivered?
  - What words or images help convey his ideas?
  - What perspective is being examined?

e) The French Canadian reaction to the outbreak of World War One:  

- Questions to consider:
  - What is the tone of this speech?
  - What is the main idea being delivered?
  - What words or images help convey his ideas?
  - What perspective is being examined?
  - In what ways does this document differ from Prime Minister Borden’s speech?
The Home front in 1917

- Voluntary enlistment to maintain a 500,000 man Canadian armed forces was beginning to create a crisis on the home front
- In 1917 Prime Minister Borden declared mandatory conscription for Canadian men.
- This declaration created a great crisis in the political realm and divided the country between the French and the English people.
- The French Canadians did not feel connected to France or Britain
- French Canadians felt Borden was not concerned with their interests.
- French Canadians felt that English Canadians also did not care about their concerns.
- English Canadians felt the French Canadians were not assisting enough doing their part to contribute to the war effort.
- French Canadians accounted for a meager 5% of men enlisted in the Canadian forces.
- After *The Military Service Act, 1917* was passed riots broke out in Montreal and Quebec City.
- Prime Minister Borden passed *The Military Voters Act, 1917*, which gave all male and females who were members of the military the right to vote.
- This act also indicated that all votes would either be cast “for” or “against” the government.
- Borden also passed *The War-time Elections Act, 1917*, which gave females that were either a wife, widow, mother, sister, or daughter of a man in the army the right to vote and any immigrants that spoke German or any other language from the Austro-Hungarian Empire lost the right to vote.
- As predicted, Borden won the election.

BLM 5.1

a) Butchers’ Tale (Western Front 1914 by The Zombies:
http://www.youtube.com/watch?v=7Kciu3pIzWI
b) Butchers’ Tale (Western Front 1914 by The Zombies (lyrics):
http://www.azlyrics.com/lyrics/audioslave/soundofagun.html
d) A soldier’s letter home:
http://www.canadiangreatwarproject.com/transcripts/transcriptDisplay.asp?Type=L&Id=824
e) Letter home suggests poor training:
http://www.canadiangreatwarproject.com/transcripts/transcriptDisplay.asp?Type=L&Id=295
f) Picture of Canadian soldiers that likely would all be dead by the end of the war:
g) Painting of grief-stricken mother:
h) “For what – moral” (painting):
i) Doctor’s account of a soldier being executed for Cowardice in the British army:
http://www.oucs.ox.ac.uk/ww1lit/collections/item/1764?CISOBOX=1&REC=2
Canadian participation in the battles of The First World War

**Second Battle of Ypres: April 1915**
- German forces concentrated on the Russians on Eastern Front.
- This Germans mad their initial test of the chlorine gas and reached 10,000 opposing troops, half of which died in 2 minutes.
- Germans released the second round of chlorine gas 2 days later and targeted the Canadian troops.
- Canadians were responsible for creating several German losses.
- Britain came to support Canadian troops at which point in time they had 5,975 casualities and 1,000 were fatal.
- France withdrew from the battle on May 13.
- During the battle the death toll was: 59,000 British losses, 10,000 French and 35,000 Germans.

**Battle of the Somme: July 1, 1916**
- This was the main allied attack on western front during 1916.
- One third of British troops (58,000 soldiers) were killed on first day.
- Canadians were asked to secure Courcellette France, which was initiated on Sept 15.
- By November 11, the fourth Canadian division retrieved most German trenches.
- Here there were 24,000 Canadian casualties.
- British Prime Minister Lloyd George wrote, "The Canadians played a part of such distinction that thenceforward they were marked out as shock troops; for the remainder of the war they were brought along to head the assault in one great battle after another. Whenever the Germans found the Canadian Corps coming into the line they prepared for the worst." - From: "1916 - Prelude to the Somme". Canada and the First World War. Veterans Affairs Canada.

**Vimy Ridge: April 9, 1917**
- This was the first time the four Canadian divisions were going to function in combat as a main subdivision.
- By April 12, 1917 Canadians established a strong control of the ridge.
- Canadians had a total of 10,602 casualties (3,598 killed and 7,004 wounded).
- This ridge was vital for further success in the war.

**Passchendaele (Third Battle of Ypres): October 1917**
- Canadian corps relieved the Anzac (Australian and New Zealand) soldiers on October 18.
• Canadian corps were to complete three small tasks over the course of three or more days.
• The Canadian mission started on October 26.
• Achieved its goal of capturing Wolf Copse.
• Canadians completed all goals but eventually had to retreat a significant amount as a result of counterattacks from the Germans.
• The second stage began on October 30th and the goal was to capture or recapture anything lost and attain the base that was vital for carrying out the final stage.
• Here, Canadians encountered a lot of German resistance.
• Canadians captured a significant amount of land but failed to complete the task during this section.
• After a week pause during the offensive the third and final part of the battle occurred on November 6 and the 1st and 2nd Canadian Divisions took over the front and relieved the 3rd and 4th Canadian divisions.
• A few hours into the battle most goals were reached and the city of Passchendaele was captured.
• November 11 was the push to get the elevated land north of village, which ended the battle.
• This battle lasted sixteen days and resulted in 15,654 Canadian casualties, 4,000 of which were.

**Hundred day offensive: September 1918**

• Canadians along with the allies began attacking German forces in Amiens.
• German morale began to make a strong decline.
• After this, Canadians were placed in Arras where they tried to take control of the Hindenburg Line.
• On Sept 27 1918 Canada went through the dry area around the Canal du Nord and passed the Hindenburg line.
• During the last days of this offensive Canadians reached the Mons and in the process sustained 46,000 casualties.
• This would prove to be the last offensive and the armistice was signed by the last of the Central powers, Germany, on November 11 at 11 a.m.

**Dates of withdrawals from the First World War**

• September 29, 1918 Bulgaria surrenders.
• October 14, 1918: Poland declares itself as an independent state.
• October 29, 1918: Yugoslavia declares itself an independent state.
• November 3, 1918: Austria signs armistice
• November 11, 1918: Germany signs armistice, which officially ended the war.
• June 28, 1919 Treaty of Versailles (peace treaty) is signed.
BLM6.2

a) *For you* by Keith Urban: [http://www.youtube.com/watch?v=gWK1sG3spiE](http://www.youtube.com/watch?v=gWK1sG3spiE)


- **Questions to consider:**
  - How does this song make you feel?
  - What do you think this song is about?
  - Do you think it is an active portrayal of war?

c) **Establish a realistic scenario:** Tell the students that the Ontario is deciding to condense the current grade 10 history curriculum to allow for more information on our nations most recent history. In order to achieve this goal, portions of the First World War unit will need to be removed. As students currently taking the course it is important to voice your opinion on the matter. Therefore, you must prove why the battle that will be assigned to you must be taught in future Ontario classrooms.

- **Questions for student consideration:**
  - What is significant about the battle?
  - What did the battle mean to the Canadian armed forces and to the home front?
  - How did this affect the course of the war?
  - Why should students learn about this battle one-hundred years from now?
  - What impact did the battle have on future history?

c) **Battle of the Somme:**
   [http://wwi.lib.byu.edu/index.php/Lloyd_George_on_the_Battle_of_the_Somme](http://wwi.lib.byu.edu/index.php/Lloyd_George_on_the_Battle_of_the_Somme)

d) **Vimy Ridge** (*Canadian War Records Office on the Battle of Vimy Ridge*):
 [http://wwi.lib.byu.edu/index.php/Lloyd_George_on_the_Battle_of_the_Somme](http://wwi.lib.byu.edu/index.php/Lloyd_George_on_the_Battle_of_the_Somme)

e) **Passchendaele** (*Sir David Watsons on the Canadian Effort at the Third Battle of Ypres, 1917*):
 [http://www.firstworldwar.com/source/ypres3_watson.htm](http://www.firstworldwar.com/source/ypres3_watson.htm)
BLM 7.1

a) **Zombie - The Cranberries**: [http://www.youtube.com/watch?v=6Ejga4kJUts](http://www.youtube.com/watch?v=6Ejga4kJUts)
   - Before playing ask students to consider the following questions:
     - What is the conflict in the video?
     - What perspectives are being examined in this video?
     - How are these perspectives portrayed?
     - Does the video connect to an emotional or ethical view?
     - What age groups are found in the video?
     - How does this video reflect continuity over time? Change?

   - While the lyrics are visible on the projector ask the students the same questions and record their responses on the whiteboard with the use of a mind-map.
   - Ask students what elements of the song are suggestive of The First World War?
Continuity and Change
In The Canadian Attitude Towards war
1. Do the Canadian people have a voice in the war?

2. What attitude towards the war does this newspaper article reflect?

3. What elements of continuity are reflected in the article?

4. What elements of change are reflected?

“Newspapers and the war” (The Globe and Mail):

http://www.warmuseum.ca/cwm/exhibitions/newspapers/information_e.shtml
"Cold War: ’The only choice today is peace’"


1. Why does he believe World War is no longer a possibility?

2. How does this advancement in technological warfare reflect continuity?

3. Why does he think the governments actions in preparation for war are misleading?

4. How does the speaker’s tone and perspective reflect change since the beginning of World War One?
Canadian protest against the Afghanistan war:

1. What do you notice in this picture?

2. How does this reflect the Canadian society’s relationship with the government?

3. How does this picture suggest continuity?

4. How does this picture express change?

Canadian protest against the Iraq War:

1. What people or images do you find striking in this video?
2. How does the student opposition to the war represent change?
3. What elements of continuity are reflected in this video?
4. What message does Canadian society have for war presently?

First 3 minutes:

http://www.youtube.com/watch?v=1LDB5qrrHB0
BLM 8.1

a) **Canadian soldiers’ wives cover of Bryan Adams’ Ric-A-Dam-Doo:**

   - **Questions to consider:**
     - What type of emotional response did this video give you?
     - How does this video reflect continuity and change?
     - Why do we celebrate Remembrance Day?

b) **Give each student a copy of the summative assessment outline:**

   **We Remember**
   *(Assessment of learning)*

   It is vital for us to honour our war veterans and remember the sacrifices they made for our freedom. Now, it is your turn to decide how you want to honour them. Here is the task:

   - **Decide what form of media you are going to use to convey your remembrance:**
     - Slowmation
     - PowerPoint presentation
     - A reflection essay
     - Pinterest board
     - Another form of media can be utilized as long as you ask for approval from teacher first.

   - **Your assignment must creatively explore each of the following required contents:**
     - Historical significance
     - Primary source evidence
     - Continuity and change
     - Cause and Consequence
     - Historical perspective
     - Ethical dimensions of history

   **You will be given three work periods to complete the assignment**
We Remember
"I knew that it would be years before I could face anything but a quiet country life. My disabilities were many: I could not use a telephone, I felt sick every time I travelled by train, and to see more than two people in a single day prevented me from sleeping. I felt ashamed of myself as a drag. Somehow I must live by writing.” - Excerpt from Robert Graves, “Goodbye to all that,” p. 236, (1960).
Dear Mother

Just a line to let you know that I am quite well. I am for the front on Tuesday. But if you write to the Commanding Officer and say I am only seventeen it will stop me from going. Get it here before Tuesday for I cannot get a pass to come and see you. Don’t forget.

From Stephen

Retrieved from: http://www.telegraph.co.uk/history/world-war-one/inside-first-world-war/part-one/10273499/first-world-war-letters-home.html
I knew a simple soldier boy
Who grinned at life in empty joy,
Slept soundly through the lonesome dark,
And whistled early with the lark.
In winter trenches, cowed and glum,
With crumps and lice and lack of rum,
He put a bullet through his brain.
No one spoke of him again.

You smug-faced crowds with kindling eye
Who cheer when soldier lads march by,
Sneak home and pray you'll never know
The hell where youth and laughter go.” - Siegfried Sassoon
War Memorials
Unveiling of the war memorial:
King George VI (1939)

Retrieved from:
http://www.thecanadianencyclopedia.com/articles/national-war-memorial#SEC959190
*Ossuary contains approximately 130,000 skeletons collected underneath the Ossuary and through the tiny windows u can see bones from soldiers that were found on the battlefield.  
*15,000 French soldiers were buried in this cemetery.

Retrieved from: [http://www.ww1battlefields.co.uk/verdun/images/cent/oss2.jpg](http://www.ww1battlefields.co.uk/verdun/images/cent/oss2.jpg)
Tannenberg Memorial: Germany’s tomb of the Unknown Soldier

Retrieved from: http://info-poland.buffalo.edu/classroom/JM/monument.html