CHC2P Grade Ten Applied History: Social, Economic and Political Events in Canada

From 1914-1929.

Created By: Leanna Bruno, Michelle Tacbas and Matthew Woodley
Course: Canadian History  
Grade Level: Grade Ten Applied CHC2P  
Unit: Social, Economic and Political Events in Canada from 1914-1929  
Time: 75 minutes  
Unit Overview:

Canada’s development as a country is integral for the progression of this nations’ identity. However, this came through a process of many social, political and economic events; all of which contributed to the nation that Canada is today. It is these significant events that this unit will focus on. It will examine events of great political conflict, moments of cooperation, the development of identity and citizenship, as well as the importance of heritage, and the inclusion of different cultures, and the acceptance and integration of women into political society. This unit aims to provide an understanding of some key events in Canadian history during the time frame of 1914-1929 that has contributed to what Canada is today.

Introductory Lesson

Overall Expectation: By the end of this course, students will be able to describe key social, economic and political events, trends and developments that occurred in Canada between the years of 1914-1919.

Lesson Overview:

This introductory lesson will engage students into thinking about their place in history, specifically, their place in Canadian history. It will also introduce them to Canadian identity and what it means to be a part of the nation. This lesson will also help students put their personal experiences into perspective in terms of where they fit in in historical thinking today. It will allow them the opportunity to critically think about their connections to historical events that have happened in their generation, and the ones before them and the impact of these events on today’s society and the future. More importantly, this lesson will introduce them to a series of lessons pertinent to the history of Canada socially, politically and economically. They will gain a better understanding of the main events that brought Canada into the world stage, and the importance of Canada’s heritage and its peoples’ identity.

Learning goals:  
After this lesson students will:

- Be able to name some important events that happened in Canadian history.
- Be able to make a connection between themselves and historical events
- Be able to identify one significance of why Canadian history should be studied
- Be able to explain where they think they fit into Canada’s identity as a nation.
- Historical thinking concept: Historical significance
Curriculum Expectations:
By the end of this unit: Students will be able to describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada (B1).

Materials:
- A Questionnaire about Canada
- Projector
- Computer
- Access to Internet
- A little box

Plan of Instruction:
• Warm-up/Hook (10 minutes)
  Ask a big and general question: Where do you fit in, in history? What significant things that have happened can you identify with? Then show the video of the history of everything in two minutes. After the video is played, ask the questions again, but rephrase them. What five things in this video can your relate to? Where in this time frame do you fit in? Why do you think you identify with it?
  Video: “Our Story in Two Minutes” (Refer to Appendix 1.1)

• Discussion (10 minutes) After discussion about this video, and where they fit into the bigger picture of history, begin discussion about Canada and Canadian identity. Talk about where the students fit in in terms of Canada’s historical events. Then play the Silent Auction Game.

Activity 1: Silent auction game (fifteen minutes): Give students statements and have them respond to statements most applicable to them. Their way of responding is by raising their hands. They are not allowed to speak during this game. Use the statements provided below OR create your own.
  Silent Auction Statements:
  1) Raise your hand if you were born in Canada.
  2) Raise your hand if you have ever lived outside of Canada.
  3) Raise your hand if you were born in Canada and then lived somewhere else and then moved back.
  4) Raise your hand if you were not born in Canada.
  5) Raise your hand if your family came from Asia.
  6) Raise your hand if your family came from South America.
  7) Raise your hand if your family came from Africa.
  8) Raise your hand if your family came from the Middle East.
  9) Raise your hand if your family came from Europe.
  10) Raise your hand if you identify as a Canadian.
• **Discussion (ten minutes):** Ask the students what they think about the different responses they gave. Ask them what the common trends are? Where are most people from? Ask them about the incentives they think Canada has for many people from other places to move here.

Get students to take out a sheet of paper for them to answer this last question.
Ask: why do people want to be in Canada as opposed to other countries? What makes Canada so special? Give the students 5 minutes to think of an answer, have them write it down on the sheet of paper, get them to crumple it up and put it in a small box. Then go around to each student and ask him or her to pick out one crumpled sheet and read the answer out loud. Ask them simply to say agree or disagree and then to sit back down.

**Activity 2: All About Canada Questionnaire.** *Refer to Blackline Master 1*

• **Modeling:** For this activity, it is a good idea to make sure you have done the questionnaire yourself. This can be used as an answer key for when the answers are taken up OR just as an example to show.

• **Guided Practice (twenty minutes):** Explain that you would like them to fill out a questionnaire about Canada’s historical events, places, figures, etc. Tell them that it is not going to be graded, but instead to be used as a base line for the unit and to gauge what they know of Canadian history so far. Instruct the students to work with partners, and to work as efficiently as possible. They can also work with other partners if they are stuck on some questions, this will allow for collaboration between the students.

• **Sharing, Discussion, Teaching (ten minutes):**
Take up the answers to the questionnaire. Compare with the class and see what answers they gave for some of the questions. Ask the students questions such as: Why did you choose that answer? Why do you think everyone had different answers? What do the similarities and differences in our answers say about our connection to Canada? How do you think you identify as a Canadian?
### All About Canada Questionnaire

1. What is the capital city of Canada?

2. What is Canada’s official winter sport?

3. What is Canada’s official summer sport?

4. Who was Canada’s first Prime Minister?

5. Who is Canada’s current Prime Minister?

6. Who was Canada’s first French Canadian Prime Minister? (Just last name is okay)

7. Who was Canada’s first female Prime Minister? (Just last name is okay)

8. What year did Confederation occur?

9. Which of the following were the first original provinces of Canada?
   a) Manitoba
   b) Ontario
   c) Quebec
   d) New Brunswick
   e) Nova Scotia

10. Who is the “Great One” and why is he famous?

11. What is the most famous Canadian poem of WWI? Who wrote it?

12. Name one food that Canada is known for.

13. Which Canadian company invented the snow mobile?

14. Which of the following cities was NOT an original member of the NHL in its first season?
   a) Toronto
   b) Montreal
   c) Hamilton
   d) Ottawa
   e) Vancouver

15. Name one of the women of the Famous Five.

16. Which Canadian researcher discovered insulin in 1922?
   a) Frederick Banting
<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>b) Alexander Bell</td>
<td>c) Charles Best</td>
</tr>
<tr>
<td>d) Stephen Leacock</td>
<td>e) Jonas Salk</td>
</tr>
</tbody>
</table>

17. What event took place that marked the Great Depression?

18. The FLQ was a terrorist organization that wanted the independence of what? (Happened in 1960’s)

19. What does UN stand for?

20. What does the world think of Canada as?

21. What does NATO stand for?

22. Name 3 famous Canadian actors:

23. Name one of Canada’s most famous female singers:

24. Write the first 4 lines of the Canadian national anthem:

25. Who is Canada’s sovereign?

26. Which popular Canadian franchise is known for menu items such as the "Double Double" and "Canadian Maple Donut"?

27. What gorgeous and multi-coloured type of artwork is Canada usually compared to?

28. How many provinces does Canada have?

29. How many seasons does Canada have?

30. Which Prime Minister is on the Canadian one hundred dollar bill?
Course: Canadian History
Grade Level: Grade Ten Applied CHC2P
Unit: Social, Economic and Political Events in Canada from 1914-1929
Lesson 1
Time: 75 minutes

Overview: This lesson focuses on the main causes of WWI as well as the main causes of Canada’s participation in it specifically.

Learning Goal: students should gain knowledge in understanding why Canada chose to enter WWI and how this decision affected Canada on a national and international scale.

Curriculum Expectations: Explain the main causes of WWI and of Canada’s participation in the war as well as analyze the consequences of Canada’s military participation in the war. (Big 6 Concept - Cause and Effect)

Materials:
- See appendix
- Computer and projector

Warm-Up: (5 min)
- Whatever desk groups the students are sitting in at the time will become their team/country
- Each group will get to make paper balls to throw at one another and will be given 60 seconds to form alliances with other groups in the class
- When the 60 seconds is done, the teacher will select one group to throw the first paper ball at another group, and then based on alliances the other groups are free to throw the paper balls at whoever they want
- Demonstrates how one thrown ball can cause all of the other balls in the room to be thrown (aka cause and effect - represents the countries fighting in WWI)

Discussion: (10 min)
- Review prior knowledge and introduce new knowledge
  - When did it start?
  - What main countries were involved?
  - What role did Canada play? Who were we (Canada) fighting for?
  - Ancestors who fought in the war?

Modeling: (20 min)
- Talk about the causes of the war
  - Assassination of Franz Ferdinand (use Appendix 1.2)
  - Web of alliances (the triple alliance, and the dual alliance) (use Appendix 1.3)
  - Britain’s alliance to defend Belgium
- Be sure to mention how each of the above causes is the “cause” part of “cause and effect” and how the effect was WWI
  - NOTE: there is rarely one cause that leads to one predictable effect, almost always
    Have multiple causes that lead to an effect, which is UNPREDICTABLE

**Guided Practice: (15 min)**
- In table groups get the students to analyze and discuss reasons for Canada’s involvement in WWI and the feelings that different groups of citizens had towards the decision (Appendix 1.4, 1.5, 1.6, 1.7)

**Independent Activity: (10 min)**
- Individually, get each student to list 5 major events that have happened in their lifetime
- For each event, get them to list as many “causes” as possible that led to that event (effect)

**Sharing/Discussing: (15 min)**
- Each group shall present their opinion (based on the primary sources given) of why Canada entered the war and how the various groups within Canada felt about the decision
- Afterwards, each member of that group will present their own 5 significant events and the causes that led to those events

**Assessment:**
- Participation (is each group and individual participating in the events during class time?)
- Red stick/green stick (each student has a Popsicle stick coloured red on one side and green on the other. After each section is completed, ask the class if they understand the content just taught and to show the green side for “yes” and the red side for “no”. Answer questions for red sticks where necessary)

**FINAL PROJECT:** Take this opportunity to assign their final project for the unit.
*Use the attached instructions and marking scheme to explain to students what your expectations are; make is perfectly transparent so that they are able to rise to the challenges of the assignment. Address any questions they may have during the next lesson.*
Grade 10 Applied: Design an Advertisement for a Product in the 1920’s

For this assignment, begin by researching some advertisements that were used during the time periods between 1914-1929. Choose a product that you feel was significant for this historical timeframe. Examine the advertisement that was created for it; discuss its function and why it was created in the first place. Explain your findings to your students to model this assignment. Explain the process of researching and using primary sources to identify historical context. Talk about the importance of facts, and how primary sources can identify so much about certain periods in history. Use your advertisement research and advertisement as an example.

Tell the students that in groups, they are challenged to create a unique and engaging presentation about a product that was being sold in 1914-1929. They are going to choose one that they would like do for this presentation and do more extensive research of the product. Instruct them to look at what was happening during the time it was being sold; think of the historical context of the product.

For the presentation: first, students are required to provide a clear and concise summary, examining key ideas and main events of their research. Second, students must create their own advertisement poster, commercial or other medium of advertisement for the product they have researched. Third, students will be expected to present this advertisement along with their historical research to the rest of their peers to demonstrate their understanding and gained knowledge about the historical period that the advertisement was taken from. They will be marked for their poster/ad, their presentation, and their ability to make connections between their research of the product and the unit they have just studied. They will also be assessed on their appropriate use of sources, and their research.

Students are also encouraged to use different forms of media to present their findings to enhance their presentations. This is an opportunity for students to come up with different ideas of presenting the information they have accumulated and discussions they have had collectively as groups. Lastly, each student will be required to self-evaluate their contributions to the entire project.

Each presentation should be approximately fifteen to ten minutes in length. Every student must have a part in making and presenting the assignment. Each student must do a self-evaluation in order to complete the assignment. The self-evaluation form will allow students to identify their contributions to the project and better gauge if this group project was a success or not.

The marking scheme attached can be used to mark these presentations. It can easily be altered to look for specific parts. It can also work hand in hand with a rubric for better assessment.
<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>Summary of the research on advertisement</td>
<td>2/2</td>
</tr>
<tr>
<td>Should be approximately 2-3 minutes.</td>
<td></td>
</tr>
<tr>
<td>Explanation of the advertisement of the time period, with the use of sources.</td>
<td>5/5</td>
</tr>
<tr>
<td>Organization and delivery of information.</td>
<td></td>
</tr>
<tr>
<td>Must have all of materials (poster, technology etc) completed, set up and ready to go. Must present in 10 minutes.</td>
<td>5/5</td>
</tr>
<tr>
<td>Each group member knows when to speak.</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>10/10</td>
</tr>
<tr>
<td>Each group must make a poster: should include the time period being examined, should include an image of the product being advertised. Should include information of the product being advertised.</td>
<td></td>
</tr>
<tr>
<td>Use of PowerPoint, handouts etc. to enhance presentation. Must be relevant to presentation AND used/explained during presentation.</td>
<td></td>
</tr>
<tr>
<td>Quality of presentation</td>
<td>6/6</td>
</tr>
<tr>
<td>Students engage their audience. Students speak clearly and articulate information in good pace. Students should know their material (preparedness).</td>
<td></td>
</tr>
<tr>
<td>Self- Evaluation</td>
<td>2/2</td>
</tr>
<tr>
<td>Students have accurately filled out the self-evaluation form and handed it in.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30/30</td>
</tr>
</tbody>
</table>
BLM 3

Self Evaluation
To effectively assess how much work every group member put into the assignment, each student MUST fill out a self-evaluation form. Students are required to rate their level of participation in accordance with the statements listed. This section of the assignment is worth 2 marks. Circle the number that you feel represents your level of participation for this assignment. 0 means you disagree with the statement listed, while 5 means you strongly agree and feel that you have demonstrated sufficient participation.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Period:</th>
<th>Grade Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Story:</strong></td>
<td></td>
<td>Circle the most accurate for you.</td>
</tr>
<tr>
<td>Student attended every group meeting.</td>
<td></td>
<td>0 (Disagree) 5(Strongly Agree)</td>
</tr>
<tr>
<td>Student contributed in creating the poster/ad and participated in explaining it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provided ideas for creative presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student participated in discussion of assignment AND putting the presentation together.</td>
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Additional information you would like to share about your contributions to this project.
Course: Canadian History  
Grade Level: Grade Ten Applied CHC2P  
Unit: Social, Economic and Political Events in Canada from 1914-1929  
Lesson 2  
Time: 75 minutes

Overview: This lesson focuses on the state of Canada’s national relations within itself and international relations with other countries due to its participation in WWI.

Learning Goal: Students should understand how Canada’s participation in WWI affected their standing in the British Empire as well as their military reputation on an international scale. They should also understand relations between Canada’s people because of specific events during the war such as the Conscription Crisis.

Curriculum Expectations: Analyze, with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929. (Big 6 Concept - Evidence)

Materials:  
- See appendix

Warm - Up: (10 min)  
- On a piece of paper, get each student to record everything they did in the last 24 hours  
  - Get them to check mark items for which there will be a trace  
  - How many were accidental, how many were purposeful?  
  - How many of these traces will be reserved for 1 week, 1 year, 10 years, 100 years?  
- Based on this activity, get them to discuss differences between the past and history and how evidence plays a role in these topics

Discussion: (10 min)  
- Review information from previous class  
  - Causes of WWI (assassination of Franz Ferdinand, web of European alliances including the triple and double alliances, Britain’s alliance to defend Belgium)  
  - Causes of Canada’s participation in WWI and how the various groups of people within Canada felt about our participation in the war  
  - Concept of cause and effect within history (how one or multiple events lead to another unpredictable event)

Modelling: (20 min)  
- Discuss with the students what their opinion was of what the peoples of Canada thought about WWI based on a conscription poster (use Appendix 1.2 and 1.3)  
- Show other figures/pictures of the war that represent both sides of the picture for and against war (Appendix 1.4, 1.5, 1.6)  
- Relate pictures from Appendix 1.5 and 1.6 to the Conscription Crisis and how this event separated the nation
- Be sure to note how finding and using evidence from multiple sources is important in distinguishing the truth about the past (if we only made assumptions based on the first picture we saw, then we would be inaccurate in our view of the past) and relate it to the Warm Up activity

**Guided Practice: (20 min)**
- Review the significance and role of battles such as Vimy Ridge, and Passchendaele
- Get students (in their desk groups) to discuss Canada’s position in the British Empire BEFORE WWI started and AFTER WWI was over based on the images shown (Appendix 1.6, 1.7)
- Be sure to go around and make sure groups are on the right track and topic

**Independent Activity: (5 min)**
- Independently, get students to write down the numerous sources in history that can be used as evidence
- Aim for 5 to 10 sources (i.e. Photos, maps, art, video, oral history, etc)

**Sharing/Discussing/Teaching: (10 min)**
- As a class, come up with a comprehensive list of things that could be used as evidence when looking at history
- Each student will also share a piece of evidence that their family may have about their ancestors or heritage (example: family journals) or share an example of what could be used as evidence to prove their own existence or a particular aspect of their life
Course: Canadian History  
Grade Level: Grade Ten Applied CHC2P  
Unit: Social, Economic and Political Events in Canada from 1914-1929  
Lesson 4  
Time: 75 minutes  
Lesson: Medical and Health Developments in Canada

Overview:

In this first lesson, students are introduced to the major medical developments on the health of people in Canada during the First World War. This lesson examines the major medical developments on the health of people in Canada following the Influenza Pandemic in 1919, focusing specifically on Canada’s Federal Department of Health in 1919. In addition to analyzing the medical developments, students will look at these topics as Historical Significance and learn what constitutes an event or person to be “significant.” By learning this, it will enable students to understand the various meanings of historical significance, which is beneficial both in history and everyday life, and how this knowledge benefits their understanding of history.

Learning Goal:

Students will learn about specific medical developments that came about during the World War I. Through this, students will understand the concept of historical significance by focusing specifically on the Influenza Pandemic and the positive and negative factors that took place from that event. With this knowledge, students will be able to understand and demonstrate the importance of healthcare, which it still affects today. To understand historical significance, students will use specific guidelines to help them achieve this goal of understanding. This is done through the focus of establishing if that event resulted in change, and the ability to link the event to larger narratives and trends that reveal its importance for society in the present day.

Curriculum Expectations:

1. B1.2  
2. Historical Significance

Materials:

i. Primary Sources  
   http://www.youtube.com/watch?v=rbYwNOcKqgc YouTube clip of from the Discovery Channel about the Influenza Pandemic of 1918. Footage from the actual war is shown within the video.

ii. Instruction for Teachers  
   Get students focused before class by playing the YouTube clip.
- Have a discussion with the class and create a timeline together of the significant events of WWI on the board.
- Show PowerPoint for modeling the new information. Have discussion during this modeling.
- Explain to students how the debate will work. Divide students up into groups and explain the discussion topic to which each group will debate about.
- After the debate have a debrief about what was said in class.
- Hand out the independent activity assignment and rubric.
- Have a class summary; reiterating what was discussed in class.

iii. Prompts for Students
- Give students independent activity handout.

Plan of Instruction

Warm Up: 15 minutes
YouTube Clip-Influenza Pandemic (Appendix 2.5)

http://www.youtube.com/watch?v=rbYwN0eKqqc
- Show the YouTube clip of the Influenza Pandemic from the Discovery Channel.
- With this, students will not only get information on one of the most important events which led to medical developments in 1918, but students will also get to see footage from World War I and how soldiers lived surrounded by the cruelty of the war and the then the effects of the Pandemic.

Discussion: 20 minutes

- As a class, go over the time period from 1914-1929, focusing specifically on WWI.
- Get the students to name specific events, people and developments that occurred and put them in order of the time in which they occurred. This will allow the students to not only activate prior knowledge, but it will also allow them to see a visual of how and when events took place.
- Ask the students what they think the most important event was from the timeline, and focus in specifically on Medical Developments.

Modeling: 20 minutes

- In a PowerPoint (See Appendix 2.6), first discuss what historical significance means. Have a discussion to get the students interacting, while also gathering information about their thoughts on the word “significant.” Provide them with a short definition, as well as specific areas of focus within determining what may or may not classify an event as significant.
- In this lesson, you will focus specifically on the Social and Economic factors that the medical developments had on Canada within the War.
- Explain which medical and healthcare developments took place during this time period. After providing them with these developments, explain why they are considered historically significant.

*Note: After the Guided Practice, continue the lesson and go into detail as to why these specific medical developments were important and how it affects Canada today*

**Guided Practice: 25 minutes (time may vary)**

**Activity: Debate**

- Divide the class in half ➔ half of students will be the Influenza victim’s families, and the other half will be members of the Canadian Government.
- Give them 10 minutes to discuss in their groups, various factors supporting their side in order to answer the question posed. The teacher will be the judge.
  ➔ Discuss the government taking so long to treat citizens of Canada during the Pandemic.
- Ensure that each group will get various instances to talk, and all members will participate.
- The teacher can ask questions as he/she sees fit.

**Independent Activity: 20 minutes (time may vary)**

**Life Map**

- Students will be given a handout detailing their assignment of their “Life Map.” (A timeline of their life).
- Explain to them that they will have to create a timeline of 5 of the most important moments of their life that shaped who they have become.
- This will be done on a blank sheet of paper. If possible, provide students with pencil crayons and markers. This assignment will be an in-class assignment.
- The student’s timelines should be colourful and decorated. Underneath the specific event students will provide brief 3-5 sentence explanations about why this event is historical to them and how it changed/affectected them as an individual.
- Students will eventually hand in.

*Note: Due date is up to teacher*

**Sharing, Discussion, Teaching: 5-10 minutes**

- Have a discussion with the students about the group activity and the independent activity. This will be a summary/debriefing of what students learned about the medical developments and about historical significance.
- Make sure to reiterate to students that Historical Significance is a process.
- Ask students what they learned in the debate and on their own. What did they notice? What do they believe constitutes historical significance?
Assessment:

- Students will hand in their own life timeline and will be assessed (Assessment for Learning) based on their knowledge and communication.
- The knowledge is their ability to represent that they understand what makes an event significant.
- The communication will reflect their ability to communicate that idea to the teacher through their brief summaries of their events

Course: Canadian History
Grade Level: Grade Ten Applied CHC2P
Unit: Social, Economic and Political Events in Canada from 1914-1929
Lesson 4: Economic and Political - The Wartime Economy
Time: 75 minutes

Economic and Political - The Wartime Economy

Overview:
This lesson covers the Economic factors that took place during the First World War. In addition to this, students will not only look at the causes of the economic factors, but the effects of them as well, Post-War. Students will focus specifically on the Wartime economy and the postwar recession. In addition to analyzing the wartime economy and the postwar recession, students will look at these topics from a Historical Perspective and learn what constitutes a perspective. By learning this, it will enable students to understand the meaning of different perspectives, which is beneficial both in history and everyday life, and how this knowledge benefits their understanding of history.

Learning goal:
Students will learn about the Economy during and after the First World War. Through this, students will come to understand the concept of historical perspective by focusing on the differing points of view of diverse groups of individuals in Canada. To understand historical perspective, students will use specific guidelines to help them achieve the goal of understanding historical perspective. This is done through the focus of understanding differences between current worldviews (such as beliefs, values and motivations) and those of earlier periods of history, understanding perspectives through considering an individual’s historical context, and making inferences of how people felt and thought in the past.

Curriculum Expectations:
1. B1.3
2. Historical Perspective

Materials:
1. Primary Source Documents
   - 2.7 [https://www.historicacanada.ca/content/heritage-minutes/vimy-ridge?media_type=41&](https://www.historicacanada.ca/content/heritage-minutes/vimy-ridge?media_type=41&) → Heritage Minute clip for Warm Up.
   - 2.8 → 9 photographs for group activity.
ii. Instructions for Teacher
- Teachers will begin class by showing a Heritage Minute clip about Vimy Ridge.
- After showing the clip, have a discussion with students about what they saw.
- Create a mind-map on the board as a class. Encourages student participation.
- To present new information, show the students a PowerPoint that defines Historical Perspective and the Wartime Economy.
- Present the students with their group work. Divide them into groups and explain their in-class assignment.
- After giving the students time to do their assignment, they will present their work.
- Following their presentations, students will be given an independent activity to which they will complete for homework and will be assessed on.
- To end, have a discussion with the class about what was learned. Address any questions students may have and debrief with them about anything else you would like them to take away from the lesson.

iii. Prompts for Students
*No prompts needed⇒ Students will be doing in-class work*

Plan of Instruction:
Warm-up: 5 minutes

Heritage Minute Clip-
https://www.historicacanada.ca/content/heritage-minutes/vimy-ridge?media_type=41⇒3.0

- Show the Heritage Minute clip of Vimy Ridge at the start of class. This clip contains actual video footage from 1917 on the battlefield in France, as well as recordings of men from the war discussing specific battle formations.
- In addition to this, the viewer also gets recordings of actual letters sent home by the soldiers to their families.
- Explain to the students that we are looking at this clip through the perspective of a soldier on the front, both visually and auditory. The addition of the letters being read place the listener in that individual’s point of view, describing what he would see and how he felt.

Discussion: 10 minutes

- After playing the students the clip, create a mind-map as a class determine their knowledge on WWI⇒
  o What do they know about it?
  o How did this clip make them feel?
Why is it important that they put in actual footage from the war and recordings of the letters from soldiers?

- After discussing the students answers as a class, begin discussion about the importance of perspective within the war, and that not everyone, as we have seen through our discussion, shares the same perspective.
- From this, transition into the discussion about the Economy and the Recession and the various perspectives on how the recession affected different people.

Modeling: 20 minutes

- In a Prezi (3.1), first discuss what historical perspective means. Have a discussion to get the students interacting, while also gathering information about their thoughts on the idea of perspective. Provide them with a short definition, as well as specific areas of focus within determining what may be determined as a perspective?
- In this lesson, you will focus specifically on the Economic and Political factors that the War had on Canada’s economy.
- Explain the importance of the various perspectives of different people in the war in which the economy affected. After providing them with these developments, explain the importance of understanding perspective and various viewpoints.

Guided Practice: Living Images 25 minutes

- Place students in groups of about 4-6 students.
- Have numbers around the classroom (from 1-5 or however many pertains to the amount of students you have in your class). Have 1 photograph that focuses on different groups of people working.

Women workers, men labourers and farmers will be looked at.

Appendix 3.2

- Each group will be placed by a number around the classroom with one photograph. On a piece of chart paper, students will answer the following questions about the picture:
  1. What is the context of this picture?
  2. Which group of people is it focusing on?
  3. What do you see? Specifically, what do you notice about the people in this image? How do you think they are feeling? Why?
  4. What does this image tell you about the economy in the First World War?
  5. How does this image of workers differ from today?

- After answering these questions for their picture, students will create a “living image” for their picture—recreating the scene from the picture in real life (a
tableau)—and a tableau of how their group of individuals and workspace look today.
- With this, students will have to think about themselves as these individuals from the picture, assuming the physical positions, facial expressions and gestures as those in the photograph.
- Each group will go up to present their tableaus.
- After they present both tableaus, they will then present their answers that they wrote down on the chart paper.
- After all the groups present, have a class debrief discussing the findings of the images. What did they learn about the different perspectives? Did each group inhabit what was learned previously in the PowerPoint?

**Independent Activity: 25 minutes (time may vary)**

**Narrative**

- Students will be assigned a fictional individual from a specific group of people that were affected by the economy from WWI (Ex: women workers, government workers etc.) This decision will be made by picking a slip out of a hat. This slip will explain only the name of their character and what their job is.
- They will take on the role of this fictional individual to create a narrative in which they are writing a letter to the people in the future to explain their situation and experiences because of the economy—whether it is positive or negative.
- Students **must** have the right facts and evidence to support their role within the specific group of people.
- The benefit of this activity is that students can see how the same event can be interpreted and affect various people in different ways, which construct and alter their lives.

**Sharing, Discussion, Teaching: 5-10 minutes**

- After the students complete their group work, have a final discussion as a class. Recap the important points that were made about historical perspective, about the economy during and post-war, and allow students to contribute to the discussion by asking questions to confirm their understanding.

**Assessment:**

- Students will hand in the narrative assignment to be assessed (Assessment for Learning) based on their knowledge and communication.
- The knowledge is their ability to represent that they understand what historical perspective is and consists of.
- The communication will reflect their ability to communicate the idea to the teacher through their brief summaries of their events.
Overview:
This lesson covers the Social and Political events from the First World War and the impacts it had on Canada and the economy. The focus will be placed on the former Prime Minister Sir Robert Borden and the Conscription Crisis. In addition to this, the concept of Ethical Dimensions will be focused on in order to help students understand the importance of ethics within a time of war and strife and how that affected various people in Canada because of the lack of Ethical Dimension that took place.

Learning goal:
Students will learn about the Social and Political impacts during and after the First World War. Through this, students will come to understand the concept of ethical dimensions by focusing on making informed judgments about the past through recognizing certain issues and limitations. To understand ethical dimensions, students will use specific guidelines to help them achieve the goal of understanding ethical dimensions. This is done through the focus of recognizing both implicit and explicit judgments in historical narratives (books, movies, etc.), taking historical context into account, being cautious about imposing contemporary standards of right and wrong on the past, and recognizing the importance to make informed judgements and recognize limitations that may have been present in the past.

Curriculum Expectations:
1. B1.4
2. Ethical Dimensions

Materials:

i. Primary Source Documents
- 3.3 Conscription Posters- Discuss with class; used as examples for assignment. [http://www.warmuseum.ca/cwm/exhibitions/guerre/pdf/4-a-5-e-resources-recruitment-posters_e.pdf](http://www.warmuseum.ca/cwm/exhibitions/guerre/pdf/4-a-5-e-resources-recruitment-posters_e.pdf)

ii. Instructions for Teachers
- Warm Up with students
- As a class, go over the various propaganda posters provided in the primary source documents.
- Introduce the PowerPoint to the students and what they will be focusing on throughout the lesson.
- Introduce the group work to students.

iii. Prompts for Students
*No Prompts necessary—In class work*

Plan of Instruction:
Warm-up: 15 minutes
Donald Duck- Donald gets Drafted ➔ Youtube Clip
http://www.youtube.com/watch?v=dkSR9UgT0nA (Appendix 3.0)

- When the class begins, show students the Youtube clip of Donald Duck getting drafted into the war. While it appeals to the students in a popular culture way, it also shows them that conscription and being drafted into the army was in fact a process.

Discussion: 15 minutes

http://www.warmuseum.ca/cwm/exhibitions/guerre/pdf/4-a-5-e-resources-recruitment-posters_e.pdf ➔ Conscription Posters-PDF file. (3.1/3.2)

*Note: Can print images or show online*

- As a class, go over the various examples of propaganda posters from WWI. Ask the students a series of questions—how do these posters make them feel? Who are they targeting? Are they effective today? Were they effective in the past? Discuss the posters, prompting them to consider issues of why someone may join the military.
- The list of Posters will be provided.

Modeling: 20 minutes

- Introduce the topic of Political and Social context during World War I.
- This will be done using a PowerPoint document (3.3).
- In this document, introduce the specific events that will be discussed in your lesson in relation to the Political and Economic sectors from the First World War.
- Sir Robert Borden will be discussed as a class. Discuss with students who he was and what his beliefs were.
- While discussing Borden and his beliefs, transition into the discussion of Conscription. What was Conscription, how did it affect people—the soldiers and their families specifically—who supported and opposed it, how did Canadian citizens react to Borden’s changes.
- Following the introduction of the information, begin to discuss looking at this from an Ethical Perspective.

Guided Practice: 35-40 minutes (time may vary)

Historical Fiction-
- Students will be organized into groups. Each group will be assigned a specific role from either those who supported Conscription or opposed it—have students pick out of a hat to ensure they are divided up equally.

**Opposed:**
French Canadian, Farmers, Unionized Workers, Non-British Immigrant.

**Supported:**
English-Speaking Canadians, those led by Borden and Senior members of his cabinet, British Immigrants, the families of soldiers, older Canadians.

- In these groups, students will take on the role they are given and in 20 minutes, write a short script as if they are talking to Borden (no more than a page double spaced) inhabiting these characters and Borden. Do they support or oppose conscription? Why?
- In this script they will explain why their characters support or oppose Conscription.
- Students will take a more **ethical perspective**, ensuring that they inhabit the characteristics that create the ethical perspective, creating a fictional story.
- After their script is completed, the students will act it out and provide a brief oral explanation at the end about their decision to write what they wrote.

*Note: this will take up the majority of the class.*

**Independent Activity: 25 minutes**

**Propaganda Poster**
- Students will create their own propaganda poster—similar to the examples they saw at the beginning of the class during the Warm Up.
- With these propaganda and recruitment posters, students will be asked to target their poster towards a specific audience from the various groups of individuals who opposed and supported conscription.
- Students will answer these questions:
  1. Which audience are you targeting for your poster?
  2. Why did you make the decision to target that audience?
  3. What reasons might people have for joining the war?
- Students will answer these questions on a separate sheet of paper. Both will be handed in to be assessed in class.

*Note: Can make a homework assignment or in-class assignment*
Sharing, Discussion, Teaching: 5-10 minutes

- After students present their findings from their group work on the propaganda posters, have a discussion as a class about how these posters made them feel.
- What did they notice from each poster? Who were these posters targeting? Were they effective?

Assessment:

- Students will hand in their own propaganda poster and will be assessed (Assessment for Learning) based on their knowledge and thinking/communication.
- The knowledge is their ability to represent that they understand the purpose behind these propaganda posters and the ways they can put Ethical Dimension to use through the guidelines constituting it.
- The thinking and communication will reflect their ability to be creative and communicate their ideas by answering the questions provided of them.

Course: Canadian History
Grade Level: Grade Ten Applied CHC2P
Unit: Social, Economic and Political Events in Canada from 1914-1929
Lesson 6: Rights and Lives of Women
Time: 75 minutes

Overview

This lesson will focus primarily on the perspective of women during 1914-1929. It will provide students an opportunity to look at the female perspective of the events occurring this time period, how the policies that were implemented affected them, what they did as a collective in their cause, what they achieved for the women in their time, and how these achievements have progressed and inspired Canadian women today to further develop them.

Learning goal:

After this lesson, students will:

• Be able to identify the meanings of “suffrage” and “emancipation”
• Be able to identify at least two causes that women during the 1900’s fought for
• Become more knowledgeable of the Famous Five and their contributions to Canadian history, and women’s history.
• Be able to make connections between what happened in the past, and what has happened since then in their immediate time period.
• Be able to recognize the impact of women of the 1900’s in Canadian society today.

Historical thinking concepts: Change and Continuity and Historical Perspective

Curriculum Expectations:
• B3.2 identify some significant developments in the rights and lives of women in Canada during this period
• B3.3 explain the significance for the development of Canadian identity, citizenship, and/or heritage of some key international events and/or developments in which Canada participated in this period.

Materials:
• Computer
• Projector
• Access to internet
• Chart paper
• Markers

Plan of Instruction:

• Warm-up/hook (10 minutes): Question from the questionnaire: Name one of the women of the Famous Five. Ask students if they remember what the correct answer was for this questionnaire question. Then ask what is significant about this figure.
• Then Play the Emily Murphy Heritage moment video
  *Refer to Appendix 3.4

• Discussion (15 minutes): Ask the students about their initial responses to the video. Who is that targeted audience? What is this video about? Who is the main character? Why is she significant? What did she do for there to have been a Heritage moment made about her?

• Modeling(20 minutes): Begin PowerPoint Presentation (Appendix 3.5) about the Famous Five. This presentation will examine who the Famous Five were, their cause, their contributions to Canadian society and the process by which they created change.

Activity 1: Primary Sources *Refer to Appendix 3.6
Found at “The Nellie McClung Foundation” website. First source: click on “Letter from Emily Murphy to the four other women May 1928”. Second Source: Click on “March 31,1909 can both be found on the following website:
  http://www.ournellie.com/primary-sources

• Independent Activity (15 minutes): Give the students two different primary sources. Tell them that some will receive a letter, while others will receive a newspaper clipping. Instruct the students to read through the primary sources of Emily Murphy’s letter to the other four members of the Famous Five and the
newspaper clipping about the suffragettes in 1905. Have them do a “close reading” of the documents where they mentally answer: Who it’s about, what it is, where it could have been addressed to, when was it written, and why. The students are to independently think about these ideas, and mark up the pages with pencil, highlight important things, circle anything that might suggest historical relevance etc.

- **Guided Practice:** To integrate collaboration, separate the class into two groups by their given primary source. Then make four groups: two groups for the letter primary source, and another two for the newspaper clipping. Give each group a sheet of chart paper and markers. Instruct the students to write down all of their collective ideas on their given chart paper. Tell them to use their independent findings to discuss what the primary sources are about. Get them to answer the Five W questions and the one H. Lastly, get them to identify why their primary sources are historically relevant by talking about what they have found in their analyses. Tell them that once this process is complete, they will present their ideas in their groups to the rest of the class.

- **Sharing, Discussion, Teaching:** (15 minutes)
  Give students sufficient time to think, discuss and write their ideas. Then have each group explain their findings, talk through their rationale, and explain the historical significance of their primary sources.

**Course:** Canadian History  
**Grade Level:** Grade Ten Applied CHC2P  
**Unit:** Social, Economic and Political Events in Canada from 1914-1929  
**Lesson 7:** Library Research on the Change and Continuity of the lives and roles of women and creation of a women’s history timeline.  
**Time:** 72 minutes

**Overview:**
This lesson will allow for students to participate in their own historical research. The point of this lesson is to get the students out of the classroom and into the library to become familiar with researching a topic and finding adequate and authentic sources. They will be assigned research on specific topics pertaining to the roles of women over time. They will examine questions such as: what has changed over time? Are there things that are still the same? What do you think the future holds for women?

**Learning goal:**
By the end of this lesson students will:
- Be able to do research on a historical topic
- Be able to find useful resources for their assignments
- Be able to collaborate with students to think about big historical ideas
- Be able to present their research in an organized and meaningful way
Curriculum Expectations:

- B3.2 identify some significant developments in the rights and lives of women in Canada during this period
- B3.3 explain the significance for the development of Canadian identity, citizenship, and/or heritage of some key international events and/or developments in which Canada participated in this period.

Materials:

- Access to library
- Access to computers
- Access to internet
- Markers
- Bristol board

Plan of Instruction:

- **Warm-up (10 minutes):** Show students the video of an already made timeline of women’s history from 1910-1929. This video has audio, so it explains some of the major events that occurred that helped to create new developments and new policies to better integrate and essentially include women in Canadian society.

  *Refer to Appendix 3.7* This resource has a variety of timelines with specific historical time periods. It can be used throughout a lesson specifically for the history of Canadian women.

- **Discussion (10 minutes):** Get the students thinking about what they noticed first. What affected their thinking and why? Ask what they think is the most significant event that was in the slideshow, why do they think so?

- **Modeling (10 minutes):** Create a mock timeline on the board. Get the students to think about what they thought was the most significant events that happened, and write down a short time span (i.e. 1914-1919). Tell them to write down what they think is the most significant event just for this time span, specifically in the history of women. Before this discussion ends, explain that this will be a microcosm or a practice run of what they will be doing as a class later on in the lesson, OR later on in the week. Collect their sheets with what they think is the most significant event, and read them out loud anonymously. Ask them to raise their hand if they agree, and see how they react. Ask them why they think there was such a variation of historical events.

- **Guided Practice (10 minutes):** Group Research Assignment. Instruct students that this class will be taking place in the school library. This could be one entire research class or half of the class. It may be more effective for an entire class to be dedicated strictly to research. Tell them that they will be assigned in groups
and will be given time to learn how to research on specific topics pertaining to the role of women. They will be examining the historical thinking concept of continuity and change. Now that students have had a background on the suffrage movement and the famous five, allow them a class to do some research on what women’s lives were like in the past, and compare it to what life is like for women today.

Assign all students into a group. There should be around six groups with five to six students in each group. Have each group research the following topics:

**Group 1:** The changing fashion of 1920’s to today’s fashion.

**Group 2:** Education now and then

**Group 3:** Workplace now and then

**Group 4:** Laws and government

**Group 5:** Representation of women then and now

**Group 6:** Issues that women still with today

**Independent Activity (15 minutes):** Have students research on computers in the library first in order to have better context of their assigned topic. Then allow them time to sit with their group members to collaborate and talk about their findings. Once they have created a list of information regarding their findings, have them write them down together so that they can discuss. This will be used for the sharing/discussing activity with the rest of the class later on. Instruct the students to make sure they keep all of their notes, research etc. so that when they do the second activity, they are prepared with the right materials and information.

**Activity 2:** Collaborative timeline of women’s history.

**Sharing, Discussion, Teaching (20 minutes):** Have a few sheets of Bristol board taped together and put on the wall. Have it labeled from year 1914-1929. Instruct the students to discuss in their groups in the classroom and to choose their best and most historically significant event for women, from their findings in their research. Then instruct them to create a class timeline of the developments made in Canada for women, using the research done by each group. Every student must contribute to the timeline on the wall. They should try their best to put their specific event accurately on the timeline.

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**Course:** Canadian History  
**Grade Level:** Grade Ten Applied CHC2P  
**Unit:** Social, Economic and Political Events in Canada from 1914-1929  
**Time:** 75 minutes  
**Concluding Lesson**

**Activity:** (15 min for set-up and tear-down)  
- This activity is just for fun and is meant to act as a “hook” to get the kids upbeat and excited for the upcoming unit
- Split the amount of desks in half and move them to opposite sides of the room, then lay them down on their sides so that the flat part of the desk if facing towards the middle of the room
- Split the class up into 2 equal teams (these will act as the two warring nations)
- Students need to start behind the desks (standing closest to the wall), which in this case represent the bunkers of WWI, and try to obtain an object that is placed in the middle of the classroom
- Students can shoot enemy players trying to capture the object in the middle by hitting them with paper balls made from recycled paper
- If a student gets hit with a ball before they reach the object and bring it back to their bunker, then they have to go back to their side of the room and try again, but you cannot be shot while you are behind your bunker (the desks)
- This whole game is meant to simulate “going over the top” of the bunkers during WWI and to emphasize how quickly death came to the soldiers and how hard it was to gain ground

**PRESENTATIONS:** For the last day of this lesson, students will have the class to do their presentations. This is a good way of ending the unit because it allows students to demonstrate their gained knowledge from the unit. Allow extra time for discussions between students during or after their presentations. This can also be used to assess their knowledge.

The marking scheme attached can be used to mark these presentations. It can easily be altered to look for specific parts. It can also work hand in hand with a rubric for better assessment. This marking scheme can be edited for whatever it is that you would like to mark for.

*Presentations can go for up to 2-3 days*
Appendix

1.1 Our Story in 2 Minutes: http://marcbrecy.perso.neuf.fr/history.html

1.2 (video)
http://www.firstworldwar.com/video/ferdinand.htm

1.3

1.4

1.5

1.6

1.7 (letter to the Queen from First Nations)
1.8

1.9

2.0 Military Parade 1914

2.1 (various War Measures Act posters)
http://www.warmuseum.ca/cwm/exhibitions/guerre/conscription-e.aspx

2.2
( Ontario population 1916 approx. 290,000 ) (Quebec population 1916 approx. 230,000)
2.3

2.4 (Treaty of Versailles, with Canadian Signature SEPERATE of British signature)

2.5 http://www.youtube.com/watch?v=rbYwNOcKqqc – The Influenza Pandemic of 1918—Youtube clip.

2.6 PowerPoint.

HISTORICAL SIGNIFICANCE

Medical Events and Developments in WWI
What is Historical Significance?

- **Historical Significance** is one of the concepts constituting “The Big Six” in Historical Thinking.
- When determining an event or individuals historical significance you must ask yourself three specific points:
  1. Did it result in change? (Positive or Negative)
  2. Are they revealing?
  3. Do they occupy a meaningful place in narrative?

Medical Developments during WWI

- Which medical events and developments took place during WWI?
  
  - The Influenza Pandemic in 1917 was a medical event.

- Does it occupy a meaningful place in a narrative?
  
  -> Millions of people died, beginning with the military in the war, then the Canadian military, and following with the civilian population in Canada.
  
  -> Because of the war, doctors and nurses were overseas, leaving the nation with no health department, limited knowledge of this pandemics cause, no vaccination to prevent or antibiotics to treat.
Medical Developments during WWI

- Which medical events and developments took place during WWI?

  - The Influenza Pandemic in 1917 was a medical event.

- Does it occupy a meaningful place in a narrative?

  - Millions of people died, beginning with the military in the war, then the Canadian military, and following with the civilian population in Canada.
  - Because of the war, doctors and nurses were overseas, leaving the nation with no health department, limited knowledge of this pandemics cause, no vaccination to prevent or antibiotics to treat.

What made this event Historically Significant?

- Social → Civilians were dying by the millions; There was no knowledge of what was happening or any form of treatment. Nurses and doctors were absent because they were overseas tending to the soldiers.
Did it result in change?

- Ultimately, under unfortunate circumstances, the medical event of the outbreak of influenza resulted in a positive change.

- Economic: From this, the pandemic enhanced the need for more healthcare professionals and facilities. This would lead to the development of more medical research.

- It was a factor in the creation of Canada’s Federal Department of Health in 1919.

Bibliography

2.7 Heritage Minute Clip
https://www.historicacanada.ca/content/heritage-minutes/vimy-ridge?media_type=41&

2.8 Prezi
http://prezi.com/rzas8b3wvkl/?utm_campaign=share&utm_medium=copy&rc=ex0share

2.9 Photographs for Guided Practice

1. Women workers 1920’s packing Olives (courtesy Library and Archives Canada/ C-36971)
http://www.thecanadianencyclopedia.com/articles/women-in-the-labour-force
2. Workers in Toronto with a steam hammer in 1910 in Toronto. (Courtesy City of Toronto Archives).
http://www.thecanadianencyclopedia.com/articles/workingclass-history

3. Farmer in Alberta breaking Sod. Camrose, Alberta, 1900 (courtesy PAA).
http://www.thecanadianencyclopedia.com/articles/history-of-agriculture
4. Women soldering fuses at Verdun, Quebec during WWI. 
http://www.canadianheritage.org/reproductions/20851.htm

5. Women working on primers for shells at the Canadian GE Plant in Peterborough, Ontario during WWI.
http://www.canadianheritage.org/reproductions/20850.htm

3.0 http://www.youtube.com/watch?v=dkSR9UgT0nA – Youtube Clip- Donald Duck: Donald gets Drafted.

3.1 Conscription Posters- http://www.warmuseum.ca/cwm/exhibitions/guerre/pdf/4-a-5-c-resources-recruitment-posters_e.pdf

3.2 Source: A. A. Chesterfield Fonds, Queen’s University Archives

http://archives.queensu.ca/Exhibits/archres/wwi-intro/canada/Enlistment.jpg
Image of a typical recruiting office in Canada. Some enlisted because of steady wage that could be earned in the army, especially farmers.

3.3 http://data2.collectionscanada.gc.ca/ap/c/c029484k.jpg
3.4 A Propaganda poster urging women to let their husbands go to war.

http://archives.queensu.ca/Exhibits/archres/wwi-intro/women/CalltoWomen.jpg

A Propaganda poster urging women to let their husbands go to war.

3.5 PowerPoint

ETHICAL DIMENSIONS

Social and Political Impacts from World War I
What is Ethical Dimensions?

- Ethical Dimensions is a concept constituting “The Big Six” in Historical Thinking.
- When determining an event or individual and analyzing Ethical Dimensions, it is important to focus on the specific points:
  1. The focus of recognizing both implicit and explicit judgements in historical narratives such as books, movies, etc.
  2. Taking historical context into account.
  3. Be cautious about imposing contemporary standards of right and wrong onto the past.
  4. Recognize the importance to make informed judgments and recognize limitations that may have been present in the past.

Social and Political Events in WWI

- By the end of this lesson, you should be able to:
  → View and understand the concept of Ethical Dimensions through the examples of Political and Social Impacts from WWI—Specifically by looking at Sir Robert Borden and the Conscription Crisis.
  → Make connections from these examples to the guidelines that make up Ethical Dimensions. What do you notice?
What is Conscription?

- **Conscription** - decided in 1917 by the federal government that made all male citizens between the ages of 20 and 45 subject to military service, if called, for the duration of the war. The Military Service Act.

- The 1917 conscription debate was one of the fiercest and most divisive in Canadian Political History.

- **Opposed**: French Canadians, Farmers, Unionized workers, Non-British Immigrants.

- **Supported**: English-Speaking Canadians, British Immigrants, the families of soldiers and older Canadians.

Who is Sir Robert Borden?

- Sir Robert Borden was Canada’s Prime Minster from 1911-1920.

- He encouraged the extreme war effort in pursuit of victory. This eventually led to Conscription, one of the most traumatic events in Canadian History.

- While Canada would achieve what Borden had hoped, it came at great human cost.

- After the war his decisions created deep social and political divisions in many parts of the country.
Conscription Cont’

- Conscription severed provinces, ethnic and linguistic groups, communities and families and had lasting political effects on the country as a whole.
- For many Canadians, it was an important and necessary contribution to a failing war effort.
- For others, it was an oppressive act passed dishonestly by a government that provided it did not have the best interests of Canada and its citizens in mind.

What is Conscription?


Image shows Borden talking to troops.
Summary

- Summarize the events discussed in class.
- Look at it from an Ethical perspective. What did these events show in terms of what we have discussed in class so far?
- What connections can you make between the guidelines for ethical dimensions and the social and political impacts?

Bibliography


3.4 Emily Murphy Heritage minute
https://www.historicacanada.ca/content/heritage-minutes/emily-murphy
3.5 Famous Five Power Points

The Famous Five
And the “Persons Case” 1929.

Who were they?

Emily Murphy

- was a suffragist, reformer and writer. She became the first female magistrate in the British Empire in 1916. Championed the right of wives to share ownership in their husband’s property – giving them and their children security in case they were abandoned.

- Helped create The Married Women’s Protective Act, passed in Alberta in 1911. Her activism as a judge and advocate on behalf of the social welfare of women and children earned her widespread respect across the nation. This led to many organizations and individuals calling for her appointment to the Senate. This was not possible, however, because the government deemed women not to be “qualified persons” as required for Senate appointments.

- She saw the Senate issue as an injustice against all women. She enlisted the help of four other equally brilliant, equally determined women to fight it.

- She won an important victory for women’s rights throughout the British Empire, she never realized her dream of becoming a Senator.
Louise McKinney

- Was a lifelong organizer and supporter of the Women's Christian Temperance Union (WCTU). The WCTU was a worldwide organization that sought to protect women and children, particularly by eliminating what they saw as the destructive influence of alcohol.

- Her activism helped lead to women getting the vote in Alberta, and to the Prohibition of alcohol in 1916 (which was later repealed in 1923). She also championed the first Divorce Act in Alberta—a bill that ensured a women the right to prevent the sale or mortgage of her home without her knowledge.

- In 1917, Louise was elected to the Alberta Legislature. This made her the first woman elected to sit as a Member of any Legislative Assembly in the British Empire.

Nellie McClung

- Was a novelist, reformer, journalist, and suffragist.

- She led the fight to enfranchise North American women, and her efforts led to Manitoba becoming the first province to grant women the right to vote in 1916.

- Her move westward to Alberta naturally coincided with both Alberta and Saskatchewan giving women the vote soon after.

- She became a Liberal MLA for Edmonton (1921-1926) where she often worked with Irene Parlby on issues affecting women and children.

- Was the first female Director of the Board of the Governors of the CBC. Her national esteem led to her being chosen as a delegate to the League of Nations in Geneva in 1938.
Henrietta Muir Edwards

- Was an artist and a legal expert.
- In 1893, she helped found the National Council of Women of Canada – an organization that continues to this day to work to improve the quality of life for women, families and society.
- Believed that women should not be slaves to fashion as it distracted from more important goals. She steadfastly refused to wear corsets.
- She published Canada's first women's magazine and established the prototype for the Canadian YWCA.
- She also helped found the Victorian Order of Nurses in 1897.

Irene Pariby

- Was a firm advocate for rural farm women in Alberta. She organized and became the first President of the United Farm Women's Association in 1916.
- She was elected to the Alberta Legislature in 1921 as a member of the governing United Farmers of Alberta party.
- She became the first female cabinet minister in Alberta (and the second in the entire British Empire). She used her influence to champion the rights and welfare of women and their families.
- Was asked by Prime Minister R.B. Bennett to stand as one of three Canadian delegates to the League of Nations meeting in Geneva.
What they Accomplished

- They were leaders. Three served as Members of the Legislative Assembly of Alberta — among the first female elected officials in the entire British Empire. They did all this before they were legitimately defined as “persons” under Canadian and British law.

The “Persons” Case

- Prior to 1929, women in Canada were not considered ‘persons’—not legally anyway.

- Section 24 of the British North America Act said that only ‘qualified persons’ could be appointed to the Canadian Senate. The Canadian government had consistently interpreted this phrase as meaning men only. This was based on historical precedent: when the law was written, it had been intended to mean men and should continue to refer only to men.

- This interpretation suggested women were not ‘qualified persons’. Emily Murphy discovered a provision in the Supreme Court of Canada Act that said any five persons acting as a unit could petition the Supreme Court for an interpretation of any part of the constitution.

- August 27, 1927 she invited four of the brightest and most determined women activists she knew to her Edmonton home. On Emily’s veranda, the Famous 5 signed a letter petitioning the Supreme Court to look into the matter of whether the government could appoint a female senator.
This became known as the ‘Persons’ Case. It was debated on March 14, 1928, with the Supreme Court eventually ruling that women were not “qualified persons” as it related to Section 24 of the BNA Act.

The Famous 5, were not daunted. At the time, there was one authority even higher than the Supreme Court of Canada: The Privy Council in England. They petitioned the Privy Council to rule on the matter.

On October 18, 1929, Lord Sankey arrived in London to read the Privy Council’s judgement. The Privy Council said that yes, women were indeed persons and could become Senators. Sankey took things one step further, saying, “The exclusion of women from all public offices is a relic of days more barbarous than ours.” This had reverberations throughout the British Empire (later the Commonwealth), for it clearly asserted that anti-suffragists could no longer suppress women’s rights through clever legal arguments and prejudiced traditions.

Bibliography


3.6 Nelly McClung Foundation: http://www.ournellie.com/primary-sources