Canadian Identity during the First World War

Course: CHC 2D

Specific Expectation Explored: *Canada, 1914-1929: Identity, Citizenship, and Heritage*

B3.1 describe how some individuals and organizations during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Lionel Connacher, Fred O. Loft, Tom Longboat, Nellie McClung, Mary Pickford; the No. 2 Construction Battalion, One Big Union, the Royal Canadian Mounted Police, the Woman’s Christian Temperance Union)

Abstract: Using a variety of sources, historical thinking concepts, activities and assignments, these lessons allow for students to use primary sources as significant pieces of evidence in furthering their understanding Canadian identity, citizenship and heritage. To establish Historical Significance, students will use their own critical thinking skills to determine whether or not Billy Bishop should be considered a hero. Considering Canadian inventions as Evidence, students will work to consider what makes something important in history and how to represent that knowledge. They will explore the shaping of Canada's identity with the establishment and contributions of the National Hockey League and how it continues to develop a sense of pride, unity, and comradeship over the course of time. Using the Group of Seven's artwork, students will examine the cause and consequences of their paintings and to explore how this group has been a culturally driven influence on Canada's identity. Using music popular during World War I students will explore the different historical perspectives of various groups throughout Canada at the time. Through examining propaganda posters students will consider the ethical issue of food and the value Canadians places on the lives of soldiers and civilians during World War I.

Keywords: Historical Significance; Billy Bishop; Evidence; McAdam Shovel; Continuity and Change; National Hockey League; NHL; Cause and Consequence; Group of Seven; Historical Perspectives; Music; Ethical Dimension; Propaganda; Primary Source; Canadian Hero; Canadian Invention; Propaganda Posters

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Lesson # 1 Is Billy Bishop a Canadian Hero?

Course: CHC 2D

Specific Expectation: Canada, 1914-1929: Identity, Citizenship, and Heritage
B3.1 describe how some individuals and organizations during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Lionel Connacher, Fred O. Loft, Tom Longboat, Nellie McClung, Mary Pickford; the No. 2 Construction Battalion, One Big Union, the Royal Canadian Mounted Police, the Woman’s Christian Temperance Union)

Primary Historical Thinking Concept Explored: Historical Significance

Overview: This lesson will give the students the tools necessary to discover what makes something in our past significant. Using Billy Bishop as the main focus, students will use primary resources and their own critical thinking skills to determine whether or not Billy Bishop is significant enough to be considered a Canadian Hero.

Materials:

1. Primary Source Documents
   a. PSD 1.1: Billy Bishop Postage Stamp (issued August 12, 1994)
   b. PSD 1.2: Billy Bishop War Record Page
   c. PSD 1.3: The London Gazette (August 10, 1917)
   d. PSD 1.4: The Globe (August 19, 1918)
   e. PSD 1.5: The Globe (October 14, 1918)

2. Instructions for teacher

3. Black Line Masters
   a. BLM 1.1: Analyzing Your Significant Sketch
   b. BLM 1.2: Historical Significance Diagram
   c. BLM 1.3: Google Search example
   d. BLM 1.4: “Billy Bishop’s Legacy” video
   e. BLM 1.5: Is Billy Bishop a Hero? You be the judge!

Plan of Instruction:

Step 1: Warm up (10 minutes)

- Ask the class what they believe a hero is. Have them write their ideas/assign someone to write their ideas on the board to create a visual.
- Then lead a discussion about their ideas of a hero, taking into account the words that are written, how they differ and how they are similar.
- Next, introduce the word significant. Ask the students how they feel the words relate, if at all.
- Is every hero significant?
- Are they considering heroes as real people or fictional characters?
Step 2: Activity/Discussion

- Have the students create a sketch of what they believe are the most significant events, people, or developments in the history of the First World War.
- Using pictures and/or words have them create a diagram on a blank sheet of paper.
- They should arrange their elements in a way that makes sense to them personally.
- State that they only have 10 minutes to complete their sketches and explain that limitation should give them the opportunity to think carefully but quickly.
- In order to ensure that they are taking the task seriously, inform them that they will be explaining their choices.
- After their 10 minutes are completed, give the students BLM 1.1, and ask them to write their answers.
- Have the students work in pairs or small groups to discuss their answers once they have completed them. As they are discussing, take note of common and interesting answers to share with the class.
- Share the common answers with the class and ask the students why they think they did this activity and why they came to similar conclusions.
- Explain to the students that they have just completed the task—using criteria to rank according to importance—that all historians use to decide what is worthwhile studying or researching, or in other words, to decide what is historically significant.

Step 3: Modeling

- In the last activity, how many students included significant people in their diagrams?
- What made those people significant? Did they change something? Did they reveal something? (BLM 1.2)
- Show the students PSD 1.1 using a projector or printout and ask them what they see in the image (plane details, uniform, where the stamp is from etc.)
- Why do you think someone specific would be put on a stamp? Can just anyone be put on a stamp? What do we know about other people that are on stamps? Can you give examples?
- Introduce William Avery “Billy” Bishop and his contribution to Canada’s war efforts in the First World War.
- Show the students PSD 1.2 and explain that this is a war record, which is a primary document that keeps a detailed record of anything that happened with specific soldiers in the war (where they were trained, where they moved, if they were injured or awarded anything.) Have them make observations based on this one sheet, which is unfortunately hard to read. They should note that Billy Bishop’s section is far longer than the others on the page, as he accomplished a lot.
- Explain that when you do a couple searches on Google, trying to find lesson plan ideas on how to teach about Billy Bishop to a class, there are a number of things that come up about him being a hero. (BLM 1.3) When you type hero after his name, even more comes up. (If you have a projector this could be done actively in front of the class.)
- Watch “Billy Bishop’s Legacy” video (http://www.youtube.com/watch?v=v_TUzNBOZ4c#t=320)
- Taking into account what we know and the ideas we have on the board (from the warm up) can we consider Billy Bishop to be a hero?
Step 4: Guided Practice (10 minutes)

- Tell the students you are going to give them some more primary documents that help reflect the hero status that he is held to in Canadian History. (PSD 1.3, PSD 1.4, PSD 1.5)
- Have them go through these documents in pairs or individually and see what they can pull from them. What kinds of words are used to describe Bishop? How are his actions portrayed?
- Does this make him a hero? Is he a significant piece of our history? Does Billy Bishop matter?

Step 5: Independent Activity (30 minutes/possibly a homework activity depending on the class structure and time constraints)

- Since significance is related to the narrative and the context in which the events happened, students must now think critically considering the information they have (and more should they have the resources and time to find additional information) and decide whether they think Billy Bishop should be considered a hero or not.
- Have them write 1-2 pages with the reasoning behind their choice, examples from the sources and details that are pertinent to their understanding of Billy Bishop’s significance. Did Bishop’s influence result in change? Did his actions reveal anything or do they hold a meaningful place in a narrative? (BLM 1.4)
- Tell the students that their thoughts and reasoning will be used in discussion the next day. They must make sure that they have a clear idea as to if they think Billy Bishop is a hero or not.

Step 6: Sharing / Discussing (30 minutes)

- After giving the students time to write and reflect on the previous day’s lesson they will now have a discussion about whether or not Billy Bishop should be considered a hero.
- Have the students split into two groups (those who agree he should be a hero, and those who disagree) and begin to ask the questions that they answered in their written activity.
- Give the students the opportunity to discuss and debate their ideas, while staying on track with guided questions.
- Once the discussion is wrapping up and most points have been made, have the students write a paragraph to reflect on the activity. Encourage them to question different aspects of their own thoughts. Did you change your opinion after discussing as a group, why or why not?
- Have the students hand in their 1-2 page assignment as well as their reflection.
Assessment:

- Throughout each of the activities it will become clear what students are able to understand and what they are struggling with. Since the activities are mostly based on student discovery and understanding the students will be able to find their own way to the answers with some of the key guiding questions.
- Assessment for learning can be seen in the 1-2 page assignment that the students will complete after considering a variety of information. They can be assessed on how well they answered the questions that were asked of them, and how they were able to make inferences from the primary documents they discussed.
- Assessment as learning will come from the discussion in class that lead to the reflection at the end. Students are given the opportunity to reflect on their previous statement as well as consider those of their peers.
Lesson # 1 End Notes


2 Collections Canada. Record of Service. http://data2.collectionscanada.gc.ca/e/e001/e000000505.jpg


Appendix 1: Primary Source Documents

PSD 1.1: Billy Bishop Postage Stamp (issued August 12, 1994)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Nov 1912</td>
<td>Began service</td>
</tr>
<tr>
<td>1 Dec 1912</td>
<td>First aerial mission</td>
</tr>
<tr>
<td>10 Dec 1912</td>
<td>Resumed service</td>
</tr>
<tr>
<td>20 Dec 1912</td>
<td>Rested for illness</td>
</tr>
<tr>
<td>30 Dec 1912</td>
<td>Returned to service</td>
</tr>
<tr>
<td>10 Jan 1913</td>
<td>Aerial mission</td>
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<td>20 Jan 1913</td>
<td>Rested for illness</td>
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<td>30 Jan 1913</td>
<td>Returned to service</td>
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<tr>
<td>10 Feb 1913</td>
<td>Aerial mission</td>
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<tr>
<td>20 Feb 1913</td>
<td>Rested for illness</td>
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<tr>
<td>30 Feb 1913</td>
<td>Returned to service</td>
</tr>
<tr>
<td>10 Mar 1913</td>
<td>Aerial mission</td>
</tr>
<tr>
<td>20 Mar 1913</td>
<td>Rested for illness</td>
</tr>
<tr>
<td>30 Mar 1913</td>
<td>Returned to service</td>
</tr>
</tbody>
</table>

*Note: Details of specific missions and events during these periods are also documented in the record.*
FOURTH SUPPLEMENT
TO
The London Gazette
OF FRIDAY, the 10th of AUGUST, 1917.

Published by Authority.

The Gazette is registered at the General Post Office for transmission by inland Post as a newspaper. The postage rate to places within the United Kingdom, for each copy, is one halfpenny for the first 6 oz., and an additional halfpenny for each subsequent 6 oz., or part thereof. For places abroad the rate is a halfpenny for every 2 ounces, except in the case of Canada, to which the Canadian Magazine Postage rate applies.

SATURDAY, 11 AUGUST, 1917.

India Office,
11th August, 1917.

The KING has been graciously pleased to make the following appointments to the Most Eminent Order of the Indian Empire in recognition of the meritorious services of the undermentioned officers in connection with the War:

To be additional Companions of the said Most Eminent Order:

Temporary Captain Philip James Griffiths, Pipen, M.C., Indian Civil Service.
Captain Khan Muhammad Akbar Khan, Native Indian Land Forces.
Rashid-Major Muhi-ud-din Khan, Sardar Bahadur, 31st Lancers, Aide-de-Camp to His Excellency the Viceroy of India.
Natha Singh, Major-General, Jind Imperial Service Troops.
Pooorn Singh, Major-General, Kapurthala Imperial Service Troops.
Girdhar Singh, Lieutenant-Colonel, Bharatpur Imperial Service Troops.
Haidar Ali Khan, Lieutenant-Colonel, Kashmir Imperial Service Troops.

War Office,
11th August, 1917.

His Majesty the KING has been graciously pleased to approve of the award of the Victoria Cross to the undermentioned Officer:

Captain William Avery Bishop, D.S.O., M.C., Canadian Cavalry and Royal Flying Corps.

For most conspicuous bravery, determination and skill.

Captain Bishop, who had been sent out to work independently, flew first of all to an enemy aerodrome; finding no machine about, he flew on to another aerodrome about three miles south-east, which was at least twelve miles the other side of the line. Seven machines, some with their engines running, were on the ground. He attacked these from about fifty feet, and a mechanic, who was starting one of the engines, was seen to fall. One of the machines got off the ground, but at a height of sixty feet Captain Bishop fired
fifteen rounds into it at very close range, and it crashed to the ground.

A second machine got off the ground, into which he fired thirty rounds at 180 yards range, and it fell into a tree.

Two more machines then rose from the aerodrome. One of these he engaged at the height of 1,000 feet, emptying the rest of his drum of ammunition. This machine crashed 300 yards from the aerodrome, after which Captain Bishop emptied a whole drum into the fourth hostile machine, and then flew back to his station.

Four hostile scouts were about 1,000 feet above him for about a mile of his return journey, but they would not attack.

His machine was very badly shot about by machine gun fire from the ground.

His Majesty the King-Emperor has been graciously pleased to approve of the grant of Honorary rank as under, in recognition of distinguished services rendered in connection with the War:

To be Honorary Lieutenant-Colonel.
Desraj Urs, C.I.E., M.V.O., Colonel, Mysore Imperial Service Lancers.

To be Honorary Captain.
Temporary Honorary Captain Shah Mirza Beg, Hyderabad Imperial Service Lancers.
BRITISH AVIATORS
BOMB DARMSTADT

Considerable Damage is Reported—Four British Planes Downed

Canadian Press Dispatch.
London, Aug. 18.—The city of Darmstadt, Capital of the Grand Duchy of Hesse, in western Germany, was attacked by allied airmen Friday morning, according to an Exchange Telegraph dispatch from Amsterdam. Four persons were killed and many injured as a result of the bombardment, and considerable property damage is reported. The allied air squadron lost four machines.

Berlin, Aug. 18.—(Via London.)—A War Office announcement says:
"Four chaser airplanes shot down four large English battleplanes that attacked Darmstadt with bombs."

SOLDIER'S CHILD IS BURNED TO DEATH

MAJOR R. W. BISHOP IS PROMOTED—LONDON'S OLDEST UNION MAN DEAD

(Special Dispatch to The Globe)
London, Ont., Aug. 18.—Three-year-old Ralph Allen Watson, son of Private H. A. Watson of the Canadian Service Corps, was burned to death yesterday afternoon when a coal oil stove exploded and set fire to the house.

The house is situated at the east limits of the city, and the alarm was not given for some minutes after the explosion had occurred. By the time the Fire Department had responded to the call the house was reduced to ruins. The charred remains of the child were found after the fire had been extinguished.

Major R. W. Bishop, Camp Engineer, has been promoted to the rank of Lt.-Col. and made Commander of the Canadian Engineers in Military District No. 1. Lt.-Col. Bishop is a brother of Major Billy Bishop, Y. C.

John T. Read of 124 Bruce street, died today at the age of seventy. He was London's oldest union man. Major J. D. Forbes will preside at an inquiry into the escape of Private Harold Hock of Kitchener, from detention at the Cove Bank Camp. While under guard Hock escaped during the night. He was a deserter.
LT.-COL. BISHOP
HOME ON LEAVE

Canada's Famous Airman to Spend Month in Canada

“DOWNED” 72 PLANES

His Brother-in-law, Capt. H. J. Burden, Returns at Same Time

Canada's premier airman, Lieut.-Col. W. A. Bishop, and another of Canada's distinguished aviators, Capt. Harry J. Burden, his brother-in-law, are back in Canada on leave, and are guests at the latter's home, 494 Avenue road. Between them these two gallant air fighters have close to 100 enemy machines to their credit, and both have won numerous coveted decorations. While many families have made history during the present great struggle, few have achieved more honors than these two young men.

Col. "Billy" Bishop is officially victor over 72 German airplanes on the Western front, while attached to the Canadian Air Service, while Capt. Burden has downed 20 enemy planes. Col. Bishop arrived home on Sunday afternoon, and was accompanied by Mrs. Bishop, who is a sister of Capt. Burden. Capt. Burden arrived back on Saturday, the flyers have come on different boats. Col. Bishop is, on his way to his home in Owen Sound for a month's visit, while Capt. Burden is on three months' leave.

Has Post on Air Staff.

In June last Col. Bishop was transferred from the Canadian service to a post at the office of the British Chief of Air Staff. He has been twice decorated with the D.S.O., has all of the French medals and has also the coveted Victoria Cross of Great Britain. During his last campaign, which ended on June 19 in France, he bagged 25 German planes in 12 days, finally winding up with five planes in a flight of two hours on the morning of the day mentioned.

He has bagged 20 Hun planes, but is very reticent on the subject of the deeds which won him his honors. The most exciting experience he had, he states, was when he was brought down at night by Richthofen, the famous German "ace." With an Englishman along with him, Capt. Burden tackled seven German machines. His companion went down in flames, but he was able to make a landing after they had got two enemy machines. Early in August he tells of the scouts bringing down enemy planes daily. August 10 was his best day, as he got three machines in the morning and two in the afternoon. Two days later he got three more, and after missing a day he got three more. The allied aviators have to go a long way to tackle the enemy machines, he claims, as they seldom come to them. At the time of the Amiens battle five aviators, including Capt. Burden, got into a fight with thirty of the enemy and accounted for eight of them.
Appendix 2 Black Line Masters

BLM 1.1:

Name: ______________________  Date: ____________________________

Analyzing Your Significant Sketch

Answer the following questions to help you identify the criteria you used to decide which events, people, or developments were most historically significant.

1. Does your sketch show well-known events and powerful people? Or does it show the ordinary lives that most people live?

2. Does your sketch show connections to local, national, or international issues?

3. Do your choices feature big historical changes?

4. Do your choices change people’s lives?

5. Did you pick any people as historically significant for the First World War?
   a. Why did you pick them?
   b. If you didn’t pick any people, why not?

6. How do you think the time limit of 10 minutes affected your answers?
BLM 1.2: Historical Significance Diagram

Figure 1.4 The historical significance of an event, person, or development emerges through the construction of a narrative.

BLM 1.3: Google Search example

Canadian Heroes: Billy Bishop - TeacherVision.com

Lesson Seven BILLY BISHOP GOES TO WAR research

The My Hero Project - Billy Bishop

Owen Sound Airport CYCS Aviation Group - Official Site
BLM 1.4: “Billy Bishop’s Legacy” video
http://www.youtube.com/watch?v=v_TUzNBOZ4c#t=320

BLM 1.5

Name: ______________________ Date: ____________________________

**Is Billy Bishop a Canadian Hero? You be the judge!**

Now that we’ve met Billy Bishop it is time for you to think about what we’ve discussed and critically consider the information before you. Is Billy Bishop a hero, or not? In 1-2 pages you must clearly state your opinion and use the sources studied to provide evidence for your reasoning.

The following are questions to consider in your writing; however you are encouraged to go above and beyond these examples.

- Did Billy Bishop play a significant role in the First World War?
- Did Bishop’s influence result in change?
- Did his actions reveal anything or do they hold a meaningful place in a narrative?

You will use the information from this assignment in a debate/discussion tomorrow. Please be prepared to share your ideas and question others. After the debate/discussion you will hand this in, be sure that it is clear and completed by tomorrow’s class.
Lesson # 2 The McAdam Shovel

Course: CHC 2D

Specific Expectation: Canada, 1914-1929: Identity, Citizenship, and Heritage
B3.1 describe how some individuals and organizations during this period contributed to the development of identity, citizenship, and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Lionel Connacher, Fred O. Loft, Tom Longboat, Nellie McClung, Mary Pickford; the No. 2 Construction Battalion, One Big Union, the Royal Canadian Mounted Police, the Woman’s Christian Temperance Union)

Primary Historical Thinking Concept Explored: Evidence

Overview: Considering Canadian inventions, the McAdam Shovel in particular, students will use a variety of sources, discussions and personal work to consider what it is that makes something important in history and how to represent that knowledge in a concise form.

Materials:

1. Primary Source Documents
   a. PSD 2.1: McAdam Shovel photo
   b. PSD 2.2: McAdam Shovel photo (2)
   c. PSD 2.3: Letter to Sir George Perley, March 1917
2. Instructions for teacher
3. Black Line Masters
   a. BLM 2.1: Canadian Invention Photos
   b. BLM 2.2: Excerpt from Hold the OXO
   c. BLM 2.3: Artifact Project
   d. BLM 2.4: Tally Card

Plan of Instruction:

Step 1: Warm up (10 minutes)
- Introduce some Canadian inventions to get the students thinking about things that are significant in Canada’s identity/citizenship/heritage.
- Show the images of the inventions (BLM 2.1) and have the students actively participate in guessing what they are, why they are important.
- Allow the students to offer some of their own ideas of Canadian inventions.

Step 2: Activity/Discussion (8-10 minutes)
- Show the students a picture of the McAdam Shovel, without revealing what it is or what time period it is from. (PSD 2.1)
- Have the students guess what it is and what it was used for.
- Create a list or graphic organizer including some of their ideas, initial observations and their thoughts in regards to its interesting design.

**Step 3: Guided Practice** (40 minutes)

*This could be done as a class, or in smaller group discussions. Regardless of that choice, it would be beneficial to go over the main ideas as a class; however the discovery may be more engaging for students in smaller groups.*

- Show the students the second picture of the shovel, a more detailed image. (PSD 2.2) Does this help them at all? See if their guesses change.
- Ask if they recognize the man in the photo, or his uniform? What does that tell them about the time period? What could the shovel be used for? Does it look like it would be effective?
- Introduce the McAdam shovel and Sam Hughes from the second photo. Tell your students or validate their responses about the fact that this is a shovel from the First World War.
- Ask them about what kind of warfare there was in the First World War? Knowing what we do about trench warfare, how could this tool have been useful?

*This section is a good activity for smalls groups or partners.*

- Now that we have the class’ ideas about the McAdam shovel, they will go to other resources to find out more information. This is an opportunity for given, guided or self discovered research. If the use of technology (computers, tablets etc) is available, this would be a good opportunity to have the students do some research about different views of the shovels. If technology is not available, you could provide the students with PSD 2.3 and BLM 2.2.
- Ask the students to record their findings and highlight informative websites that could help benefit the class in further researching opportunities.
- Write some/all of the following questions on the board to give students a framework for their inquiry into these pieces.
  - Who approved of the McAdam Shovels? Who was against them?
  - What can we make of these conflicting viewpoints?
  - Considering where they are coming from, which opinion do you believe should be considered more valuable? How does corroborating these sources help with your interpretation?

**Step 4: Independent Activity/Project** (30-45 minutes)

- Assign a project that looks into the impact and significance that this shovel brought to Canada during the First World War, and how we view it today. (BLM 2.3)
- An idea to get their attention: The Canadian War Museum in Ottawa has found out that our class has been learning about the McAdam shovel. They have one that they would like to put on display as a First World War artifact, but the museum curators are not sure how to describe it, due to its contested history.
- Go through the handout with the class and remind them to consider the discussions in class as well as the written pieces that have been studied. Encourage the students to bring their own
views into this assignment, such as their initial thoughts of what the McAdam shovel was and what it was used for.

**Step 5: Sharing / Discussing** (15-25 minutes)

- Have the students display their artifact cards around the classroom.
- Ask the students to circulate and read their classmate’s cards, while keeping a tally of how many students wrote their cards with different viewpoints. (BLM 2.4)
- Compare the results of the class and discuss why they think the majority chose to write from ____ perspective, why very few chose _____, etc.

**Assessment:**

- With small and large group discussions there will be various types of learning taking place. The students will be given the opportunity to discover their own ideas and corroborate with primary and secondary sources to come to an opinion.
- The project will be a good opportunity for assessment for learning as their answers can be reviewed to see how well they are able to make inferences and how clearly they are able to draw conclusions from abstract ideas.
- Assessment as learning will come in the final section when they are reading their peers’ work and are given the opportunity to discuss why people reached similar/different conclusions.
Lesson # 2 End Notes


3 Library and Archives Canada, RG9 III, vol. 69, file 10-4-12 “We Were There,” letter to G. Perley from A. McRae, March 31 1917.


5 Fargey Brooker, Marion. Hold The OXO! A Teenage Soldier Writes Home. (Toronto: Dundurn, 2011), 44.
Appendix 1: Primary Source Documents

PSD 2.1: McAdam Shovel
PSD 2.2: McAdam Shovel
C.O.F.M.

OVERSEAS MILITARY FORCES OF CANADA.

Arystall House,
246 Regent Street, London.

Q.M'S 1-2-15.

31st March, 1917.

To - Sir George Perley, K.C.M.C.
19, Victoria Street,
S. W.

Special Entrenching Shovel.

We have on hand at Ashford 22,000 of the tool marginally noted, which is known as the Hughes Shovel. It is a heavy steel shovel with a short iron handle. The shovel was designed to act as a shield; there is a hole in the shovel through which it was intended the rifle should be placed; it, however, was found to be impracticable. As it weighs over five pounds and has a large hole in the centre it is not considered that it can be made use of. Efforts have been made to dispose of it without success.

The shovel we have on hand contain roughly 50 tons of metal. In view of the scarcity of tonnage it would appear in the best interests of the country that all available metal be placed at the disposal of the government.

The shovels in question being of no practical value it is recommended for your approval that they be turned over to the Imperial Authorities to be melted down and made use of in any way they think fit. If you do not concur in this suggestion it is then recommended that these shovels be considered scrap and sold by tender immediately with a view of placing the metal in the market where it will be of service.

Please instruct.

Signed - A. W. MacRae.

Brigadier-General.
Quartermaster-General.

ADM/WW


Approved placing them at disposal of War Office.

E.H.P.
Appendix 2 Black Line Masters

**BLM 2.1:** Canadian Invention Photos
Telephone, Basketball, Penicillin, Poutine
IN THE TRENCHES

Hughes’s Folly #2

Another Hughes “folly” had been equipping Canadian soldiers with MacAdam shield-shovels — he had ordered 25,000 of them. Although similar to the standard portable infantry spade, it was also intended to shield the soldier from bullets and allow him to sight the enemy through a large hole in the centre. This design, however, required heavier steel, which meant that each one weighed more than five pounds — making it understandably unpopular with men already carrying a 60-pound kit. It proved incapable of stopping gunfire penetration, and soldiers couldn’t shovel soil effectively because of the sight hole.
Artifact Project: The McAdam Shovel

The Canadian War Museum in Ottawa has found out that our class has been learning about the McAdam shovel. They have one that they would like to put on display as a First World War artifact, but the museum curators are not sure how to describe it, due to its contested history.

You must create a card that would accompany the McAdam Shovel at a museum.

The card should include: the name of the artifact, the time period/event in which it was used, and a single paragraph description of the object. (Remember this is for a museum; be clear and concise in your writing as most people will only read the card for a few brief seconds.)

Before writing this description be sure to choose which viewpoint you would like to write from:

- Do you think it was a good idea?
- Do you think it was a bad idea?
- Or do you believe it should be displayed without bias?

You must also include a paragraph that provides the reasoning behind your decision and includes which sources/inquiries that you felt were the most valid.

Lastly please respond to the following question:

How do you think Sir Sam Hughes’ choice to use the McAdam Shovel positively or negatively contributed to the development of Canada’s identity and heritage during the First World War?

Before you hand your project in, have you included all the necessary components?

<table>
<thead>
<tr>
<th>Artifact Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoning Paragraph</td>
</tr>
<tr>
<td>Contribution Question</td>
</tr>
</tbody>
</table>


**BLM 2.4: Tally Card**

*Circulate and read your classmates’ artifact cards, keep a running tally of how many people wrote from each different viewpoint.*

<table>
<thead>
<tr>
<th>Viewpoint</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For its use…</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Against its use…</strong></td>
<td></td>
</tr>
<tr>
<td>…should be studied <strong>without bias</strong></td>
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Lesson #3: Hockey is ours?

COURSE: Canadian History since World War 1 – CHC2D

SPECIFIC EXPECTATION(S): B3.1: describe how some individuals and organizations during this period contributed to the development of identity; citizenship and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Lionel Connacher, Fred O. Loft, Tom Longboat, Nellie McClung, Mary Pickford; the Royal Canadian Mounted Police, the Woman’s Christian Temperance Union)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

OVERVIEW: This lesson provides the students a social context in regards to the developing Canadian identity during the early 1900’s and how it relates to our heritage today. It allows students to explore the influences of ice hockey and how it’s effected the shaping of Canada’s culture over time.

MATERIALS:

1. Primary Source Documents
   - PSD 3.1 “Hockey is Ours”
   - PSD 3.2 “Oxford Canadian ice hockey team”
   - PSD 3.3 “Hockey in High Park, Toronto”
   - PSD 3.4 “Champion hockey team of Canadians interned in Switzerland”
   - PSD 3.5 “NHL Senators, Leafs, Canadiens united tribute to Cirillo, Vincent”

2. Instructions for teacher

3. Black Line Masters
   - BLM 3.1 “Hockey Night in Canada: Sport, Identity, and Cultural Politics”
   - BLM 3.2 “Joe O’Connor: What does hockey say about Canada’s national identity?”
   - BLM 3.3 “How hockey explains it”
   - BLM 3.4 “Hockey is Canada’s Game: The National Hockey League Lockout”
   - BLM 3.5 “Canada seeks national identity through sport”
   - BLM 3.6 “Winnipeg Falcons hockey team”
   - BLM 3.7 “Lord Preston Stanley”
   - BLM 3.8 “Queens University hockey team”

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

Students are going to put themselves into 5 groups of 5. As a group, students will come up with as many answers or ideas for the question: “When you think about Canadian
identity, what comes to your mind? What makes us Canadian?” Give them only 5
minutes to come up with as many answers as possible. Each group will have a
representative present their findings to the class and write a few of the answers from each
down on the board (either teacher can write them or students can come up and write
down their top 3) The group with the most answers wins.

Step 2: Discussion (20 minutes)

Discuss with the class why they came up with the answers that they did for the small
warm-up activity. What are some symbols that represent Canada? Why are they
significant? What are some of the origins to these symbols and how have they changed
over time?

Afterwards, show students the Nike commercial “Hockey is Ours” on Youtube. Ask why
they think hockey has had such a huge influence/contribution towards Canadian identity?

Introduce background history of hockey in Canada – show PSDs and discuss what they
see in the pictures as a class. Consider factors like team jerseys, the reason the picture
was being taken, where they were, what the picture tells us about that time period, etc.

Step 3: Modeling (10 minutes)

Read Roch Carrier’s introduction on the Library and Archives Canada website aloud.
Briefly analyze and consider, as a class, what Carrier’s trying to relay to his readers. Is
hockey more about teamwork and metaphorical meaning in regards to Canada’s identity
or is it more? Using inquiry based and critical analyzing skills, explain that the students
will be getting into groups (they can use the same group from their warm-up exercise or
switch it up) and analyzing an article (handed out) based on hockey’s influence on
Canadian culture and identity.

Step 4: Guided Practice (20/30 minutes)

Hand out large pieces of chart paper for each group to write on. They will write their
findings (i.e., pros and cons for positive influence, what historical factors do they refer to
when discussing hockey’s influence, what is the authors opinion on the subject, is it
biased, etc) and eventually present to the class what they have found in their article.

Each student in the group will have a job when analyzing the article:

- 1. Discussion Leader
- 2. Reader
- 3. Scribe
- 4. Summarizer
- 5. Presenter

Discuss/compare/contrast each groups findings by hanging up the pieces of chart paper at
the front of the class to read together as a group.
**Step 5: Sharing / Discussing / Teaching (10/15 minutes)**

To wrap up, play the NHL Tribute video for the Ottawa shooting during Hockey Night in Canada. Using the concepts/ideas/answers from their article analysis, discuss how hockey influences/emphasizes Canadian identity compared to how it was during the early 1900’s. Write answers up on the board or compile answers on a separate piece of chart paper as a class. Questions like: Why is this important? Why is Canadian identity important during and after the war? How does the NHL contribute to this importance?

**EXTENSION:**

A variation of this lesson could include the class using iPads/ Chrome books/ computers and going on a virtual tour of the Library and Archives Canada website together as a class. They could have the opportunity to individually scroll through the photo gallery, quizzes, trivia games, and puzzles that are displayed on the website after they tour through the site with the entire class.

**ASSESSMENT:**

- Assessment as learning: circulating the room to make sure students are on task and answering any questions they may have
- Assessment for learning: keeping the warm-up exercise answers up on the board for students to reference to, posting the PSD pictures up on the board or circulating them throughout the class for reference, and photocopying the Roch Carrier introduction article for students to keep in their binders
- Assessment of learning: handing in their pieces of chart paper, circulating the room, looking for student participation, and possibly having students write a reflection journal at the end of class
Appendix 1. Primary Source Documents

PSD 3.1 https://www.youtube.com/watch?v=nivGKo2Q32c

PSD 3.2
PSD 3.4
https://www.youtube.com/watch?v=oPmfbCTzixc

PSD 3.5
https://www.youtube.com/watch?v=oPmfbCTzixc
Appendix 2. Black Line Masters

BLM 3.1
http://www.cjc-online.ca/index.php/journal/article/view/898/804

BLM 3.2

BLM 3.3

BLM 3.4
http://www.globalresearch.ca/hockey-is-canadas-game-the-national-hockey-league-lockout/5305667

BLM 3.5
http://blogs.edmontonjournal.com/2011/12/24/national-identity-through-sport/#_federated=1

BLM 3.6
Endnotes

1 Canadian Nike commercial. “Nike - Hockey is Ours,” published December 29th, 2012
https://www.youtube.com/watch?v=nivGKo2Q32c


http://www.collectionscanada.gc.ca/hockey/


Lesson #4: Group of Seven

COURSE: Canadian History since World War 1 - CHC2D

SPECIFIC EXPECTATION(S): B3.1: describe how some individuals and organizations during this period contributed to the development of identity; citizenship and/or heritage in Canada (e.g., Billy Bishop, J. Armand Bombardier, Robert Borden, Henri Bourassa, Lionel Connachter, Fred O. Loft, Tom Longboat, Nellie McClung, Mary Pickford; the Royal Canadian Mounted Police, the Woman’s Christian Temperance Union)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

OVERVIEW: This lesson provides the students with a different perspective of Canadian identity through the artwork of the Group of Seven. It allows students to explore a culturally driven influence of Canada’s identity during the First World War and how it was perceived as being radical for the time period. Students will be able to examine the effect this type of artwork has on Canadian identity and how it is still relevant in today’s perception of Canada’s culture.

MATERIALS:

1. Primary Source Documents
   - PSD 4.1 “Maple Woods, Algoma”
   - PSD 4.2 “Autumn’s Garland”
   - PSD 4.3 “Blue Herron”
   - PSD 4.4 “Lake O’Hara Rocky Mountains”
   - PSD 4.5 “Light and Shadow”
   - PSD 4.6 “The Red Maple”
   - PSD 4.7 “Group of Seven documentary”
   - PSD 4.8 “Tom Thomson”
   - PSD 4.9 “The Landing of the First Canadian Division at St. Nazaire, 1915”
   - PSD 4.10 “The Battle of Vimy Ridge”
   - PSD 4.11 “Munitions Fuse Factory, 1919”
2. Instructions for teacher
3. Black Line Masters
   - BLM 4.1 “Fill-in-the-blank worksheet”

PLAN OF INSTRUCTION:
Step 1: Warm up (15 minutes)

Have an art gallery of photos and random Group of Seven facts posted on the walls around the room. Explain to students that they have 3 minutes to walk around and gather as much information as possible (writing down notes or taking the notes off of the wall and taking it back to their group). They must come together as a group and learn as much as possible from what they have gathered. Share with the class what facts/photos they have of the Group of Seven and eventually decide (throughout the lesson) which facts are the most significant to them based off of what they have learned from the photos/facts.

Step 2: Discussion (15/20 minutes)

Introduce the mysterious case of Tom Thomson and the debate over his death. Besides the obvious, what makes Tom Thomson significant? What about his artwork was transformative of Canadian culture/perspective? How did he influence the Group of Seven’s establishment?

Show pictures of Thomson’s work, what do you notice? Compare with other artwork during that time period (war themed art). What does this say about Canadian identity during the time of the First World War? Why was Thomson’s artwork so radical for the time?

Introduce the Group of Seven – group members, background, and collaborative significance towards the new theme of art in Canadian culture. Put on the Group of Seven documentary on Youtube and handout fill-in-the-blank worksheet to the class.

Step 3: Guided Practice (10/15 minutes)

During the video clip, students will be working on a fill-in-the-blank worksheet that will help them determine whether or not they find certain facts or photos (the ones they gathered at the beginning of class) are more or less significant from what they learned during the warm-up. Give students time to fill in any of the blanks they did not get on their worksheet with some help from group members or other classmates. Students are expected to hand in their worksheet once they are done.

Step 5: Independent Activity (15 minutes)

Students should have the opportunity to use iPads, Chrome books, or laptops during this period to research specific things about each member of the group like:

- Childhood
- Education
- Travel/work experience
- Connection to Group of Seven
- Significance to Canadian identity
Step 6: Sharing / Discussing / Teaching (10 minutes)

After gathering research, students should take 5 minutes to share their knowledge of their Group of Seven member with another classmate that chose a different member than they did. Partners will take notes of the member they’ve learned about and tell the class what they learned the following day.

ASSESSMENT:

- Assessment as learning: circulating the room to make sure students are on task and answering any questions they may have
- Assessment for learning: using different avenues of technology for visual learners, videos for visual and listening learners, worksheet for written structure learning, group and independent work also used to meet all needs for students
- Assessment of learning: having groups hand in their pile of true facts/photos of the Group of Seven from the warm-up, participation in class, handing in the documentary worksheet, handing in research notes
Appendix 1. Primary Document Sources

PSD 4.1¹
PSD 4.3$^3$
PSD 4.4
PSD 4.5^5
PSD 4.6
https://www.youtube.com/watch?v=hiAvYGTB8xk provided by the Art Gallery of Ontario
Appendix 2. Black Line Masters

BLM 4.1

Group of Seven Documentary

As you watch the short documentary on the Group of Seven fill out the blanks in the worksheet below.

Name:_________________ Date:___________________

Three years before the official founding of the group in _______, this man _________________, drowned in a wilderness lake at the age 39. He played a critical role in the early years of the movement, inspiring the members by his love of the north.

Who are the seven members of the group?
1.____________________________
2.____________________________
3.____________________________
4.____________________________
5.____________________________
6.____________________________
7.____________________________

Johnston left the group prematurely making room for _________________. The North was a feast of colours and forms, sometimes luxurious and opulent, sometimes raw and rustier. But its beauty was distinctively Canadian, ___________ and ___________, not ____________ and the artists reveled in its rich physicality. It wasn’t so much the topographical details of the North they sought to impress upon the consciousness of their viewers in Canada’s urban south, but the prevailing ___________ of the region. Its sense of ___________ and release. They adopted the bold, aggressive colours of post-impressionists such as Vincent Van Gogh, particularly appropriate to the intensity of a Canadian autumn.
Endnotes

Lesson Number #5 Music With A Purpose

Course: CHC 2D

Specific Expectation: B3.1 explain how some individuals, groups, and/ or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada (e.g., with reference to Frederick Banting, Napoléon Belcourt, Billy Bishop, Robert Borden, Samuel Bronfman, Arthur Currie, Marie Lacoste Gérin-Lajoie, Fred O. Loft, Agnes Macphail, Masumi Mitsui, J. S. Woodworth; the League of Indians, rum runners, the Trades and Labour Congress of Canada, the Vandoos, the Woman’s Christian Temperance Union)

Primary Historical Thinking Concept Explored: Historical Perspectives

Lesson #: 5

Title: Music with a Purpose

Overview: This lesson has students listening to and thinking about music and its purpose during World War II. Through examining different songs used by different groups of Canadians students will develop their understanding of differing perspectives on World War I.

Materials:

1. Primary Source Documents
   - PSD 5.1 God Save the King
   - PSD 5.2 Heart of Oak
   - PSD 5.3 Don’t Take Away My Darling Boy
   - PSD 5.4 I Don’t Want to get Well
   - PSD 5.5 Keep the Home Fires Burning
   - PSD 5.6 Take Me Back to Canada
   - PSD 5.7 Pack Up Your Troubles In Your Old Kit Bag
   - PSD 5.8 Just a Baby’s Prayer at Twilight (for Her Daddy Over There)
   - PSD 5.9 Jolly Good Luck to the Girl that Loves a Soldier
   - PSD 5.10 Dear Old Pal of Mine
   - PSD 5.11 Au Revoir, But Not Good-Bye

2. Instructions for teacher

3. Black Line Masters
   - BLM 5.1 Lyrics for God Save the King
   - BLM 5.2 Lyrics for Heart of Oak
   - BLM 5.3 Lyrics for Don’t Take My Darling Boy Away
   - BLM 5.4 Lyrics for I Don’t Want to get Well
   - BLM 5.5 Lyrics for Keep the Home Fires Burning
   - BLM 5.6 Lyrics for Take Me Back to Canada
   - BLM 5.7 Lyrics for Pack Up Your Troubles (And Smile, Smile, Smile)
Plan of Instruction:

**Step 1: Warm up** (5 minutes)

Give the students a few minutes to quietly think of a song that they really enjoy listening to. Once they have come up with one ask them to quickly jot down the *purpose* of this song. Make sure they are clear that they are not writing down what the song is about rather why it was made; its intent. Have the students share some of the songs they came up with and the intent of those songs.

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

Ask the students to *individually* write down a few songs that they think best represent Canada.

Now ask the students what song or songs they think would have represented Canada during World War I (This is a bit of a trick question and they shouldn’t really be able to answer it, unless they have extensive background knowledge of music during this time period. You should be looking for O Canada as an answer).

If someone answers O Canada then take the chance to remind the class that O Canada would not become Canada’s official National Anthem until 1980.

If no one answers O Canada then congratulate the class on their knowledge that O Canada would not have been a go to song to represent Canada during World War I.

**Step 3: Modeling** (10 minutes)

Start this section of the lesson by playing “God Save the King” (PSD 5.2) while displaying the lyrics for the class to see (BLM 5.1)

Then take the time to work through the lyrics pointing out certain sections that address the following:

1. What is this song about? *The British Monarchy*
2. Who is the target audience of this song? *Anyone under the rule of the British*
3. What is the purpose of this song? *Patriotism, Praising the Monarchy, Religion, Defending ones Country, Connecting King, Country and Religion*
Step 4: Guided Practice (15 minutes)

Hand out copies of the lyrics for “Heart of Oak” (BLM 5.1) to the entire class and listen to the song once.

As a class work through the lyrics and direct the students towards answering the following questions:

1. What is this song about? The Royal Navy
2. Who is the target audience of this song? Sailors
3. What is the purpose of this song? Patriotism, Battle Song, Glorification of War, Honor, Freedom, Victory, Moral Raising

Step 5: Independent Activity (15 minutes)

Next the class will be given copies of a variety of songs that were popular in Canada during World War I (BLM 5.2 – 5.10). This section can be done individually or in pairs but make sure each song is being covered.

Give the students time to read the lyrics. If they feel the need to listen to the song they have selected then have the clips available for listening.

Once they have examined the lyrics have them discuss and answer the same questions answered for “God Save the King” and “Heart of Oak.”

1. What is this song about?
2. Who is the target audience of this song?
3. What is the purpose of this song?

Step 6: Sharing / Discussing / Teaching (20 minutes)

Ask the class about the conclusions they came to through looking at the lyrics given to them. Make sure all songs and all questions are addressed.

Possible answers:

Don’t Take My Darling Boy Away
1. It expresses the stress on mothers who’s sons are at war
2. Parents of soldiers, mainly mothers
3. To show how those who are left behind are heroes as well
I Don’t Want To Get Well
1. The song is about a wounded soldier falling for a nurse and wanting to stay in the hospital
2. Soldiers
3. To take some of the edge of being in war, humor, lightening the mood

Keep The Home Fires Burning
1. The song is about the people back home and how they are keeping the house ready for the soldiers overseas
2. Families of soldiers and maybe soldiers as well
3. To remind soldiers that the people back home are thinking of them

Take Me Back To Canada
1. This one is about a Canadian who has been traveling, maybe a soldier, and how they miss their homeland
2. Anyone away from home
3. This could be used as a patriotic song or maybe even a recruiting song

Pack Up Your Troubles In Your Old Kit Bag
1. This song is about a soldier fighting on the battlefield who always has high spirits
2. Soldiers
3. Boosting morale

Just A Baby's Prayer At Twilight (for Her Daddy Over There)
1. This song is about a little girl praying for her dad who is a soldier
2. People on the home front, soldiers
3. Reminding those at home to think of the soldiers

Jolly Good Luck to the Girl Who Loves a Soldier
1. This song is about soldiers who are looking for girls to fall in love with
2. Women who like soldiers
3. Lightening the mood around relationships with serving men who are potentially in life threatening situations

Dear Old Pal Of Mine
1. This song is about a soldier who went away and is missing his friend
2. Soldiers and friends of soldiers
3. The purpose is to remind people that the soldiers are often lonely and homesick

Au Revoir, But Not Good-Bye
1. This song is about soldiers heading off to war
2. Soldiers
3. The purpose is to show soldiers that the people they are leaving behind really do care
**ASSESSMENT:** (Take home)

Write a short paragraph addressing the following question: From the perspective of the song you examined how did Canadians feel about World War I? How is your perspective different from another talked about in class?
Lesson #5 Endnotes

1 Note: all songs were originally found at:
“The Virtual Gramophone: Canadian Historical Sound Recordings,” Library and
Archives Canada, last modified July 15th 2010,
each song was then searched for on YouTube for higher quality sound clips.

2 Henry Carey, God Save the King, 1790, accessed online on December 3, 2014,
https://www.youtube.com/watch?v=8i2AJ4NB7aI.

3 Dr. William Boyce, Heart of Oak, by David Garrick, accessed online on December 3,

4 J. Phillips and Helen Clark, Don’t Take My Darling Boy Away, by Albert Von Tilzer
and Will Dillon, 1915, accessed online on December 3, 2014,
https://www.youtube.com/watch?v= Xwu3LK5zwA.

5 Harry Jents, Harry Pease and Howard Johnson, I Don’t Want to Get Well, 1917,
accessed online on December 3, 2014,
https://www.youtube.com/watch?v=tukDVX8X1s.

6 Ivor Novella and Lena Guilbert Ford, Keep the Home Fires Burning, 1914, accessed
online on December 3, 2014, https://www.youtube.com/watch?v=SHZGWr5ZK0

7 O.F. Beck Take Me Back To Canada, 1914, accessed online on December 3, 2014,
https://www.youtube.com/watch?v=9UIF9hWJ2LQ.

8 George Henry Powell and Felix Powell, Pack Up Your Troubles in Your Old Kit Bag,
1915, accessed online on December 3, 2014,
https://www.youtube.com/watch?v=kXcs1Vv3Y1E.

9 Sam Lewis and Joe Young and MK Jermoe, Just A Baby’s Prayer at Twilight (for Her
Daddy Over There), 1918, accessed online on December 3, 2014,
https://www.youtube.com/watch?v=a6vp2y9-v-M.

10 Fred W. Leigh and Kenneth Lyle, Jolly Good Luck to the Girl that Loves a Soldier,
1906, accessed online on December 3, 2014,
https://www.youtube.com/watch?v=IRWSng0bSYA

11 Gitz Rice, Dear Old Pal Of Mine, 1918, accessed online on December 3, 2014,
accessed online on December 3, 2014,
https://www.youtube.com/watch?v=KiXP6VikAP8

12 Albert VonTilzer, Au Revoir, But Not Good Bye, 1917, accessed online on December
3, 2014, https://www.youtube.com/watch?v=g0BzBmq9QA.
Appendix 1 Primary Source Documents

PSD 5.1 “God Save the King”
https://www.youtube.com/watch?v=8i2AJ4NB7aI

PSD 5.2 “Heart of Oak”
https://www.youtube.com/watch?v=4NXFCDgyanA

PSD 5.3 “Don’t Take Away My Darling Boy”
https://www.youtube.com/watch?v=_Xwu3LK5zwA

PSD 5.4 “I Don’t Want To Get Well”
https://www.youtube.com/watch?v=tukDVyX8X1s

PSD 5.5 “Keep the Home Fires Burning”
https://www.youtube.com/watch?v=SHZGWRa5ZK0

PSD 5.6 “Take Me Back to Canada”
https://www.youtube.com/watch?v=9UIF9hWJ2LQ

PSD 5.7 “Pick Up Your Troubles (And Smile, Smile, Smile)”
https://www.youtube.com/watch?v=kXcs1Vv3YIE

PSD 5.8 “Just a Baby’s Prayer at Twilight (for Her Daddy’s Over There)
https://www.youtube.com/watch?v=a6vp2y9_v-M

PSD 5.9 “Jolly Good Luck to the Girl that Loves a Soldier”
https://www.youtube.com/watch?v=lRWSng0bSYA

PSD 5.10 “Dear Old Pal of Mine”
https://www.youtube.com/watch?v=KiXP6ViKAP8

PSD 5.11 “Au Revoir, But Not Good-Bye”
https://www.youtube.com/watch?v=g0BzB_mq9QA
God Save The King

God save our gracious king
Long live our noble king
God save the king

Send him victorious
Happy and glorious
Long to reign over us
God save the king

O Lord, our God arise
Scatter his enemies
And make them fall

Confound their politics
Frustrate their knavish tricks
On Thee our hopes we fix
God save the king

Thy choicest gifts in store
On him be pleased to pour
Long may he reign

May he defend our laws
And ever give us cause
To sing with heart and voice
God save the king

Not in this land alone
But be God's mercies known
From shore to shore

Lord make the nations see
That men should brothers be
And form one family
The wide world o'er

From every latent foe
From the assassins blow
God save the king

O'er him Thine arm extend
For Britain's sake defend
Our father, prince and friend
God save the king
Heart of Oak

Come, cheer up, my lads, 'tis to glory we steer,
To add something more to this wonderful year;
To honour we call you, as freemen not slaves,
For who are so free as the sons of the waves?

Heart of oak are our ships, jolly tars are our men,
we always are ready; Steady, boys, steady!
We'll fight and we'll conquer again and again.

We never see our foes but we wish them to stay,
They never see us but they wish us away;
If they run, we will follow, and run them ashore,
And if they won't fight, we can do no more.

Heart of oak are our ships, jolly tars are our men,
we always are ready; Steady, boys, steady!
We'll fight and we'll conquer again and again.

We'll still make them fear, and we'll still make them flee,
And drub 'em on shore, as we've drubb'd 'em at sea;
Then cheer up, my lads! with one heart let us sing:
Our soldiers, our sailors, our statesmen and King.

Heart of oak are our ships, jolly tars are our men,
we always are ready; Steady, boys, steady!
We'll fight and we'll conquer again and again.
Don't Take My Darling Boy Away

A mother was kneeling to pray
For loved ones at war far away
And there by her side, her one joy and pride,
knelt down with her that day
Then came a knock on the door
Your boy is commanded to war
"No Captain please, here on my knees,
I plead for one I adore"
Don't take my darling boy away from me,
Don't send him off to war
You took his father and brothers three,
Now you've come back for more
Who are the heroes that fight your war
Mothers who have no say
But my duty's done so for god's sake leave one!
And don't take my darling boy away.
Tenting tonight, Tenting tonight
Tenting on the old campground
You took his father and brothers three,
Now you've come back for more
Tenting tonight, Tenting tonight
Tenting on the old campground
But my duty's done so for god's sake leave one!
And don't take my darling boy away.
A hero is now laid to rest, A hero and one of the best
He fought with each son, The battles he'd won,
And the battles that proved a test
Though she never went to the war,
She was a hero by far, they gave a gun
But who gave a son,
M. O. T. H. E. R.
Don't take my darling boy away from me,
Don't send him off to war
You took his father and brothers three,
Now you've come back for more
Who are the heroes that fight your war
Mothers who have no say
But my duty's done so for god's sake leave one!
And don't take my darling boy away.
Tenting tonight, Tenting tonight
Tenting on the old campground
You took his father and brothers three,
Now you've come back for more
Tenting tonight, Tenting tonight
Tenting on the old campground
But my duty's done so for god's sake leave one!
And don't take my darling boy away.
I Don't Want To Get Well

I just received an answer to a letter that I wrote,
   From a pal who marched away,
He was wounded in the trenches somewhere in France
   And I worried about him night and day,
"Are you getting well," was what I wrote,
   This is what he answered in his note:

  I don't want to get well,
  I don't want to get well,
  I'm in love with a beautiful nurse.
   Early ev'ry morning, night and noon,
The cutest little girlie comes and feeds me with a spoon;
  I don't want to get well,
  I don't want to get well,
I'm glad they shot me on the fighting line, fine,
   The doctor says that I'm in bad condition,
But Oh,Oh,Oh, I've got so much ambition,
  I don't want to get well,
  I don't want to get well,
For I'm having a wonderful time.
Keep the Home Fires Burning

They were summoned from the hillside
    They were called in from the glen,
And the country found them ready
    At the stirring call for men.
Let no tears add to their hardships
    As the soldiers pass along,
And although your heart is breaking
    Make it sing this cheery song:
Keep the Home Fires Burning,
    While your hearts are yearning,
Though your lads are far away
    They dream of home.
There's a silver lining
    Through the dark clouds shining,
Turn the dark cloud inside out
    'Til the boys come home.
Overseas there came a pleading,
    "Help a nation in distress."
And we gave our glorious laddies
    Honour bade us do no less,
For no gallant son of freedom
    To a tyrant's yoke should bend,
And a noble heart must answer
    To the sacred call of "Friend."
Keep the Home Fires Burning,
    While your hearts are yearning,
Though your lads are far away
    They dream of home.
There's a silver lining
    Through the dark clouds shining,
Turn the dark cloud inside out
    'Til the boys come home.
Take Me Back to Canada

I've roamed around this world a bit, saw Broadway lights when they were lit, and a hundred other cities been to see Been to Frisco France and Italy but none of them appealed to me in Canada is where I long to be.

Take me back to Canada To the Land of the maple leaf Where the sun is always shining on my home that knows no grief and when I see that Union Jack I will shout Hurray I'm glad I'm back In Canada My Canada and I'll sing Gad save our gracious King in the land of the maple leaf.

I'm lonesome since I've been away, I'm longing just to see the day that will bring me back to Canada my home I am on my way, I'm going back, a kit upon by shoulder packed I'll join the ranks and fight for Britain's cause.
Pack up your Troubles In Your Old Kit Bag

Private Perks is a funny little codger
   With a smile a funny smile.
Five feet none, he's and artful little dodger
   With a smile a funny smile.
Flush or broke he'll have his little joke,
   He can't be suppress'd.
All the other fellows have to grin
When he gets this off his chest, Hi!

Pack up your troubles in your old kit-bag,
   And smile, smile, smile,
While you've a lucifer to light your fag,
   Smile, boys, that's the style.
What's the use of worrying?
   It never was worth while, so
Pack up your troubles in your old kit-bag,
   And smile, smile, smile.

Private Perks went a-marching into Flanders
   With his smile his funny smile.
He was lov'd by the privates and commanders
   For his smile his funny smile.
When a throng of Bosches came along
   With a mighty swing,
Perks yelled out, "This little bunch is mine!
   Keep your heads down, boys and sing, Hi!

Private Perks he came back from Bosche-shooting
   With his smile his funny smile.
Round his home he then set about recruiting
   With his smile his funny smile.
He told all his pals, the short, the tall,
   What a time he'd had;
And as each enlisted like a man
Private Perks said 'Now my lad,' Hi!
Just A Baby's Prayer At Twilight (for Her Daddy Over There)

I've heard the prayers of mothers,
   Some of them old and gray
I've heard the prayers of others
   For those who went away
Oft times a prayer will teach one
   The meaning of good bye
I felt the pain of each one,
   But this one made me cry
Just a baby's prayer at twilight
   When lights are low
   Poor baby's years
   are filled with tears
There's a mother there at twilight
   Who's proud to know
   Her precious little tot
   Is Dad's forget-me-not
After saying "Goodnight, Mama"
   She climbs up stairs
   Quite unawares
   And says her prayers
"Oh! kindly tell my daddy
   That he must take care"
That's a baby's prayer at twilight
   For her daddy, "over there"
The gold that some folks pray for,
   Brings nothing but regrets
Some day this gold won't pay for
   Their many lifelong debts.
Some prayers may be neglected
   Beyond the Gold Gates.
But when they're all collected,
   Here's one that never waits;
Just a baby's prayer at twilight
   When lights are low
   Poor baby's years
   are filled with
There's a mother there at twilight
   Who's proud to know
   Her precious little tot
   Is Dad's forget-me-not
After saying, "Goodnight, Mama"
   She climbs up stairs
   Quite unawares
   And says her prayers
"Oh! kindly tell my daddy
   That he must take care"
That's a baby's prayer at twilight
   For her daddy, "over there"
Jolly Good Luck to the Girl that Loves a Soldier

Find the military man who's really worthy of the name
He's never behind hand when duty's to be done
He's the fellow you can trust to try
And win the game whatever the prize waiting to be won
By Jingo don't the girls know that as well as I do? Isn't the fact made plain every day
When you see them strolling by a soldiers side
Who could ever be more proud than they?

(Chorus)
Jolly good luck to the girl that loves a soldier
Girls - have you been there?
You know we military men
Always do our duty everywhere
Jolly good luck to the girl that loves a soldier
Real good boys are we
Girls - if you'd like to love a soldier you can all love me.

Don't you think I'm a hero from the wars, because I'm not
But nevertheless I've faced powder don't you see
I've been in some engagements, too,
And some were duced hot, for one of the girls, nearly captured me
Great Scott! When I reflect how nearly I was done
For, well I could call myself horrible names
It would have been most unfair to marry one
For some other girl had equal claims.

(Chorus)
Girls, I want to advise you will you please attend to me?
When choosing a sweetheart, pray choose the proper sort
Don't you have anything to do?
With men who sail the sea, they're regular flirts! Wives in every port
You'll never find a soldier act in such a way
I think to be hard on him's nothing but cheek
Perhaps you won't believe what I'm about to say
I was true to one girl all last week.

(Chorus)
Dear Old Pal of Mine

All my life is empty, since I went away
Skies don't seem to be so clear
May some angel sentry, guard you while I stray
And fate be kind to join us some sweet day

Oh, how I want you, dear old pal of mine
Each night and day I pray you're always mine
Sweetheart, may God bless you, angel hands caress you
While sweet dreams rest you, dear old pal of mine

Dearie, I'm so lonely, how I miss your smile
And your tender loving way
I just want you only, want you all the while
May God decree I have you back some day

Oh, how I want you, dear old pal of mine
Each night and day I pray you're always mine
Sweetheart, may God bless you, angel hands caress you
While sweet dreams rest you, dear old pal of mine
Au Revoir, But Not Good-Bye

Though you’re leaving me today, never fear,
In my thoughts you’ll always be ever near
There’s a tear in every eye, as the boys go marching by,
Buy they’re out to do or die, hear them cheer
All the things you planned to do,
I am sure they will come true,
And I’ll watch and wait for you, over here.

Au revoir but not Good Bye, Soldier Boy
Brush that tear drop from your eye, Soldier Boy
When you’re on the deep blue sea
Will you sometimes think of me?
I’ll be waiting anxiously, Soldier Boy
Tho’ we’re many miles apart Soldier Boy
Keep my picture near your heart, Soldier Boy
When you’ve won your victory
God will bring you back to me
Au revoir but not Good Bye Soldier Boy.

Though your mother old and grey ‘waits you here
I will comfort her each day never fear
We all love you and you know
That we’re proud to see you go,
But we’re goin to miss you so, over here
When your fighting days are through
For the old Red White and Blue
We’ll be here to welcome you, with a cheer.
Lesson #6 The Value of a Life

Course: CHC 2D

Specific Expectation: B3.1 explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada (e.g., with reference to Frederick Banting, Napoléon Belcourt, Billy Bishop, Robert Borden, Samuel Bronfman, Arthur Currie, Marie Lacoste Gérin-Lajoie, Fred O. Loft, Agnes Macphail, Masumi Mitsui, J. S. Woodworth; the League of Indians, rum runners, the Trades and Labour Congress of Canada, the Vandoos, the Woman’s Christian Temperance Union)

Primary Historical Thinking Concept Explored: The Ethical Dimension

Overview: This lesson allows students to think about and discuss the value of a human life during World War I through examining propaganda posters. It allows students to examine two different social groups, civilians and soldiers, and see how each group formed a part of Canadian identity during the time period.

Materials:

1. Primary Source Documents
   - PSD 6.3 “Fish and Vegetables Meals Will Save Meat”
   - PSD 6.2 “Well Fed Soldiers Win The War”
   - PSD 6.3 “Remember We Must Feed Daddy Too”

2. Instructions for teacher
3. Black Line Masters
   - BLM 6.1 “Twitter”
   - BLM 6.2 “Facebook”
   - BLM 6.3 “Google Maps”
   - BLM 6.4 “Wikipedia”

Plan of Instruction: This lesson should take approximately two days to finish.

Step 1: Warm up (Day 1 – 15 Minutes)

As students come into the class have them rearrange their desks into groups of three or four. These will be their groups for any group work required during this lesson.

Each group will receive a “modern” propaganda poster (BLM 6.1-4) to examine for a few minutes.

Have the following prompts written on the board to guide their small group discussion.
   - What is the topic of the poster?
   - Why was this poster made?
- Who made this poster and who was it made for?
- Where might you find such a poster?
- When do you think this poster was made?
- What is the intended message of this poster?

**Step 2: Discussion** (Day 1 – 20 minutes)

Open up the discussion to the whole class. Make sure each prompt questions gets answered as best as possible for each individual poster.

When you are happy with the students’ answers and the discussion is drawing to a close ask the class if they know what *specific* type of posters they were just looking at?

If no one responds with “propaganda posters” ask them, by a show of hands, if they know what the word propaganda means.

If there are enough students that already know the word ask the class to come up with their own working definition.

If there are no students who know then give them a dictionary definition of propaganda.

The Oxford English Dictionary definition of propaganda is: “To disseminate or advocate by means of propaganda; to persuade or influence.”

Explain that propaganda posters are designed to persuade or influence an individual or a group of a certain idea or message.

Ask the class if they think it is “right” for groups to try and persuade individuals to believe in certain ideals or actions using propaganda posters?

**Step 3: Modeling** (Day 1 – 15 minutes)

Show PSD 6.1 on the board using either a blown up hard copy or a projector and give the students a few minutes to look at it.

Start by telling the students simply what you see rather than looking into the deeper meaning of the poster. Make sure to touch on the image of the foods and the two different sections of text.

Once you have covered the visual aspects of the poster then you can begin to examine the actual message in the poster. Themes and ideas that you should address include:
- the idea that during war some foods are better for certain populations (fish and vegetables for civilians and wheat, meat and fats for soldiers)
- that civilians have limited food and are rationed
Ask the students what this division of food suggests about each group. Why do the soldiers need different food than the civilians? What does this suggest about their status?

**Step 4: Guided Practice** (Day 1 – 25 minutes)

Show “Well Fed Soldiers Win the War” (PSD 6.2) to the class and give them a few minutes to examine it.

Ask them what they see. (Make sure to stress that they are just looking at the visual aspects rather than the message)

Answers to look for:
- *the soldier*
- *the explosion*
- *the two different sections of text*
- *the Canada food board stamp*

Ask: What is the message of this poster?

Answers to look for:
- *Soldiers need to be fed well in order to win the war.*
- *The idea that because the soldiers are doing a service so the civilians have to help out by saving food.*
- *Civilians owe it to the soldiers to save food.*
- *Each group has a duty, soldiers save the civilians, civilians save the food.*

Ask: Do you think the messages in this poster are fair? Why?

Ask: Does this poster raise one group over the other?

**Step 5: Independent Activity** (Day 2 – 30 minutes)

Ask the students what they remembered about the day before.

Ask them if they remember the steps you used to examine the first two posters and remind them where necessary.

Hand out copies of “Remember We Must Feed Daddy Too” and have the class work through the following steps while recording their thinking. Make sure they have written answers for each step.

Step 1: Write down what you see in this poster.
Step 2: Answer: What is the message of this poster?
Step 3: Answer: Are the messages in this poster fair?
Step 4: Answer: With regards to this poster specifically, are soldiers or civilians lives held in higher regard?
Step 5: What does this say about Canadian identity at the time?

**Step 6: Sharing / Discussing / Teaching (Day 2 - 20)**

(During this section the teacher should merely act as a mediator of the discussion, asking prompt questions and making sure all students get the opportunity to share.)

Ask the students about sort of things they wrote down for what they saw in the “We Must Feed Daddy Too”

Ask the students about the messages they found in this poster

Ask if they thought the messages were fair or not. Make sue when they give their answers that they present some sort of reasoning behind it. (Always ask why)

Ask the class if they think soldier’s lives or civilian’s lives were more important based on the poster they just looked at? (This question should create some interesting debate as it is not completely clear based off any of these posters, it could be argued that civilians and soldiers are equally important for different reasons. If a student presents this opinion then pose that question to the rest of the class)

**Assessment: (Day 2 - 20)**

Using evidence from the posters examined over the last two days write a short paragraph defending one of the following statements:

*During World War I Canadian identity was driven by the military as soldiers lives were held as the most important.*

*During World War I the civilians drove Canadian identity as their lives were seen as more important.*

(If the students came up with the idea that soldiers and civilians could have been viewed as equal then include this last prompt)

*During World War I Canadian identity was one of unity as civilian and soldiers lives were seen as equal.*
Lesson #6 End Notes


5 Ibid.


7 Ibid.

Appendix 1 Primary Source Documents

PSD 6.1

FISH & VEGETABLE MEALS

WILL SAVE WHEAT, MEAT & FATS
FOR OUR SOLDIERS AND ALLIES
"We are saving you
YOU save FOOD"

Well fed Soldiers
WILL WIN the WAR
"REMEMBER WE MUST FEED DADDY TOO."
TWITTER

Be brief!
The enemy might be listening in!
VICTORY!

Like it on FACEBOOK!
Eyes of the Home Skies

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