The Impact of World War I

Course: CHC2D - Canadian History Since World War I, Grade 10, Academic

Specific Expectations Explored:
- B1.2- Identify some major developments in science and/or technology during this period, and assess their significance for different groups in Canada
- B1.4- Explain the impact on Canadian society and politics of some key events and/or developments during World War I

Abstract:
This resource pack focuses on the big six concepts of history: Cause and Consequence, Change and Continuity, Historical Significance, Historical Perspective, Ethical Dimension, and Evidence. They will be applied to several lessons focusing on World War I.

The first lesson focuses on the causes of WWI and the repercussions that ensued. The students will understand how alliance systems, nationalism, imperialism, and militarism were all causes of WWI, and the effect they had on the countries involved. A group research project and informal presentation will achieve this goal.

The second lesson focuses on technological advancements leading up to and during the war. Students will understand how technology changed as well as remained the same, and create an advertisement pertaining to one technological advancement to present to the class.

The third lesson focuses on the pivotal battle of Vimy Ridge and questions the significance of that battle. Students will understand the political, wartime and society significance this battle had on Canada.

The fourth lesson focusses on World War I Posters and how they are used for propaganda. Students will study the posters from different countries and look at the similarities and differences in them. They will then use these elements to create their own war posters.

The fifth lesson focusses on the conscription crisis in 1917. Students will learn the impact this vote had on society and how it separated Canadians. Students will look at primary sources on the different views on conscription and they will write their own diary page from the perspective of a historical person.

The sixth lesson focusses on the ethical question of Internment during World War I. Students will learn how to identify and generate their own ethical judgements and apply them to research they conduct on Internment.

Keywords: Cause and Consequence; Change and Continuity, Historical Significance; Historical Perspective; Ethical Dimension; Evidence; World War One; Vimy Ridge; Technology; Franz Ferdinand; Canadian Identity; Historical Narrative; Internment; Ethical Judgment; Conscription; Propaganda.

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Course: CHC2D - Canadian History Since World War I, Grade 10, Academic
Specific Expectation: B1.4- Explain the impact on Canadian society and politics of some key events and/or developments during World War I

Primary Historical Thinking Concept Explored: Cause and Consequence

Lesson #: 1

Total Time for Lesson: 80 minutes

Title: What Caused World War One?

Overview:
This lesson is meant to be an interactive way for the students to learn about the events that caused the outbreak of World War I. They will explore foreign relations and understand that it was a serious of events, not just one incident, that caused the war.

Materials:

1. Primary Source Documents
   PSD 1.1 Photo of Sarajevo

2. Instructions for teacher
   The students will require access to computers as well as the internet to do research on the country their group is assigned.

3. Black Line Masters
   BLM 1.1 Chart for students to fill out on the causes of World War I

Plan of Instruction:

Warm up (5 minutes)
As an introduction to World War I and its causes, students will be asked to come up with reasons why they would go to war with someone. This is to stimulate thought and generate discussion on whether personal feelings are strong enough to cause a war, if they should be a factor at all, or if war is caused for larger, perhaps political reasons.

After students are asked to think about war and vendettas in their personal life, they will be asked to think in more broad terms about why a country may go to war. The class will discuss how this is different than their personal reasons, and also see if there are similarities.

This can be tied in later while discussing the assassination of Archduke Franz Ferdinand, and generate discussion on why this attack was such a catalyst to the beginning of the war.
Discussion (10 minutes)

In order to assess how much previous knowledge the students know about WWI, there will be a very short pop quiz that they will mark themselves and write down the correct answers with a different coloured utensil. The answers will be taken up as a class and their answers collected by the teacher to read over, and returned the next day.

The following questions will be written on the board for the pop quiz:

1. What event(s) caused World War I?
2. What year did the war start, and what year did it end?
3. List two countries that aligned themselves with Great Britain
4. List two countries that aligned themselves with Germany

After taking up the test with the students, pictures of Sarajevo (PSD 1.1) and the Archduke Franz Ferdinand (PSD 1.2) will be shown. There will be further discussion on reasons the war broke out later in the lesson, but this will be presented as the signature event.

Things to discuss:

Francis Ferdinand was the heir to the Austro-Hungarian throne. He and his wife were assassinated in 1914 by a Serbian nationalist Gavrilo Princip, and a month later World War I began by Austria declaring war on Serbia.iv As students do research on their country within their groups, ask them to think about how their country responded to this event.

Modeling (5 minutes)

To prepare the students for the activity they will be participating in, project a computer screen and show some secondary source websites that students can use. The websites will help the students do their own research on a country assigned to their group to determine their countries situation before the war.

Such sites include:

http://www.britannica.com/EBchecked/topic/648646/World-War-I
http://www.pbs.org/greatwar/timeline/
http://www.schoolshistory.org.uk/firstworldwar2.htm
Independent Activity (30 minutes)

Now is the time for students to show their learning. The class will be divided into an even amount of groups, and each group will be designated a country (Canada, Great Britain, France, Russia, Serbia, Germany, Austria-Hungary, Turkey). As a group they are to look at the sources listed above and determine;

1. How they contributed to the start of the war/ why they got involved
2. What country/countries they were aligned with
3. How war would benefit or not benefit their country

Each group is to research and answer each of these questions and present them to the rest of the class.

Sharing / Discussing / Teaching (30 minutes)

After each group does their own individual research, they are to present it to the rest of the class the next day or later on in the week. During the same class after the presentations, the teacher will have large cu-cards to place on the wall to form a timeline of events leading up to the war. The students will write down their countries contributions on these cu-cards, and then work as a class to decide where they should be placed on the timeline. The groups act as their designated country, calling out the events as if they are currently happening.

The teacher will define nationalism, imperialism, militarism and alliance systems to assist students in their learning. A handout will be given (BLM 1.1) that asks students to identify the main reasons the countries discussed went to war. They can work within their groups, but must discuss all the countries, not just the one they worked on within their group. The categories will be; nationalism, imperialism, militarism and alliances.

The students will work on these during class and bring it in the next day to be taken up as a class.

Definitions to discuss with students:

Nationalism- identifying very strongly with one’s nation

Imperialism- extending a country’s power to other territories, usually through force

Militarism- the belief that a country should have a strong military power, ready to be called upon to defend the nation or pursue its interests

Alliance system- a formal agreement between nations to cooperate together for certain purposes
Assessment

During the discussion section of the lecture, the pop quiz will be given as an assessment for and as learning. After the quiz is taken and students write the corrected answers on their sheet, they will hand it to the teacher, who will then read over the answers after class to see how knowledgeable the students are on the subject. The marks will not be recorded, but rather handed back the next day so that the students can use it as a study guide throughout the course. The teacher now knows if there is a certain area that needs be clarified in class.
Appendices:

Primary Source Documents

PSD 1.1 Photo of Sarajevo

PSD 1.2 Photo of Franz Ferdinand and his wife moments before the assassination
The Causes of World War I

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Course: CHC2D - Canadian History Since World War I, Grade 10, Academic

Specific Expectation: B1.2 - Identify some major developments in science and/or technology during this period, and assess their significance for different groups in Canada

Primary Historical Thinking Concept Explored: Change and Continuity

Lesson # 2

Total Time for Lesson: 95-115 minutes

Title: Technological Developments

Overview:

This lesson focuses on technological advancements during the war, how it impacted Canadian society, and the relevance of these advancements to our society today. It will focus on the development of technology, and how it has changed/remained the same throughout the years.

Materials:

1. Primary Source Documents
   PSD 2.1 Picture of French 75 mm cannon
   PSD 2.2 Picture of Gas Depot sign
   PSD 2.3 Picture of gas attack on the Somme
   PSD 2.4 Picture of Mark IV Tank, 1918
   PSD 2.5 Picture of Wire Laying

2. Instructions for teacher
   The students will be doing research to create an advertisement for a technological advancement. Although they will be working on it at home, they will also need class time in a computer lab, or be allowed to bring in their own laptops.

3. Black Line Masters

   BLM 2.1 Dolce et Decorum Est
   BLM 2.2 PowerPoint
   - BLM 2.2 i. Picture of Ross Rifle
   - BLM 2.2 ii. Picture of Little Willie

   BLM 2.3 Technology Advertisement Assignment Handout
   BLM 2.4 Technology Advertisement Rubric
Plan of Instruction:

Warm up (5 minutes)

As an introduction to technological advances in the classroom, have the poem Dolce et Decorum Est (BLM 2.1) projected for students to read, or print it out. A recording of the poem being read aloud can also be played while students read it to themselves.

http://www.poetryfoundation.org/poem/175898

Discuss the imagery used in this poem and how it describes gas attacks. Discuss how technological advances are advantageous during war, and also discuss the issues that may arise with them.

Discussion (30 minutes)

Think, pair, share activity

Ask; without World War I, how do you think technology would have developed? Without the necessity of advanced technology during WWI, would society have been as driven as they were, and would we still be as advanced today if it was not for the war?

Ask students to think about modern technology such as cell phones, TV’s, cars, and computers to stimulate thought on how technologically advanced society is today, and how WWI was the main proponent of this.

PowerPoint (BLM 2.2)

Discuss certain technological advancements with the class. This is meant as merely an introduction to some of the advancements, for students will be doing poster presentations of a technological advancement of their choosing.

Artillery slide (PSD 2.1)

Rifle slide (BLM 2.2 i.)

Gas slide (PSD 2.2, PSD 2.3)

Tank slide (BLM 2.2 ii., PSD 2.4)

Communication slide (PSD 2.5)

Guided Practice (30 minutes)

With a group, students are to choose one technological advancement that they are interested in. They are to conduct secondary research to create an advertisement for the product which they will present to the class. The advertisement should be done on an 8 ½ inch x 11 inch piece of paper. The advertisement must have a picture of it on the poster, and answer the questions below.
The language on the poster can be flashy, but when presenting the poster to the class, make sure students answer all the questions asked. (BLM 2.3) (BLM 2.4)

Questions the students must answer in their assignment:

1. How has this model improved from its predecessor? Or is it the first of its kind?
2. What are the signature features of this technology? What makes it unique?
3. Is this device still in use today? How has it been modified, and what has remained the same?
4. Who did this advancement directly help? How did it affect different groups in Canada?

Sharing / Discussing / Teaching (30- 50 minutes, second day)

The students will present their advertisements during a following class. They will have class opportunity to work on it during the first day, and the rest of the time will be spent at home.

Presentations should be roughly 5 minutes each, and may take 30 – 50 minutes. As long as the presentation covers all requirements, the time frame does not matter as much.

Assessment:

Assessment for learning will occur during the discussion period at the beginning of class. Students will express their previous knowledge, and the teacher will be able to identify more easily how much is known about technological advances.

Students will create an advertisement for a product with a group and present it to the class. The advertisement should be done on an 8 ½ inch x 11 inch piece of paper. The advertisement must have a picture of their piece of technology on the poster, and answer a series of questions. The poster will be marked on how well it meets the criteria in the handout.
APPENDICES:

Primary Source Documents

PSD 2.1 French 75 mm cannon

PSD 2.2 Picture of Gas Depot sign
PSD 2.3 Picture of gas attack on the Somme

PSD 2.4 Picture of Mark IV Tank, 1918
PSD 2.5 Picture of wire laying
Black Line Masters

BLM 2.1, Dolce et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs,
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots,
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of gas-shells dropping softly behind.

Gas! GAS! Quick, boys!—An ecstasy of fumbling
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling
And flound’ring like a man in fire or lime.—
Dim through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil’s sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,—
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: *Dulce et decorum est*

*Pro patria mori.*
Artillery
- Machine guns were belt-fed guns capable of firing 600 bullets per minute.
- Prior to WWI, field guns did not have a brake or recoil mechanism, which meant that the gun would move every time it was fired and had to be repositioned.
- The French 75-millimetre field gun saw the introduction of brakes and improved breech-loading mechanisms.
- No more readjustment required.

Rifles
- Canadian soldiers first used the Ross Rifle, which worked well for sharp shooting but jammed easily so was useless in the trenches.
- Lee Enfield Rifle, which was used by British soldiers, became more popular and replaced the Ross.

Gas
- At the end of the 1800s, Germany signed with other countries an agreement that made it illegal to use gas as a weapon.
- The first recorded gas attack in WWI was by the French. This was an irritant gas, not meant to kill.
- A few months later, Germany also used an irritant gas.
- Chlorine poison gas was used for the first time at the Second Battle of Ypres in 1915.
- Germans used pressurized cylinders.
- Mustard gas was first used by the Germans in 1917, and caused internal and external blisters. Damage to lungs and organs could be fatal. It also caused blindness.

Tanks
- The first tank, Little Willie, was running by the end of 1915.
- Made to tackle the problems of trench warfare.
- By the time it was constructed, a new design was already underway.
Slide 9

Communication
- Laying of land lines in trenches in order to communicate

BLM 2.2 i. Ross Rifle

BLM 2.2 ii. Picture of Little Willie
Technology Advertisement Assignment

For this assignment, find a group of 3-4 people, and choose a technological advancement from WWI. It can be one we discussed in class, or something else that your group is interested in. You must have it approved by the teacher before you start conducting your research. You will be creating an advertisement for this product, a poster that would make people want to buy it.

There are three components to your assignment. There is the physical poster, a write up on the piece of technology, and a presentation to the class to complete.

Every poster must have:
- A picture of your piece of technology
- Key features of this technology, what makes it unique

Things you may want to include on the poster, but have to have in your write up:
- An explanation on how the model improved from its predecessor. If it did not have a predecessor, explain the technology that allowed it to be made/that inspired its creation.
- If this device is still in use today, how has it been modified, and how has it stayed the same?
- Who did this advancement directly help? How did it affect different groups in Canada?

Your write up should be 1-2 pages double spaced, and may include additional information.

Things you must discuss in your presentation:
- You must present your write up and divide it among group members so everyone has a chance to speak.
- You must explain your poster, and tell the class why you chose that piece of technology.
### Technology Advertisement Rubric

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>Advertisement concept</td>
<td>Employs a range of strategies highly appropriate for the target audience of the advertisement, eg choice of language, images, and persuasive techniques.</td>
<td>Employs some generally appropriate strategies for the target audience of the advertisement.</td>
<td>Employs few or generally inappropriate strategies for the target audience of the advertisement.</td>
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<tr>
<td>Demonstration of an awareness of the target audience</td>
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<tr>
<td>Oral presentation</td>
<td>Clearly explains the advancement of the technology throughout the years and who it benefitted.</td>
<td>Explains some advancements, but does not explain all of the changes it underwent</td>
<td>Experiences difficulties explaining the use of the technology</td>
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<tr>
<td>(a) Relevant and appropriate content</td>
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<tr>
<td>(b) Appropriate structure of the presentation</td>
<td>Shows evidence of having planned and structured the presentation logically and coherently, giving every member a chance to speak.</td>
<td>Shows some evidence of planning and structure.</td>
<td>Shows limited ability to structure the presentation.</td>
</tr>
<tr>
<td>(c) Effective skills of oral presentation</td>
<td>Speaks clearly and accurately, and at an appropriate volume and pace.</td>
<td>Generally speaks clearly and accurately, and at an appropriate volume and pace.</td>
<td>Speaks hesitantly, at a volume that is either too quick or too slow.</td>
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<tr>
<td>Written Description</td>
<td>The written element explains in detail how the model was improved leading up to or during WWI. It states how the model has been modified to be used in today’s society, how it is the same, and how it affected the peoples of Canada</td>
<td>The written element explains some of how the model was improved leading up to WWI. It mentions briefly how the model was modified for today’s society and how it affected the peoples of Canada</td>
<td>The written element may include a few details on how the model was improved, and few to no details on how it has been modified to today’s society and how it affected the peoples of Canada</td>
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BLM 2.4 Technology Advertisement Rubric, modified from Assessment for Learning website
**Course:** CHC2D- Canadian History Since World War I, Grade 10, Academic

**Specific Expectations:** B 1.4- Explain the impact on Canadian society and politics of some key events and/or developments during World War I.

**Primary Historical Thinking Concept Explored:** Historical Significance

**Lesson #:** 3

**Total Time for Lesson:** 225 minutes (Three seventy-five minute classes)

**Title:** Historical Significance: Vimy Ridge

**Overview:**

This lesson explores the question “How do we know if something is significant?” through the lens of the arguably pivotal battle of Vimy Ridge. Through the study of various primary and secondary sources students will prepare for a debate to determine the significance of Vimy in the Canadian historical narrative along three guiding questions; was Vimy significant for the political development of Canada, did Vimy significantly affect the outcome of the war, and was Vimy significant in creating a Canadian identity?

**Materials:**

1. **Primary Source Documents**
   - PSD 3.1 YouTube Video Alexandre Bilodeau Gold Medal Moment- Mens Moguls
   - PSD 3.2 “Vimy Ridge” Picture
   - PSD 3.3 “Map of Canadian Advance at Vimy” Picture
   - PSD 3.4 “Poppies on Lake Geneva, Montreux” Picture
   - PSD 3.5 “Canada, A People’s History, Episode 12: Ordeal by Fire” Video on Curio.ca
   - PSD 3.6 “Canadian Red Ensign” Picture
   - PSD 3.7 “Canadians in Paris” Picture
   - PSD 3.8 “Canadian Cemetery at Vimy” Picture
   - PSD 3.9 “Canadian’s Advance” Picture
   - PSD 3.10 “Artillery Support” Picture
   - PSD 3.11 “Beyond Vimy, The Douai Plain” Picture
   - PSD 3.12 “Tank at Vimy” Picture
   - PSD 3.13 “Combat Message, Vimy Ridge” Picture
   - PSD 3.14 “Vimy Fortifications” Picture
   - PSD 3.15 “The Crest of Vimy Ridge” Picture
   - PSD 3.16 “The Taking of Vimy Ridge, Easter Monday 1917” Picture
   - PSD 3.17 “Vimy Pilgrims” Picture

2. **Secondary Source Documents**
   - SSD 3.1 “Treaty of Versailles” Article
   - SSD 3.2 “The War’s Impact on Canada” Article
   - SSD 3.3 “Vimy Ridge” War Museum Article
3. **Black Line Masters**
   - BLM 3.1 PowerPoint: Vimy Ridge
   - BLM 3.2 Guidelines for Vimy Re-enactment Activity
   - BLM 3.3 Vimy Ridge Historical Significance Debate
   - BLM 3.4 Historical Significance of Vimy Ridge Debate Rubric
   - BLM 3.5 Vimy Ridge Debate Packet: Was Vimy Significant for the Political Development of Canada?
   - BLM 3.6 Vimy Ridge Debate Packet: Did Vimy Significantly Affect the Outcome of the War?
   - BLM 3.7 Vimy Ridge Debate Packet: Was Vimy Significant in Creating a Canadian Identity?
   - BLM 3.8 Vimy Ridge Debate Character

**Plan of Instruction:**

**Day One**

**Warm Up (10 minutes)**

1. Ask the question ‘How do we know if something is significant?’
   - Define significance as a class by brainstorming a mind map on the blackboard
     - What makes an event ‘significant’?

2. Show the 2010 Gold Medal Ski Run of Alexandre Bilodeau, the first gold medal won by a Canadian in the 2010 Olympics in Vancouver. (PSD 3.1)

3. Engage in a short class discussion using the following questions. Use Think, Pair, Share to provide students with a framework for the following discussion:
   - Do you think this video showed Canadian identity? How do you know?
   - Do you think this moment was significant? Why?

**Discussion (20 minutes)**

1. Brainstorm prior knowledge of the Battle of Vimy Ridge as a class using a mind map on the blackboard.

2. Engage in a brief note detailing the basic events of the battle. (BLM 3.1)

3. Watch Vimy Section of “Canada: A People’s History” Episode 12, Ordeal By Fire. (PSD 3.5)
4. Introduce the lesson objective: to explore the significance of the Battle of Vimy Ridge. Did the battle affect the outcome of the war, the political landscape of Canada, or Canadian identity? If so, how?

**Modelling (10 minutes)**

1. Handout the Guidelines for the Re-enactment Activity and the Follow-up Reflections and explain the activity. (BLM 3.2) The purpose of the Vimy Ridge re-enactment is to gain a deeper understanding of the events of the battle and how they affected the identity of the soldiers participating through experiential learning. Students are to imagine they are a Canadian or German soldier and consider how the battle affected their perspectives of the war, their identity as Canadians/Germans, and the identity of their opponent.

2. Divide the classroom into Canadian Expeditionary Forces and German Imperial Forces. Each team will require a Commander, Artillery Operators, and Infantry. You can either divide the class yourself, draw names from a hat, or let your students decide for themselves what roles they will hold. Choose the method best suited to the composition of your class.

**Guided Practise (25 minutes)**

1. Outside, attempt to recreate the basic events of the Battle of Vimy Ridge.
   a. Use a hill if possible, or risers on a flat surface for the Imperial Forces if no hill is available.
   b. Use dodgeballs as artillery, carried in a box between two people for the Canadian Tanks. Dodgeballs must not be thrown at the head.
   c. Scrunch up paper in bags will represent gunfire.
   d. When a student is hit by either the paper or a dodge ball they are ‘out’ and must sit or lie down.
   e. Students in the Imperial Forces will set up their stationary “Artillery” while the Canadian Forces will quickly plan their attack.
   f. Engage in the battle and have fun!

**Independent Activity (10 minutes)**

1. In the remaining time and for homework, students will write a one page, handwritten reflection on the experience using the three guided questions on their activity sheet for their response. Students will then use this to create a persona for the debate.
Day Two

Discussion (5 minutes)

1. Class Discussion: Share with the class your feelings about yesterday’s activity. How did participating in a re-enactment change your understanding of the significance of the battle or Canadian identity?

Modelling (20 minutes)

1. Introduce the Debate and distribute the Debate Activity handout. (BLM 3.3) (BLM 3.4)

2. Divide class into debate teams - the battle was significant and the battle was not significant. Each team will then be further divided into Inquiry Groups to explore one of three specific questions; Was Vimy significant for the political development of Canada? Did Vimy significantly affect the outcome of the war? Was Vimy significant in creating a Canadian identity?

3. Distribute information packets. Packets include primary sources and secondary sources that will be used to investigate the three questions. (BLM 3.5, 3.6, 3.7)

4. Use “Map of Canadian Advance at Vimy” to analyze as a class. This source is in each information packet. (PSD 3.3)
   a. What does this source say?
   b. When and where was it created?
   c. Who is the author and do they have a bias? What is it?
   d. Why was this source created?
   e. What does this source tell us about the event/time?
   f. What is the significance?

Guided Practise (40 minutes)

1. In each Inquiry Group students will use the Information Packets to build their arguments about Vimy’s significance.

2. Each Inquiry group will create an opening argument to present at the debate and a question to ask each opposing Inquiry Group. Judges will also craft a question to ask.

Independent Activity (10 minutes)

1. Students will create a persona that corresponds with their side of the argument. Distribute the Character Handout to help students prepare for the debate. (BLM 3.8)

2. Judges will also write for the next day a one page reflection about what they believe the significance of Vimy Ridge is.
Day Three

Independent/ Group Activity (25 minutes)

1. Students will review their arguments, and discuss strategy plans with their team and Inquiry Groups in preparation for the Debate.

Sharing/ Discussing/ Teaching (50 minutes)

1. Students will debate the significance of the Battle of Vimy Ridge. The Significant team will begin, Inquiry Group 1 providing their opening statement, followed by Not Significant Inquiry Group 1. Inquiry Groups 2, Significant and Not will go next, and Inquiry Groups 3, Significant and Not will speak last.

2. Using the teacher as a mediator, students will respond to each argument and ask questions of each other. The Judges will first ask one question each, allowing each side to discuss the question. Then each group, following the Opening Statement pattern will ask their questions of one another.

3. The judges panel will deliberate and make a conclusion about the debate. Which side was more convincing?

4. Students will hand in all of their notes and the Judges panel will submit a one page reflection about what they believe is the significance of Vimy Ridge.

Assessment

Students will be assessed throughout the three days on their participation/reflection and their notes. Assessment for learning will be gathered through various brainstorming activities and formative questions. Assessment as learning will be assessed through observation of the interaction with group members and the various reflections and notes, which will be collected for completion. Assessment of learning will be of the debate and Judges reflections, for which there is a rubric attached.
Appendices:

Primary Source Documents

PSD 3.1 YouTube Video Alexandre Bilodeau Gold Medal Moment- Mens Moguls
PSD 3.2 Vimy Ridge Picture
The Canadian offensive at Vimy Ridge is shown here, as well as the advance across the Douai Plain and the battles of Arleux and Fresnoy in late April and early May. The blue lines mark the progress of the advance and the dates Allied forces reached them. Pink lines mark divisional boundaries. Green lines illustrate old advances.

*George Metcalf Archival Collection CWM 19750215-030*
PSD 3.4 Poppies on Lake Geneva, Monteux.

PSD 3.5 Curio Video Canada, A People’s History, Episode 12: Ordeal By Fire

PSD 3.6 Canadian Red Ensign

Canada fought under the Red Ensign during the First World War. The provincial crests sewn onto this one place its date of manufacture around 1870-1898, although occasionally older flags were not updated with the crests of new provinces. Private James Davidson carried this flag throughout the First World War, including the Battle of Vimy Ridge (1917).

1914-1919 First World War, 1915 Second Battle of Ypres, 1917 Battle of Passchendaele, 1917, Battle of Vimy Ridge
Canadian troops on parade under the Red Ensign at Paris's Arc de Triomphe, part of an Allied victory parade on 14 July 1919.

*Canadians Passing in Front of the Arc de Triomphe, Paris*
*Painted by Lieutenant Alfred Theodore Joseph Bastien*
*Beaverbrook Collection of War Art CWM 19710261-0085*
*c. 1919*
Aerial view of the Canadian cemetery near Vimy Ridge. The Battle of Vimy Ridge, a significant victory in April 1917, resulted in the deaths of 3,598 Canadians.

George Metcalf Archival Collection CWM 19801226-298
Canadians of the 29th Infantry Battalion advance across No Man's Land through the German barbed wire during the Battle of Vimy Ridge, April 1917. Most soldiers are armed with their Lee Enfield rifles, but the soldier in the middle carries a Lewis machine-gun on his shoulder.

*George Metcalf Archival Collection CWM 19920085-915*
In this striking nighttime photograph taken behind Canadian lines at Vimy Ridge, a British naval gun fires in support of the Canadian attack. Approximately 1,000 Allied guns and mortars pounded the ridge prior to the assault, a period called by the German defenders the "week of suffering."

*George Metcalf Archival Collection CWM 19920085-215*
This photograph, taken after the capture of Vimy Ridge, looks east over the Douai Plain. The vantage point occupied by the soldiers in the foreground demonstrates the strategic importance of Vimy Ridge – its height.

*George Metcalf Archival Collection CWM 19920085-244*
British tank crossing German trench at Vimy Ridge. All eight of the tanks available to the Canadians at Vimy broke down or were knocked out by enemy fire. The slow-moving tanks were nevertheless useful in crushing barbed wire, terrifying the enemy, and supporting the infantry.

_George Metcalf Archival Collection CWM 19930013-548_
This is a typed copy of an original, hand-written field message from Captain T.W.L. MacDowell, a company commander in the 38th Battalion during the battle at Vimy Ridge, 9 April 1917. It describes part of the action for which Capt. MacDowell received the Victoria Cross, the British Empire's highest award for bravery in the presence of the enemy. It is an urgent report of his situation at 8 a.m., some hours after the attack had started. While his company, of 100 or so troops has reached its objective, he reports the likelihood that his unit has had severe casualties, and that he has only 15 men with him in the "horrible mess" that is their new position. He asks for another company and machine-guns to come up in support. "There are lots of dead Bosche [Germans] and he evidently held well." The original message would have been hand-delivered to battalion headquarters by a 'runner', a dangerous trek back over an active battlefield still under enemy observation and fire. Full Text

George Metcalf Archival Collection CWM 19610015-002

(Below)
Dugout approximately Junction
Gyron and Glouc 2 G. A.

G. G. 38th Battalion, C. E. F.

Objective reached but an afraid is not fully consolidated. The
mud is very bad and our machine guns are filled with mud. I have
about 15 men near here and can see others around and am getting
them in here slowly. Could "P" Company come up in support if they
have stopped in the front line.

The runner with your message for "A" Company has just come in
and says he cannot find any of the Company Officers. I don't know
where my officers or men are but am getting them together. There
is not an N. G. G. here. I have one machine gunner here but he
has lost his cocking piece off the gun and the gun is covered with
mud. The men's rifles are a mess of mud, but they are cleaning
them. My two runners and I came to what I had selected previously
as my Company. We chucked a few bombs down and then came down.
The dugout is 75 feet down and is very large. We explored it and
sent out 75 prisoners and two officers. This is not exaggerated
as I counted them myself. We had to send them out in batches of 12
so they would not see how few we were. I am afraid few of them got
back as I caught one man shooting one of our men after he had given
himself up. He did not last long and so am afraid we could not
take any back except a few who were good dodgers as the men chased
them back with rifle shots. The dugout is a very large one and
will hold a couple of hundred. The men were 11th Regiment R.I.R.
I cannot give an estimate of our casualties but believe they
are severe. Will send back word as soon as possible. There is a
field of fire of 400 yards more and if there were a couple of
Brigade Machine Guns could keep them back easily as the ground is
almost impassable. Horrible mess. There are lots of dead Boche
and he evidently held well.

I can see some men on our left. The 78th have gone through
after we reached here. The barrage was good but the men did not
keep close to it enough and held back. There are no shovels here
found yet so will just get our rifles ready. No wire is here and
cannot spare men to send out.

The line is obliterated, nothing but shell holes so wire would
not be of much use. Men are pretty well under at present. There
are no artillery officers here. His fire is very weak and suppose
he is going back. This is all I can think of at present.

Please excuse writing.

C. G. "B" Company 38th Canadian Infantry Battalion
A German machine-gun emplacement of reinforced concrete on the crest of Vimy Ridge, and the Canadians who seized it.

*George Metcalf Archival Collection CWM 19920085-917*
A solitary soldier approaches the crest of Vimy Ridge in February 1918 in this work by Gyrth Russell, one of many Canadian war artists to depict the symbolic field. After the Canadians captured the ridge in April 1917, the Germans never retook it. The few battered trees indicate the destruction caused by the fighting.

_The Crest of Vimy Ridge_
_Painted by Gyrth Russell_
_Beaverbrook Collection of War Art CWM 19710261-0617_
Richard Jack was the first Canadian official war artist, appointed in 1916. In this painting, he depicts the crew of an 18-pounder field gun firing at German positions on Vimy Ridge. To the left, wounded soldiers move past the gun towards the rear.

The Taking of Vimy Ridge, Easter Monday 1917
Painted by Richard Jack
Beaverbrook Collection of War Art CWM 19710261-0160
A massive crowd gathers to watch the unveiling of the Vimy Ridge Memorial on 26 July 1936. The two soaring pylons represent Canada and France. Twenty other sculpted figures adorn the structure.

*George Metcalf Archival Collection CWM 19910181-036*
**Secondary Source Documents**

SSD 3.1 Treaty of Versailles

**Treaty of Versailles**

The Treaty of Versailles is the name given to the document stipulating the peace terms imposed on Germany by the Allied victors of the First World War.

The Treaty of Versailles is the name given to the document stipulating the peace terms imposed on Germany by the Allied victors of the First World War. Canada had separate representation at the conference where the treaty was negotiated, marking an important stage in the gradual movement toward Canadian independence from Great Britain.

**Peace Terms**

The peace terms of 28 June 1919, handed to Germany after the First World War, were drawn up at the Paris Peace Conference and signed near the French capital at Versailles. The treaty broke up and redistributed the German Empire and required substantial reparation payments from it. The treaty contributed to German resentment in the period following the war. In the 1930s Adolph Hitler systematically undid the treaty.

**Canada Asserts Itself on the World Stage**

Canada had little impact on the final shape of the treaty, but Prime Minister Sir [Robert Borden](http://example.com) led a successful and historic fight for separate Dominion representation at the peace conference, and separate signatures on the treaty. He believed passionately that Canada, with 60,000 war dead, had paid the price of such recognition. This increased Canada's prestige and the opportunities for making its views known. However, when it came to signing the treaty, the British prime minister did so for the entire empire, the Dominions included [Canada, Australia, New Zealand and South Africa]. This reduced the importance of their hard-won individual signatures — which appeared on the document, but in indented version: the names of their countries appearing under that of the British Empire.
Canada's involvement reflected the ambiguity of its position in the world. Canada remained subordinate to Britain, in fact and in the perception of other nations, but her emerging international personality had been recognized.

The treaty also made provision for a League of Nations, where Canada would have its own membership, providing another vehicle for the advancement of the country’s national status.
The War’s Impact on Canada

Canada emerged from the First World War a proud, victorious nation with newfound standing in the world. It also emerged grieving and divided, forever changed by the war’s unprecedented exertions and horrific costs.

A Country Fundamentally Changed

The war united most Canadians in a common cause even as the extremity of national effort nearly tore the country apart. Few had expected the long struggle or heavy death toll. A war fought supposedly for liberal freedoms against Prussian militarism had exposed uneasy contradictions, including compulsory military service, broken promises to farmers and organized labour, high inflation, deep social and linguistic divisions, and the suspension of many civil liberties. Some women had received the right to vote, but other Canadians – recent immigrants associated with enemy countries – had seen this right rescinded.

Government had intervened in the lives of Canadians to an unprecedented degree, introducing policies that would eventually mature into a fully fledged system of social welfare. But it had not prevented wartime profiteering, strikes, or economic disasters, leading many to question the extent to which rich Canadians had sacrificed at all. A massive and unprecedented voluntary effort had supported the troops overseas and loaned Ottawa the money it needed to fight the war. The resulting post-war debt of some $2 billion was owed mostly to other Canadians, a fact which fundamentally altered the nature of the post-war economy.

Politically, the war was also a watershed. Borden’s efforts to win the 1917 election and carry the nation to victory succeeded in the short term, but fractured the country along regional, cultural, linguistic, and class lines. English and French relations were never lower, and accusations of French traitors and English militarists were not soon forgotten. Quebec would be a wasteland for federal Conservative politicians for most of the next 40 years. Laurier’s forlorn stand against conscription lost him the election and divided his party, but helped ensure the Liberals’ national credibility, with a firm basis in French Canada, for decades to come.
Labour, newly empowered by its important role in supporting the war effort, pushed for more rights, first through negotiations, and then through strikes. Farmers seethed over agricultural policies and Ottawa’s broken promise on conscription. In the post-war period, both groups would form powerful new political and regional parties.

**Autonomy and Foreign Policy**

The war accelerated the transformation of the British Empire into the British Commonwealth and demonstrated Great Britain’s military and economic reliance on the self-governing dominions. Most of the principal Commonwealth heads of government recognized this, and saw clearly in their wartime contributions the route to greater independence and standing within imperial counsels.

Prime Minister Sir Robert Borden orchestrated a massive national effort in support of the mother country, but also demanded that Great Britain recognize Canada’s wartime sacrifices with greater post-war autonomy. Canada signed independently the Treaty of Versailles (1919) that formally ended the war, and assumed a cautious, non-committal role in the newly established League of Nations. London’s wartime agreement to re-evaluate the constitutional arrangements between Great Britain and its dominions culminated in the Statute of Westminster (1931), which formalized the dominions’ full control over their own foreign policy. Canada’s determination to do so regardless had already been made evident during the 1922 Chanak Crisis, when Ottawa insisted on a Parliamentary debate before considering possible support to Great Britain in a military confrontation with Turkey.

**Unprecedented Status**

Despite the social and political challenges of the post-war, most Canadians also emerged from the struggle believing they had done important and difficult things together. Their primary fighting force at the front, the Canadian Corps, had achieved a first-class reputation as one of the most effective formations on the Western Front. Their generals and politicians had played an obvious role in victory, and the country itself enjoyed an international standing that few observers in 1914 could have predicted.
SSD 3.3 “Vimy Ridge” War Museum Article

Vimy Ridge

The victory at Vimy was a defining event for Canada, considered by many contemporaries and later scholars to be a significant event in Canada’s progress to full independence from Britain.

The Strategic Importance of Vimy Ridge

The seven-kilometre long Vimy Ridge in northern France, near Arras, held a commanding view over the surrounding countryside. Previous unsuccessful French and British attacks had suffered over 150,000 casualties.

In early 1917, British High Command ordered the Canadian Corps to capture the position as part of a larger spring offensive in the Arras area. In the coming campaign, British forces to the south would have limited success, and the French would fail badly, with many of their units reduced to mutiny. The Canadian attack against Vimy Ridge would be spectacular by comparison.

Canadian War Museum Online Exhibit
Vimy Ridge

The Battle of Vimy Ridge, during the First World War, is Canada's most celebrated military victory — a sometimes mythologized symbol of the birth of Canadian national pride and awareness. The four divisions of the Canadian Corps (see Canadian Expeditionary Force), fighting together for the first time, attacked the ridge from 9-12 April, 1917 and succeeded in capturing it from the German army. More than 10,500 Canadians were killed and wounded in the assault. Today an iconic white memorial atop the ridge commemorates the battle and honours the 11,285 Canadians killed in France throughout the war who have no known graves.

Part of Arras Offensive

By 1917 the First World War had become a struggle of attrition. The opposing Allied and German armies were stuck in a stalemate of trench warfare on the Western Front (France and
Belgium), in which millions had been killed and wounded in battles that brought the war no
closer to an end. In the spring of 1917 the Allies planned a new, massive offensive: the French
would assault the German lines at the southern end of the front in the Champagne region of
France, while the British would launch diversionary attacks in the north, around the French town
of Arras. The Canadians, fighting as part of the British diversion in what would be known as the
Battle of Arras, were ordered to seize the high strategic strong point of Vimy Ridge, on the
northern flank of the British assault. Holding this high ground would give the Allies an important
vantage point, overlooking the network of trenches on both sides, and the "no man’s land" — the
space between enemy lines.

Vimy Ridge is a seven-kilometre-long hill rising amid the open countryside north of Arras. To
the east of the ridge was German occupied territory on the Douai plain; to the west were the
British lines. German forces were entrenched on the heights, having held the ridge for much of
the war. More than 100,000 French soldiers had already been killed and wounded in previous
efforts to dislodge the Germans from the ridge, so the Canadians would now be attacking across
an open graveyard.

**Meticulous Preparation**

The assault plan called for the four divisions of the Canadian Corps to attack up the slopes of the
ridge in side-by-side formation. Under the command of British General Sir Julian Byng, and
assisted by British and Canadian staff officers including the Corp’s 1st Division leader
General Arthur Currie, the Canadians carefully rehearsed the assault. Troops were given detailed
information on the terrain and the location of enemy strong points, and were shown models and
maps of the battlefield based on aerial photographs of the ridge. Infantry soldiers would no
longer all be riflemen. Many were now assigned specialist tasks as machine gunners or grenade-
throwers. New platoon tactics were also introduced: Keep moving, the troops were told, follow
your lieutenant (and if he goes down, follow your corporal), prepare to outflank enemy machine
gunners who might survive the initial artillery barrage, use grenades and follow-up with
bayonets. Don’t lose contact with the platoon or company next to you. Such tactics were the
expression of new, innovative thinking percolating at that time through the British army —
aimed at solving the riddle of the trenches — based on three years of observed successes and failures in the war so far.

Army engineers also dug extensive tunnels under the battlefield to bring the infantry more safely and closely to the German lines. And new artillery tactics would be used in advance of the main assault, including a nearly unlimited supply of shells, and a new shell fuse that allowed the bombs to explode on contact, rather than become buried in the ground.

**Easter Monday**

After a week of intense Allied bombardment, the Canadian Corps attacked the ridge at 5:30 am on 9 April, Easter Monday, or **Bloody Easter**. Timing and co-ordination were critical — the troops moved up the long western slope of the ridge, just behind a rolling artillery barrage designed to keep the Germans hidden in their bunkers and away from their machine guns as long as possible.

In wind, sleet and snow, an initial wave of more than 15,000 Canadians stormed the ridge and captured most of the German positions by the afternoon of the first day. After three more days of intense fighting, the highest features on the ridge — "Hill 145" and the "Pimple" — were in Canadian hands too. The Canadian Corps had achieved the greatest single Allied advance on the Western Front, to that point in the war.

It was a stunning victory, but it did not come easily. Many German machine gun positions were not destroyed by the artillery. Elsewhere in the battle, tanks broke down and became mired in the mud; troops become disoriented on the explosion-scarred slopes; flanks opened up dangerously between various Canadian units; stretcher bearers could not find their way to the wounded, and field dressing stations were overwhelmed with injured and dying men. The fighting left 3,598 Canadians dead, and another 7,000 wounded. There were an estimated 20,000 casualties on the German side.

The horror of Vimy was officially recorded by the 2nd Division's 6th Brigade (the "Iron Sixth," comprised of Western Canadians), as they made their way into the fight at about 9 am on the opening day: "Wounded men (were) sprawled everywhere in the slime, in the shell holes, in the mine craters, some screaming to the skies, some lying silently, some begging for help, some
struggling to keep from drowning in (water-filled) craters, the field swarming with stretcher-bearers trying to keep up with the casualties."

Although careful planning and well-executed artillery barrages helped the Canadians seize the ridge, their victory was also the result of personal bravery, and of small groups of soldiers taking the initiative in battle. As Canadian War Museum historian Tim Cook puts it, there were "countless acts of sacrifice, as Canadians single-handedly charged machine gun nests or forced the surrender of Germans in protective dugouts. Hill 145 was captured in a frontal bayonet charge against machine-gun positions."

Four Canadians were awarded the Victoria Cross for their courage in the battle: Private William Milne, Lance-Sergeant Ellis Sifton, Captain Thain MacDowell and Private John Pattison.
SSD 3.5 “Vimy Ridge: Birth of a Nation” Canadian Encyclopedia Article

Vimy Ridge

"Birth of a Nation"

The victory at Vimy Ridge was greeted with awe and enthusiasm in Canada, and the battle quickly became a symbol of an awakening Canadian nationalism. One of the prime reasons is that soldiers from every region of Canada — fighting together for the first time as a single assaulting force in the Canadian Corps — had taken the ridge together. As Brigadier-General Alexander Ross would famously say of the battle: "... in those few minutes I witnessed the birth of a nation." The triumph at Vimy also led, two months later, to Byng's promotion out of the Corps, and to his replacement by Arthur Currie — the first Canadian commander of the Corps.

Vimy also became emblematic of Canada's overall sacrifices in the First World War — especially its 60,000 war dead — sacrifices that convinced Prime Minister Robert Borden to step out of Britain's shadow and push for separate representation for Canada and the other Dominions at the Paris peace talks after the war.

The sense of national pride and confidence sparked by Vimy was fueled in subsequent decades by the construction of a massive limestone memorial atop Hill 145 on Vimy Ridge, inscribed with the names of the 11,285 Canadians who died in France in the First World War with no known grave. The soaring white monument, on land given to Canada by France, has drawn pilgrims for nearly a century, perpetuating Vimy's iconic image as the place where Canada came of age.

Mythmaking

In recent decades a new generation of scholars has begun to question the iconic status of the battle, arguing that Canadians' understanding of Vimy Ridge is the result of mythmaking. Vimy was a proud moment for Canada. But in spite of the impressive victory there, the battle was strategically insignificant to the outcome of the war. No massive Allied breakthrough
followed either the assault on the ridge or the wider Battle of Arras of which it was a part. As historian Andrew Godefroy writes in *Vimy Ridge, a Canadian Reassessment*, "To the German army the loss of a few kilometres of vital ground meant little in the grand scheme of things." The war would rage on for another 19 months after Vimy, taking the lives of many of the Canadians who had survived and triumphed there. Other Canadian battles, such as the 1918 victory at Amiens, had greater impact on the course of the war, but are far less known. Some historians have also noted the fact that Vimy wasn't purely a Canadian accomplishment. Not only was Julian Byng, the Canadian Corps commander, a British officer, but so were dozens of other officers in the Corps, including Major Alan Brooke (later Field Marshall, chief of the Imperial general staff in the Second World War) who was instrumental in planning the artillery barrages at Vimy. And while most of the infantry that attacked the ridge were Canadian, they would not have been able to go up the slopes of the ridge without the British artillery, engineers and supply units that supported them. It has also been argued that Vimy was mythologized in Canada because it occurred on Easter Monday, giving the battle religious significance. "Once the battle was identified with the rebirth of Christ," writes historian Jonathan Vance in *A Canadian Reassessment*, "it was only a small step to connect Vimy with the birth of a nation. With the provinces represented by battalions from across the country working together in a painstakingly planned and carefully executed operation, the Canadian Corps became a metaphor for the nation itself."
Vimy Ridge as Symbol

Over four days of bloody fighting, the Canadians had overrun Vimy Ridge at the cost of more than 10,600 killed and wounded.

The battle has since become an important symbol for Canada, the place where Canadians from across the country delivered an unprecedented victory, all four divisions of the Canadian Corps fighting together for the first time in the war.
Battle of Vimy Ridge

“The Battle of Vimy Ridge, during the First World War, is Canada's most celebrated military victory — a sometimes mythologized symbol of the birth of Canadian national pride and awareness.”

—Richard Foot

Vimy Ridge

• In 1917 there was a stalemate between the Triple Entente and the Triple Alliance

• Vimy Ridge, near the French town of Arras, had been held by the German forces for the most of the war
  • This hill provided an advantage because it gave the German forces high ground

• Several attempts to claim the hill had already failed

“Vimy Ridge”, (courtesy Library and Archives Canada/PA-1017)
Battle of Vimy Ridge

- First Time the Canadian Forces all worked together under a Canadian General, Arthur Currie
- Using detailed information of terrain and enemy fortifications from aerial photographs, the forces rehearsed their assault on the hill

Easter Monday

- After a week of bombarding the German fortifications, the Canadian Corps attacked on April 9th, 1917
- New tactics were used by the Canadians at Vimy
  - Perpetual movement
  - Reliance on machine gun fire and grenades instead of rifles
  - Aerial photography
  - Creeping (Rolling) artillery barrage
  - Digging tunnels into the hill to bring soldiers in more safely
Aftermath

• Following three more days of fighting the Canadian forces had captured the ridge

• The artillery fire had completely torn up the ridge, making it hard to move and separating the divisions

• Many people saw Vimy as the “Birth of a Nation”, a coming of age for Canada, where we proved ourselves to other countries for the first time

• Others believe that too much credit is attached to the battle
BLM 3.2 Guidelines for Vimy Re-enactment Activity

Guidelines for Vimy Re-enactment Activity

Purpose: The purpose of the Vimy Ridge re-enactment is to gain a deeper understanding of the events of this pivotal battle. Through experiential learning, you will make connections between events and identity and judge how those events affected the identity of the soldiers. During this process you will, furthermore, explore the overall significance of the Battle of Vimy Ridge and judge that significance for yourself.

Instructions: Imagine you are a Canadian or German soldier on Vimy Ridge. As you participate in this battle, consider how it has affected your perspectives of the war, your identity as Canadians/Germans, and the identity of your opponent.

Materials:
1. Six cardboard boxes
2. Thirty dodgeballs (or other squishy, non-threatening, bouncy, circular objects)
3. Several stacks of recycled paper (enough to provide ammunition for each student)
4. A hill (or several risers for the German Imperial Artillery to stand on)
5. Each student must provide a container (bag, backpack, etc.) to carry their ammunition

Team Dynamics: The class will be divided into two equal teams. One team will represent the Canadian Expeditionary Force and the other the German Imperial Forces.

Canadian Expeditionary Force
1. Each team member will receive a role. There will be one Commander, three teams of two acting as Mobile Artillery Units (Tanks), and Infantry.
   a. Commander: The role of the Commander is to lead your forces. You must lay out the attack plan using your knowledge of the Battle of Vimy Ridge. You must employ the creeping barrage tactic. You are required to call out commands during the attack on the hill and set up a message system so that you are always aware of your troops’ movements. You must select one infantry person as your relief should you fall in battle.
   b. Mobile Artillery Units: In a team of two, you will carry a container of dodgeballs to use in the simulation of the creeping barrage. You may not let go of your container as it is a part of your ‘tank’, but you may both throw dodgeballs. All dodgeballs must be thrown at the shoulders-down. If your container is knocked out of your hand, your tank has been destroyed. You may now become regular infantry units.
   c. Infantry: You are the foot soldiers of this army. It is your job to storm the hill, capture prisoners, keep your commander informed of your movements and accomplish all tasks the commander has set for you. You will be using crumpled paper as your weapon. You may only throw one paper at a time and must only throw with one arm throughout the attack. You may also tag another student on
the shoulder to simulate close combat attacks. One infantry member will be selected as the second-in-command, should the commander fall in battle.

2. The Canadian Expeditionary Force are the attackers in this simulation. You will have five minutes prior to the battle to survey your surroundings and create a battle strategy.

3. Your mission is to take Vimy Ridge. You must navigate up the hill, taking prisoners if you can. You may also liberate your comrades should they be taken prisoner. You win the simulation when at least half your troops have reached the summit and/or the designated completion spot.

German Imperial Forces

1. Each team member will receive a roll. There will be one Commander, three teams of two acting as Stationary Artillery Units (Machine Gun Turrets), and Infantry.
   a. Commander: The role of the Commander is to lead your forces. You must lay out the defence plan using your knowledge of the Battle of Vimy Ridge. You must employ the trench tactic. You are required to call out commands during the attack on the hill and set up a message system so that you are always aware of your troops’ movements. You must select one infantry person as your relief should you fall in battle.
   b. Stationary Artillery Units: In a team of two, you will entrench yourself behind a container of dodgeballs to use in the simulation of the trench warfare. You may not move your container or stand to throw dodgeballs as it is a part of your ‘machine gun turret’, but you may both throw dodgeballs and you may abandon your post. All dodgeballs must be thrown at the shoulders-down. You may each place one hand on the back of your container to support it against an oncoming attack. If your container should be knocked over, your turret has been destroyed. You may now become regular infantry units.
   c. Infantry: You are the foot soldiers of this army. It is your job to maintain the hill, capture prisoners, keep your commander informed of your movements and accomplish all tasks the commander has set for you. You will be using crumpled paper as your weapon. You may only throw one paper at a time and must only throw with one arm throughout the attack. You may also tag another student on the shoulder to simulate close combat attacks. One infantry member will be selected as the second-in-command, should the commander fall in battle.

2. The German Imperial Forces are the defenders in this simulation. You will have five minutes prior to battle to survey your surroundings and create a defence plan.

3. Your mission is to maintain Vimy Ridge. You must keep the CEF forces at bay and push them back down the hill if you can. You may take prisoners, but be aware that they can be liberated. You may also liberate your comrades, if you can remove yourself from your entrenched position safely. You win the simulation when you have kept the CEF from taking the hill for twenty minutes.
I’ve Been Hit!

1. If you have been hit, you are now dead. You must either lie down or sit. You may not inform your teammates of any movements. You may not betray your teammates to your opposition. You may converse with other dead soldiers so long as it does not concern the current war effort. You must not touch any ‘ammunition’, unless you are passing ‘cannons’ back to the teacher.

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Follow-Up Reflections

**Instructions:** Now that you have participated in the Vimy Ridge re-enactment, reflect on how this battle affected you. In a one page, handwritten response (or half-page typed response), describe your reactions to the battle. Use the following questions as a guideline for what you should discuss. Remember, you are imagining you *are* a soldier in 1917.

**Canadian Expeditionary Force:**

1. How did you feel about working with your other Canadians for the first time? Was there cohesiveness? Did you feel you worked as a team?
2. How did you feel when you took the ridge?
3. Do you feel like you made a large contribution to the war effort? Why?

**German Imperial Forces:**

1. How did you feel the Canadians worked together compared to your army? Why?
2. How did you feel when you lost the ridge?
3. Do you feel differently now about the Canadian Force than you did prior to the battle? Why?
Vimy Ridge Historical Significance Debate

The Battle of Vimy Ridge is largely considered a pivotal battle in the course of the Great War. Many historians believe the battle played a key role in ending the war, creating Canadian identity and allowing Canada more political autonomy. It is now your job to examine the battle and make a judgement about its significance.

Debate Question: Was Vimy Ridge a significant battle for the Canadian historical narrative?

Instructions: As a class we will debate whether Vimy Ridge was a significant battle or not.

1. Teams:
   a. Significant (3 Inquiry Groups of 3-5)
      This team is arguing that Vimy Ridge was a significant battle. There will be three Inquiry Groups that will take more focussed arguments. Each group will include 3-5 people. It is their job to take notes on the sources they receive, craft an opening statement based on their research, and devise three questions to ask the opposing team (one for each opposing Inquiry Group). You will be required to hand in all notes after the debate.
   b. Not Significant (3 Inquiry Groups of 3-5)
      This team is arguing that Vimy Ridge was not a significant battle. There will be three Inquiry Groups that will take more focussed arguments. Each group will include 3-5 people. It is their job to take notes on the sources they receive, craft an opening statement based on their research, and devise three questions to ask the opposing team (one for each opposing Inquiry Group). You will be required to hand in all notes after the debate.
   c. Judges (3 or 5)
      Judges are a neutral party. Each Judge will study a different line of inquiry and share that information with the other judges. Each Judge must create one question to ask of the debaters to start the speeches. During the debate, Judges are required to keep notes about the arguments made on both sides. These notes, and notes you made while you were researching will be handed in at the end of the debate. Judges will also be required to write a one page reflection on what they believe the significance of Vimy Ridge is, if they believe it is significant.
2. **Research:**
   a. Each group will study a set of primary and secondary documents to form their opinions and share their knowledge with other members of their team.
   b. The Significant and Not Significant teams will be further divided into three Inquiry Groups that will focus their study on one of our inquiry questions.
      i. Was Vimy significant for the political development of Canada?
      ii. Did Vimy significantly affect the outcome of the war?
      iii. Was Vimy significant in creating a Canadian identity?

3. **Debate:** In the following class, students will engage in a debate over the Significance of the Battle of Vimy Ridge.
   a. Each student will create a character to help them argue their side of the debate.
   b. Each side will present opening remarks detailing the basic arguments they will make.
      i. Significant- Political followed by Not Significant- Political
      ii. Significant- Outcome followed by Not Significant- Outcome
      iii. Significant- Identity followed by Not Significant- Identity
   c. Each of the judges will present questions throughout the course of the debate.
      i. Judge One will pose a question to one side. That side will respond and then the opposing side may counter argue.
      ii. The process will continue for judges 2-5.
   d. Each group within the teams will also present questions for their opposing team.
      i. Following the progression of the opening remarks, each group will have the opportunity to pose a question to the other team, who will defend their argument. The questioners will then be allowed to respond.
   e. The Judges will gather to decide which team was most convincing.
<table>
<thead>
<tr>
<th>DEBATE RUBRIC</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>- student provides exceptionally detailed and historically accurate information in opening statement and in main argument</td>
<td>- student provides proficient details and historically accurate information in opening and in main argument</td>
<td>- student provides adequate information that is accurate but needs more details in opening and argument</td>
<td>- student provides few details or inaccurate or irrelevant information in opening statement and arguments</td>
<td>/5</td>
</tr>
<tr>
<td>-historical accuracy</td>
<td>- skilfully draws connections by using more than two pieces of evidence (visually) that overwhelmingly supports argument</td>
<td>- makes connections by using two pieces of evidence (visually) that effectively supports argument</td>
<td>- student presents some evidence (visually) to support arguments and conclusions</td>
<td>- student offers little to no evidence to support argument</td>
<td>/5</td>
</tr>
<tr>
<td>Thinking &amp; Inquiry</td>
<td>- student exceptionally expresses ideas clearly and concisely to audience in confident manner</td>
<td>- student speaks clearly and confidently to audience</td>
<td>- student needs to speak more clearly and confidently</td>
<td>- often hard to hear student or student seem lost or confused</td>
<td>/5</td>
</tr>
<tr>
<td>-connecting evidence</td>
<td>- student skilfully varies pitch, tone, uses humour and appropriate language to convince audience</td>
<td>- student uses appropriate language, volume, tone and humour to convince audience</td>
<td>- adequate use of language, volume, tone to convince audience</td>
<td>- student needs to used volume, tone to be more convincing</td>
<td>/5</td>
</tr>
<tr>
<td>Communication</td>
<td>- clear and thorough preparation for opponents points with exceptional challenges / rebuttals with evidence</td>
<td>- student has prepared for points by opponent and responds proficiently with evidence</td>
<td>- adequate preparation for opponents’ arguments but needs stronger rebuttals</td>
<td>- student seems totally unprepared for opponents’ points and make few rebuttals</td>
<td>/5</td>
</tr>
<tr>
<td>-clarity of ideas</td>
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<td>- student needs to speak more clearly and confidently</td>
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<tr>
<td>-delivery</td>
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<td>- student uses appropriate language, volume, tone and humour to convince audience</td>
<td>- adequate use of language, volume, tone to convince audience</td>
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</tr>
<tr>
<td>Application</td>
<td>- clear and thorough preparation for opponents points with exceptional challenges / rebuttals with evidence</td>
<td>- student has prepared for points by opponent and responds proficiently with evidence</td>
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<td>/5</td>
</tr>
<tr>
<td>-challenges -rebuttals -free for all</td>
<td>- student exceptionally expresses ideas clearly and concisely to audience in confident manner</td>
<td>- student speaks clearly and confidently to audience</td>
<td>- student needs to speak more clearly and confidently</td>
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<td>/5</td>
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Comments

TOTAL /20
BLM 3.5 Vimy Ridge Debate Packet: Was Vimy Significant for the Political Development of Canada?

**Vimy Ridge Debate Packet of Primary and Secondary Sources: Was Vimy Significant for the Political Development of Canada?**

Using the following Primary and Secondary Documents, please take notes to be used in your debate tomorrow. Work as a group to analyze each document.

**Questions to Ask of Each Source:**

1. Is this a Primary or Secondary Document?
2. What does this source say?
3. When and where was it created?
4. Who is the author and do they have a bias? What is it?
5. Why was this source created?
6. What does this source tell us about the event/time?
7. What is the significance?

**Contents Needed for Each Student Package**

**Primary Documents**

1. Map of Canadian Advance at Vimy
2. Canadian Red Ensign
3. Canadians in Paris
4. Canadian Cemetery at Vimy
5. Canadian’s Advance

**Secondary Source Documents**

2. “The War’s Impact on Canada” Article
BLM 3.6 Vimy Ridge Debate Packet: Did Vimy Significantly Affect the Outcome of the War?

Vimy Ridge Debate Packet of Primary and Secondary Sources: Did Vimy
Significantly Affect the Outcome of the War?

Using the following Primary and Secondary Documents, please take notes to be used in your
debate tomorrow. Work as a group to analyze each document.

Questions to Ask of Each Source:

1. Is this a Primary or Secondary Document?
2. What does this source say?
3. When and where was it created?
4. Who is the author and do they have a bias? What is it?
5. Why was this source created?
6. What does this source tell us about the event/time?
7. What is the significance?

Contents Needed for Each Student Package

Primary Documents

1. Map of Canadian Advance at Vimy
2. Canadian’s Advance
3. Artillery Support
4. Beyond Vimy, The Douai Plain
5. Tank at Vimy
6. Combat Message, Vimy Ridge

Secondary Source Documents

1. “Vimy Ridge” War Museum Article
2. “Vimy Ridge” Canadian Encyclopedia Article
BLM 3.7 Vimy Ridge Debate Packet: Was Vimy Significant in Creating a Canadian Identity?

**Vimy Ridge Debate Packet of Primary and Secondary Sources: Was Vimy Significant in Creating a Canadian Identity?**

Using the following Primary and Secondary Documents, please take notes to be used in your debate tomorrow. Work as a group to analyze each document.

Questions to Ask of Each Source:

1. Is this a Primary or Secondary Document?
2. What does this source say?
3. When and where was it created?
4. Who is the author and do they have a bias? What is it?
5. Why was this source created?
6. What does this source tell us about the event/time?
7. What is the significance?

**Contents Needed for Each Student Package**

**Primary Documents**

1. Map of Canadian Advance at Vimy
2. Vimy Fortifications
3. The Crest of Vimy Ridge
4. The Taking of Vimy Ridge, Easter Monday 1917
5. Vimy Pilgrims

**Secondary Source Documents**

1. “Vimy Ridge: Birth of a Nation” Canadian Encyclopedia Article
2. “Vimy Ridge: Vimy Ridge as Symbol” War Museum Article
Character Name: ________________________   Age: ____________________

Describe your family: _______________________________________________________

___________________________________________________________________________

____________________________________________________________________________

Occupation During the War: __________________________________________________

Describe your occupation: ____________________________________________________

___________________________________________________________________________

____________________________________________________________________________

Do you have any family overseas fighting in the war? If so, who? What role do they play in
the military? __________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

How do you feel about the war? Do you agree with it? Disagree? Why? _____________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Do you believe Vimy Ridge is an important battle for the war? Politically? For Canadian
Identity? ______________________________________________________________________
Course: CHC2D - Canadian History Since World War I, Grade 10, Academic

Specific Expectations: B1. 4 explain the impact on Canadian society and politics of some key events and/or development during World War I.

Primary Historical Thinking Concept Explored: Evidence

Lesson #: 4

Title: Propaganda and Perspectives During WWI

Overview: This lesson will help students see both perspectives of the Triple Entente and the Central Powers. We will look at the similarities and differences in propaganda posters and the students will have the opportunity to create their own version of a WWI poster. We will use the posters to see how they affected Canadian society during the time of the Great War.

Materials:

1. Primary Source Documents PSD: 4.1\(lxv\)/ PSD: 4.2\(lxvi\)/ PSD: 4.3\(lxvii\)/ PSD: 4.4\(lxviii\)/ PSD: 4.5\(lxix\)/ PSD: 4.6/ PSD: 4.7/ PSD: 4.8\(lxx\)/ PSD: 4.9\(lxxi\)/ PSD: 4.10\(lxxii\)/ PSD: 4.11\(lxxiii\)/ PSD: 4.12\(lxxiv\)

2. Instructions for teacher
   Students may require a computer to research and to create their war poster


Plan of Instruction: Lesson Length: 155 minutes

Step 1: Warm up (15mins)
Have the entire classroom decorate with war posters from World War I. When students walk in have them walk around the classroom and look at all the posters.

Step 2: Discussion (30 minutes)
Talk about how in any urban center there would be thousands of propaganda posters posted everywhere on the streets. Propaganda is used to influence a person’s decision. Propaganda poster during the Great War were advertisements to get Canadians to enlist in the military, buy war bonds, save food, etc. Show Video BLM: 4.1. Talk about how the video shows what propaganda looks like today. They show how evil the enemy looks and military gimmicks to get them to join the navy. The government used these posters to guilt and persuade Canadians into enlisting and buying war bonds. The images in the poster demonstrated patriotism. Patriotism: showing pride and devotion through culture for one’s country. Ask students what examples they can think of that show patriotism. The government would put on these propaganda posters images of soldiers fighting on the front, soldiers pointing at the audience saying they should enlist in the army, soldiers looking glorious in battle. These posters were used to instill a sense of pride and duty to help the Canadians defeat the “evil” Germans in battle. They were also used to guilt men into fighting. Soldiers would be doing their part you should be helping them. There would be pictures of children asking their dad what he did in the war. The posters would also show how bad the Germans were. They would show the Germans hurting women and children. They would show how evil the Germans were. Lots of posters showed the sinking Lusitania on fire and in bold lettering their would be “Remember the Lusitania.” (The Lusitania was a civilian ocean liner with hidden munitions in the hull. The Germans fired on the ship when it entered the British waters. They believed it had munitions for the
British army in it. The ship blew up ands many civilians died. Not only that the Germans did not help any survivors that were in the water after the explosion. The Germans saw it as a victory and were bragging about the destruction they caused in their own propaganda posters and they awarded medals for those who helped blow up the Lusitania. The Triple Entente did not take kindly to this and painted the Germans as barbarians in their war posters.) Posters would also encourage Canadians to buy war bonds to help support the army. War bonds was a way for the government to fund the war effort. People would give money to the government in the form of a war bond the government would then take the money and use it for the war effort. They would then promise to pay the money back with interest to the civilians. If you were not doing their part you were not considered doing your part for your country.

Step 3: Modeling (20 mins)
Used Poster PSD 4.1 ask the students what they see. What is in the poster? What feelings do they feel when they look at the poster? What is the poster asking the person to do? What are some patriotic symbols in the poster? Would you want to enlist?

Step 4: Guided Practice (40 mins)
Have the class form groups of four. Each group will look at a German poster and a British or Canadian poster (PSD 4.2 - 4.13 Are examples of what type of posters to look for). Each group will compare and see how the posters are similar and how they are different. Write on the board: How are the posters similar? How are they different? What are they asking the person to do? What are the feelings in the poster? After they have finished examining the posters get them to share their findings with the class.

Step 5: Independent Activity (60 mins)
After discussion students will then define what is important when making a propaganda poster. What elements in the poster would they put in a poster if they hade to create one? Students will then make their own World War I poster. See BLM: 4.2 -4.4 for details.

Step 6: Sharing / Discussing / Teaching (20 mins)
Students will present their posters to the class and talk about what they put on their posters and what they were trying to advertise with it. This will demonstrate their knowledge of propaganda and apply said knowledge to create their own.

ASSESSMENT:

BLM:4.2

Students will design their own war poster for the Canadian government to use during World War I. They will choose a theme from the list below to center their poster around. The posters can drawn by hand or generated on the computer. They must show the elements that are seen in World War I propaganda posters. Students must use at least one primary source document for the information on the poster. Students will include a bibliography on the back or attached to the war poster.

1. Enlistment Poster
2. War Bonds poster
3. Poster describing the enemy
4. Saving food poster
BLM 4.3:

1. Student Check list:
2. Think about who your audience is. Is it for men to enlist? Are you trying to get Canadians to buy war bonds?
3. Does it have a title? (Remember the Lusitania)
4. What information does it have on it? Where can you buy war bonds? Where can you enlist? How can you buy war bonds?
5. Does your poster have at least three pictures?
6. Do you have a bibliography?
7. Does it have patriotic symbols? Flag, soldier, etc.
8. What feelings does it create? Anger towards the enemy, guilt etc.
9. Remember to be creative and use proper grammar and spelling!!!
### Making A Poster: WWI Posters BLM: 4.4

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Class Time</td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
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</tr>
<tr>
<td>Graphics - Originality</td>
<td>Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.</td>
<td>One or two of the graphics used on the poster reflect student creativity in their creation and/or display.</td>
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<td>No graphics made by the student are included.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>At least 7 accurate facts are displayed on the poster.</td>
<td>5-6 accurate facts are displayed on the poster.</td>
<td>3-4 accurate facts are displayed on the poster.</td>
<td>Less than 3 accurate facts are displayed on the poster.</td>
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</tbody>
</table>

Teacher
Name: ____________________________

Student
Name: ____________________________
<table>
<thead>
<tr>
<th>Graphics - Relevance</th>
<th>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</th>
<th>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</th>
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<th>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</th>
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</thead>
<tbody>
<tr>
<td>Knowledge Gained</td>
<td>Student can accurately answer all questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer most questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the poster.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Capitalization and punctuation are correct throughout the poster.</td>
<td>There is 1 error in capitalization or punctuation.</td>
<td>There are 2 errors in capitalization or punctuation.</td>
<td>There are more than 2 errors in capitalization or punctuation.</td>
</tr>
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</table>

**Learning Goals:**

- Students will understand how propaganda changed Canadian opinions
- How it impacted society
- How it changed Canadian views on the war and the Central Powers
APPENDICES:

Primary Source Documents:

PSD: 4.1: Canadian Recruiting Poster
PSD: 4.2: Canadian Recruitment Poster

PSD: 4.3: Canadian Recruitment Poster
PSD: 4.4: Canadian Recruitment Poster


PSD: 4.5 Canadian Victory Bonds Poster

PSD: 4.6: Canadian Victory Bonds Poster

PSD: 4.7: Irish Lusitania War Poster
http://www.loc.gov/pictures/resource/cph.3g10986/?co=wwipos
REMEmBER
THE ‘LUSITANIA’

THE JURY’S VERDICT SAYS:
“We find that the said deceased died from their prolonged immersion and exhaustion in the sea eight miles south-south-west of the Old Head of Kinsale on Friday, May 7th, 1915, owing to the sinking of the R.M.S. ‘Lusitania’ by a torpedo fired without warning from a German submarine.”

“That this appalling crime was contrary to international law and the conventions of all civilized nations, and we therefore charge the officers of the said submarine and the Emperor and Government of Germany, under whose orders they acted, with the crime of wilful and wholesale murder before the tribunal of the civilized world.”

IT IS YOUR DUTY
TO TAKE THE SWORD OF JUSTICE
TO AVENGE THIS DEVIL’S WORK
ENLIST TO-DAY

PSD: 4.8: British Lusitania War Poster
http://www.loc.gov/pictures/resource/cph.3g10930/?co=wwipos

PSD: 4.10
http://www.loc.gov/pictures/resource/cph.3g10923/?co=wwipos
Your Fatherland is in danger, register!" Further text lists benefits of joining the militia.

http://www.loc.gov/pictures/resource/cph.3g10923/?co=wwipos
PSD: 4.11: German War Bond Poster
http://www.loc.gov/pictures/resource/cph.3g11803/?co=wwipos

PSD: 4.12: German Recruiting Poster
http://www.loc.gov/pictures/resource/cph.3g11564/?co=wwipos
Black Line Masters:

1. BLM: 4.1 https://www.youtube.com/watch?v=5UDm2efOFRs
2. BLM: 4.2
   Students will design their own war poster for the Canadian government to use during World War I. They will choose a theme from the list below to center their poster around. The posters can drawn by hand or generated on the computer. They must show the elements that are seen in World War I propaganda posters. Students must use at least one primary source document for the information on the poster. Students will include a bibliography on the back or attached to the war poster.
   
   1. Enlistment Poster  
   2. War Bonds poster  
   3. Poster describing the enemy  
   4. Saving food poster

3. BLM: 4.3

Student Check list:

- Think about who your audience is. Is it for men to enlist? Are you trying to get Canadians to buy war bonds?
- Does it have a title? (Remember the Lusitania)
- What information does it have on it? Where can you buy war bonds? Where can you enlist? How can you buy war bonds?
- Does your poster have at least three pictures?
- Do you have a bibliography?
- Does it have patriotic symbols? Flag, soldier, etc.
- What feelings does it create? Anger towards the enemy, guilt etc.
- Remember to be creative and use proper grammar and spelling!!!
### Making A Poster: WWI Posters BLM: 4.4

**Teacher**

Name: 

**Student Name:** ____________________________________________

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Course: CHC2D - Canadian History Since World War I, Grade 10, Academic

Specific Expectations: B1.4 Explain the impact on Canadian society and politics of some key events and/or development during World War I.

Primary Historical Thinking Concept Explored: Historical Perspective

Lesson #: 5

Title: Conscription Crisis

Overview: In this lesson students will learn about the conscription crisis that happened in 1917. This event caused major debate throughout Canada. Students will learn what started the idea of conscription and the different perspectives in Canada. Students will then write a diary based on a person from this time period to show their understanding of the issue at hand.

Materials:

1. Primary Source Documents PSD 5.1/liv/PSD 5.2/lv/PSD 5.3/lx/ PSD 5.4/lxv/ PSD 5.5/lxvi/ PSD 5.6/lxvii/ PSD 5.7/lxviii/ PSD 5.8/lxix

2. Instructions for teacher

   Students may need a computer for their research and diary assessment

3. Black Line Masters BLM 5.1/ BLM 5.2/ BLM 5.3

Plan of Instruction: Length of Lesson: 195 minutes.

Step 1: Warm up (15 minutes)
When students come in the teacher will hand out a few white feathers to randomly selected students. The teacher will then ask how each student feels about receiving a white feather. The teacher will ask a few students who did not receive white feather about how they felt not getting one. After the teacher will then talk about how the white feather is a symbol of cowardice. During the both the Great War women would go around and hand out white feathers to men who did not go overseas to fight. They would hand them out in public to publically shame and humiliate the men. This humiliation made many men feel extremely emasculated and guilty for not volunteering to fight for their country. This is a powerful way to force men to enlist in the Great War. The teacher will ask how the students with the white feathers feel now that they know the truth of the white feathers. The teacher will ask students what it means to be a coward and if the students deserved the white feathers. Ask the students if they think it was fair for women during the war to give out white feathers to men who did not enlist in the battle. What if they were unable to go because they were not medically fit for service? Is it fair then?

Step 2: Discussion (30 minutes)
The Great War was costing millions of lives by 1917. Prime Minister Borden went to the trenches during 1916 and saw the horrors of war. It was clear that conscription was necessary in
order to continue to support the Canadian soldiers on the front. Conscription is when the government forces citizens to join the military. At this point many knew the war was not ending soon and word of the horrible trenches had finally reached Canadian citizens. At this point in Canada enlistment was very low. The romantic notions of the war had all but disappeared. Conscription was seen as necessary in order to continue the Canadian involvement in the war. This issue over conscription lead to a huge and vicious debate in the government and created a divide among Canadians. Many farmers, French Canadians and recent immigrants were opposed to conscription in Canada. Sir Wilfred Laurier fought hard to ensure conscription would not happen in Canada for fear it would tear the country apart and create a bigger divide between the French speaking Canadians and the English speaking Canadians. Prime Minster Borden decided to put the conscription bill to vote. This bill was called the Military Services Act. Borden changed the laws on who could vote before the election to ensure success. Borden gave the vote to any woman who had a son, brother, and husband who were in the military. This was a huge development for women because up until this point they were not allowed the vote. This would later lead to women gaining more rights and independence in the 1920s. The vote was also given to any man who was in the military as well as any nurses helping with the war effort. Soldiers on the front were allowed to vote no matter how long they had lived in Canada or their racial status. Borden was able to take these votes and use them in whatever region of Canada where he was losing in the elections. He also took away the vote from those who were immigrants from the enemy country unless they had a relative in the Canadian military. By allowing these groups to now have a say in the election it guaranteed success. Borden was now able in 1917 to conscript hundreds of thousands of Canadians and force them to fight in the Great War. Luckily the war ended in 1918 and many of those conscripted in Canada did not have to serve at the front.

Step 3: Modeling (30mins)
Have students look at some of the conscription posters in the conscription package PSD: 5.1-5.5. PSD: 5.1 discuss how people will lose their businesses if Canada lost the war. Do they think it is true or a way for the government would scare people into joining? PSD: 5.2 is a poster trying to get citizens to send the government names of men who would not join the military. Would they send names to the government? How did these posters support and oppose the Military Services Act? What did people try and do to avoid conscription?

Step 4: Guided Practice (30mins)
Get students to read PSD: 5.6-5.11. PSD 5.11 is a newspaper article from the Globe and mail discussing conscription. Write questions on the board asking them about conscription. Should the government had enforced conscription? Or should they have just required voluntary enlistment in the military? Was the vote fair? Take up as a group after they have read the primary sources.

Step 5: Independent Activity (60mins)
Students will then be given an assessment (see BLM 5.1) Students will be asked to write in class a diary entry on pretending to be an historical person during the time of the conscription vote. This will help them understand why the vote was important and it will give them a chance to read primary sources on the matter.
Step 6: Sharing / Discussing / Teaching (30mins)
Students will then share their diary entries and talk about why they chose this particular perspective. Did they think Canada should have enforced military enlistment why or why not?

ASSESSMENT: BLM 5.1

1. Students will choose a historical person from the list of people below and write a one-page diary from the perspective of the character.
   a. Robert Borden
   b. Wilfred Laurier
   c. A Solider on in the trenches
   d. A Quebecois civilian

2. Students must use primary sources in their document as resources for their perspectives. Students will need to use at least two primary sources in their diary entry. Students must have a bibliography.

3. Check list for students:
   a. Choose a historical person
   b. Talk about their views towards conscription: do they want the government to enforce conscription? Why do they want conscription? Why don’t they want the government to enforce conscription?
   c. Create a life for your historical person: what did they do before the war? What is their occupation? Give them a background story.
   d. Be creative: decorate the page to look like it is from the time period.
   e. Write in first person. You are this person write like it is your life you are talking about
   f. Include your bibliography

BLM 5.2

Websites with primary sources students could use to find information on their historical persons:

http://www.canadianletters.ca/results.php?searchFor=conscription&x=44&y=7
http://search.proquest.com/hnpglobemail/docview/1351617103/7C33346A52E343BBPQ/3?accountid=6180
http://wartimecanada.ca/document/world-war-i/conscription/conscription-comes-canada
### Historical Role Play: War Diary BLM 5.3

**Teacher Name:**

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Accuracy</td>
<td>All historical information appeared to be accurate and in chronological order.</td>
<td>Almost all historical information appeared to be accurate and in chronological order.</td>
<td>Most of the historical information was accurate and in chronological order.</td>
<td>Very little of the historical information was accurate and/or in chronological order.</td>
</tr>
<tr>
<td>Role</td>
<td>Point-of-view, arguments, and solutions proposed were consistently in character.</td>
<td>Point-of-view, arguments, and solutions proposed were often in character.</td>
<td>Point-of-view, arguments, and solutions proposed were sometimes in character.</td>
<td>Point-of-view, arguments, and solutions proposed were rarely in character.</td>
</tr>
<tr>
<td>Required Elements</td>
<td>Student included more information than was required.</td>
<td>Student included all information that was required.</td>
<td>Student included most information that was required.</td>
<td>Student included less information than was required.</td>
</tr>
</tbody>
</table>
Learning Goals:

- Students will show their understanding of the conscription crisis in this diary entry by discussing how their historical person feels about conscription
- They will apply their knowledge by writing the diary page in first person
- They will use their research skills to find information and primary sources on their historical person
- Through discussion during the lesson they will be able to see both sides of the conscription crisis
- They will see through the lesson how the conscription crisis impacted the Canadian society
APPENDICES:

Primary Source Documents: (PSD will not appear in the document links will take you right to the image)

PSD: 5.1: Canadian War Recruitment Poster

PSD: 5.2 Conscription Leaflet

PSD: 5.3 Conscription Trap Flyer

PSD: 5.4 :Election Poster

PSD: 5.5 Photograph Conscription Recruiting
http://www.warmuseum.ca/firstworldwar/objects-and-photos/photographs/home-front-photographs/recruiting-street-car/?back=359

PSD: 5.6 Military Services Act
http://wartimecanada.ca/document/world-war-i/conscription/conscription-comes-canada

PSD: 5.7 William Lyon Mackenzie King Diary Page

PSD: 5.8: Globe and Mail Newspaper Article on Conscription
(http://search.proquest.com/hnpglob andmail/docview/1351617103/7C33346A52E343BBPQ/3?accountid=6180)
Black Line Masters: BLM 5.1

1. Students will choose a historical person from the list of people below and write a one page diary from the perspective of the character.
   - Robert Borden
   - Wilfred Laurier
   - A Solider on in the trenches
   - A Quebecois civilian

2. Students must use primary sources in their document as resources for their perspectives. Students will need to use at least two primary sources in their diary entry. Students must have a bibliography.

3. Check list for students:
   - k. Choose a historical person
   - l. Talk about their views towards conscription: do they want the government to enforce conscription? Why do they want conscription? Why don’t they want the government to enforce conscription?
   - m. Create a life for your historical person: what did they do before the war? What is their occupation? Give them a background story.
   - n. Be creative: decorate the page to look like it is from the time period.
   - o. Write in first person. You are this person write like it is your life you are talking about
   - p. Include your bibliography

BLM 5.2

Websites with primary sources students could use to find information on their historical persons:
### BLM: 5.3: Rubric for assessment

#### Historical Role Play : War Diary BLM 5.3

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**Student Name:**

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</table>
Course: CHC2D- Canadian History Since World War I, Grade 10, Academic

Specific Expectations: B 1.4- Explain the impact on Canadian society and politics of some key events and/or developments during World War I.

Primary Historical Thinking Concept Explored: The Ethical Dimension

Lesson #: 6

Title: The Ethical Dimension: World War I Internment

Outline: This lesson explores the question ‘How should we judge historical actors?’ through the lens of World War I Internment. Students will analyze various primary and secondary sources to generate their own judgements.

Materials:

1. Primary Source Documents
   PSD 6.1 “Ethical judgement” Video
   PSD 6.2 “The War Measures Act”
   PSD 6.3 Nationality and Loyalty
   PSD 6.4 Enemy Aliens
   PSD 6.5 “Camp Otter, Yoho National Park, 1916” Picture
   PSD 6.6 “Inside the Campground at Kapuskasing” Picture
   PSD 6.7 “Work Camp of Rundle Mountain” Picture

2. Black Line Masters
   BLM 6.1 Blog Assignment

Plan of Instruction: This lesson will take 110 minutes.

Warm Up (5 minutes)

1. Class Discussion
   a. Ask the question, what does it mean to make an Ethical Judgement?

Discussion (15 minutes)

1. As a class, define the Ethical Dimension.
   a. Ethical: adjective; pertaining to or dealing with morals or the principles of morality; pertaining to right and wrong in conduct.
   b. Synonyms: moral, upright, honest, righteous, virtuous, honorable

2. Discuss the purpose of the ethical dimension
   a. To come to terms with the past in the present
   b. To help us move into the future using what we learned from the past

3. Watch T.C.2’s Ethical Judgement Video. (PSD 6.1)
Modelling (15 minutes)

1. Engage in a brief discussion about Internment.
   a. At the beginning of World War I people became suspicious of Canadians with immigrant heritage, specifically from Germany, Austria-Hungary (especially Ukrainians), Turkey and Bulgaria. They labeled them ‘enemy aliens’ under the War Measures Act, took their rights from them and imprisoned them in Internment Camps.\textsuperscript{lxvi}

2. Introduce Primary Sources to discover life in internment and justifications for internment. What can Primary Sources tell us about life at that time?

3. Analyze the War Measures Act as a class. (PSD 6.2)
   a. What does this source say?
   b. When and where was it created?
   c. Who is the author and do they have a bias? What is it?
   d. Why was this source created?
   e. What does this source tell us about the event/time?
   f. What is the significance?

Guided Practise (30 minutes)

1. In groups of three to five, students will analyze a series of primary source documents. (PSD 6.3, 6.4, 6.5, 6.6, 6.7)

2. Groups will come up with a general statement about the content of the documents. Did most documents agree or disagree with internment? What were the documents’ reasoning for internment?

Sharing/Discussing (5 minutes)

1. Groups will share their thoughts on the documents.

Modelling (10 minutes)

1. Read the article “Nationality and Loyalty” as a class and identify the ethical judgement that it makes. (PSD #.3)

Guided Practise (10 minutes)

1. Read the article ________________ individually and identify the ethical judgement that it makes. (PSD #.4)

Independent Activity (20 minutes)

Students will make their own judgement about internment and, using their notes from the primary documents, create a blog similar to the articles they previously analyzed. This will be
the basis for the Summative assessment and be due at a future date. Distribute the Blog Assignment handout. (BLM 6.1)

Assessment

Assessment will be done through formative questions and class discussion for assessment for learning. Assessment as learning will be judged through observation of interaction in groups. Assessment of learning will be assessed in a Blog Assignment, for which a mark sheet is attached.
Appendices:

Primary Source Documents

PSD 6.1 “Ethical judgement” Video

http://tc2.ca/pv.php
PSD 6.2 The War Measures Act

August 22, 1914

"An act to confer certain powers upon the Governor in Council and to amend the immigration act,"

Chapter 206

The Governor in Council may do and authorize such acts and things, and make from time to time such orders and regulations as he may by reason of the existence of real or apprehended (feared) war, invasion or insurrection deem necessary or advisable for the security, defence, peace, order, and welfare of Canada; ... it is hereby declared that the powers of the Governor in Council shall extend to all matters coming within the classes of subjects hereinafter enumerated (listed) ....

(a) Censorship and the control and suppression (forceful prevention) of publications, writings, maps, plans, photographs, communications and means of communication;
(b) Arrest, detention, exclusion and deportation;
(c) Control of the harbors, ports and territorial waters of Canada and the movements of vessels;
(d) Transportation by land, air, or water and the control of the transport of persons and things;
(e) Trading, exportation, importation, production and manufacture;
(f) Appropriation (take without permission), control, forfeiture (give up) and disposition of property and of the use thereof.

"An act to confer certain powers upon the Governor in Council and to amend the immigration act." Early Canadiana Online http://www.canadiana.org/view/9_08039/2/05010 (Accessed December 6, 2010).
#8

Nationality and loyalty

Excerpt from a letter drafted after a mass meeting of Ukrainian Canadians in Winnipeg, Manitoba on July 17, 1916.

Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.

Winnipeg, Manitoba
17 July 1916

The Ukrainians ... of Western Canada ... have found themselves heavily handicapped since the outbreak of the war by the fact of their Austrian birth which has led ... the Dominion Government, as well as Canadian employers of labour, to unjustly class them as Austrians, and therefore enemy aliens. Many have been interned, although they are no more in sympathy with the enemy than are the Poles (Polish people), for they are as distinct a nationality (as Ukrainians) ... which hopes to emerge from the war in the enjoyment of a wide measure of national autonomy (independence) ... (yet) Ukrainians in Canada are treated as enemy Austrians. They are persecuted (punished), by thousands they are interned, they are dismissed from their employment, and their applications for work are not entertained (considered). And why? For only one reason, that they were so unhappy as to be born into the Austrian bondage (territories controlled by Austria-Hungary)...."

Enemy Aliens


Vernon News
Thursday, July 20, 1916

When peace is declared will the enemy aliens who are now confined to internment camps in Canada be sent to the country of their allegiance as part of the process of exchanging prisoners? ... One lesson the war has taught is the necessity for rigorously excluding every alien immigrant who does not give reasonable assurance of readiness to renounce his foreign allegiance and embrace the British citizenship to which after due probation [a waiting period] all worthy candidates ought to be admitted. Men who proved themselves so hostile to this country’s welfare as did the enemy aliens now interned ought to be shipped to the land of their birth and their preference. They cannot be put on the same footing as our own people. They cannot be allowed to snap up the prizes of business and industry before our own men have returned to Canada and been discharged from military service ... Loyalty to the men who are enlisting requires that we do not allow released enemy aliens to gobble up the livelihoods that have been relinquished [given] for sacrifice against Germany. While the war lasts the labor of interned enemy aliens may be utilized [used] for productive purposes, but once the war is over these foreigners should be sent to the country where their heart is.

PSD 6.5 “Camp Otter, Yoho National Park, 1916” Picture
BLM 6.1 Blog Assignment

World War I Internment: Blog Assignment

**Instructions:** You are to create a 150-200 word blog entry stating your ethical judgement about Internment in World War I. Use the notes you have created in analyzing the various primary documents to provide support for your statement. Remember, this is not just your point of view. You cannot judge past events the way you would today. Think about how people during World War I would have viewed Internment and use their reasoning to support your judgement. Make an interesting title with a unique caption to draw in readers. Make your blog entry neat, organized, and creatively designed.

**Mark Distribution** (15 marks total):

**Content** (9 marks)
- Ethical judgement is clear and arguable
- Judgement is supported by a minimum of two examples from primary or secondary texts.
- Topic is judged by historical standards, not modern standards

**Title and Caption** (2 marks)
- Title is present, interesting and larger than all other text on the page
- Caption is unique and connected to the topic of your blog

**Style** (4 marks)
- Language is clear and easy to read
- Punctuation and spelling are correct
- Blog is neat and organized (full sentences and complete paragraphs)
- Blog is creatively designed

**DO YOU HAVE?**
- ✓ A Title
- ✓ An Interesting Caption
- ✓ An Ethical Judgement
- ✓ Two Examples for Support
- ✓ Clear Sentences
- ✓ Periods/Question Marks/Exclamation Points
- ✓ Commas/Dashes/Colons
- ✓ Full Sentences
- ✓ Complete Paragraphs
- ✓ An Opening Sentence
- ✓ A Concluding Sentence
- ✓ Neatness
- ✓ Creativity
xa Foot, “Vimy Ridge.”
xa Ibid.
xa “Vimy Ridge” Canadian War Museum Online.
xa Foot, “Vimy Ridge.”
xi You Are Need to Take My Place! Poster. Montreal: Mortimer Co. Ltd. From McGill Library Digital Collection, Canadian War Poster Collection.


xv Keep All Canadians Busy. Poster. From McGill Library Digital Collection, Canadian War Poster Collection.


http://www.loc.gov/pictures/resource/cph.3g10986/?co=wwipos (accessed November 30, 2014)


http://www.loc.gov/pictures/resource/cph.3g10930/?co=wwipos (accessed November 30, 2014)


http://www.loc.gov/pictures/item/2003663090/ (accessed November 30, 2014)


http://www.loc.gov/pictures/resource/cph.3g11803/?co=wwipos (accessed November 30, 2014)


http://www.loc.gov/pictures/resource/cph.3g11564/?co=wwipos (accessed November 30, 2014)


xxiii Give Us His Name. Leaflet. Canada. From Canadian War Museum, George Metcalf Archival Collection.


lxv Seixas and Morton, The Big Six, 6.


Seixas and Morton, The Big Six, 170.