CANADA AND THE GREAT WAR

COURSE: Canadian History Since World War I, Grade 10, Academic (CHC2D)

SPECIFIC EXPECTATION EXPLORED: Communities Conflict and Cooperation (B2.1): Explain the main causes of World War I and of Canada's participation in the war, and analyze some of the consequences of Canada's military participation in the war.

ABSTRACT: The following resource pack offers six lessons (and activities within these lessons which may be use independently) that focus on specific historical thinking skills that will foster students' historical mindedness. The following are brief overviews of the 6 lessons through the lens of each respective historical thinking skill.

Lesson and Thinking Skill
1. Causes and Consequences - Long-term and short-term causes of WWI
2. Evidence - The use of propaganda, the conscription crisis and its consequences during WWI.
3. Historical Significance - Significances and causes of WWI
4. Ethical Dimensions - Was WWI a just war? / Is ethical conscription an oxymoron?
5. Historical Perspectives - Canadian perspectives on joining The War

KEYWORDS: World War One; Causes; Militarism; Alliances; Imperialism; Nationalism; Propaganda; Conscription; French/English Relations; Women; Workforce; Employment; Suffrage; Rights; Fear; Resistance; Incentive; Encouragement; Causes and Consequences; Evidence; Historical Significance; Ethical Dimensions; Historical Perspectives; Continuity and Change

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Assessment As Learning - It is important that prior to any of the activities to discuss what the students know prior to the activity on whatever theme is discussed. Checking their knowledge before beginning.

Assessment For Learning - During the activities, circulate the class and answer questions regarding the activity questions, or provide supplementary information on a case-by-case basis. Check in with the students every 10 minutes to assess their progress with the questions.

Assessment Of Learning - Have the students discus their answers briefly at the end with either their group or with the class and then have them write down what they thought was the most interesting aspect or concept learned that class to either be passed in before they walk out of the class, or at home to be collected the next class.
COURSE: Canadian History Since World War I, Grade 10, Academic (CHC2D)

SPECIFIC EXPECTATION: Communities Conflict and Cooperation (B2.1): Explain the main causes of World War I and of Canada's participation in the war, and analyze some of the consequences of Canada's military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Causes and Consequences

LESSON #: 1

TITLE: Long-term and Short-term causes of World War I

OVERVIEW: The following activities encompasses the main long-term causes of WWI (militarism, alliances, imperialism, nationalism) as well as the short term causes which tie in with the long-term causations. The goal of these activities, whether used consecutively or independently, is to give students a deconstructed glimpse at the complex European political, ethnic, dynastic, and militaristic tensions that eventually culminated in the Great War of 1914.

MATERIALS:

1. Primary Source Documents
   - PSD 1.1 - Gavrilo Princip
   - PSD 1.2 - Archduke Franz Ferdinand
   - PSD 1.3 - Princip's assassination of Ferdinand, Sarajevo, 28 June 1914
   - PSD 1.4 - The Fathers of Confederation
   - PSD 1.5 - Colonies in 1914
   - PSD 1.6 - Balkan States 1914
   - PSD 1.7 - Ethnic Groups
   - PSD 1.8 - Germanic states prior to Unification, 1871
   - PSD 1.9 - Ottoman Empire and implication in Balkans
   - PSD 1.10 - Chain of Friendship, WWI
   - PSD 1.11 - Not included in Appendix 1 Consult: http://wwi.lib.byu.edu/index.php/Constitution_of_the_Black_Hand

2. Black Line Masters
   - BLM 1.1 - Long-term Causes of WWI - Militarism
   - BLM 1.2 - Long-term Causes of WWI - Alliances
   - BLM 1.3 - Long-term Causes of WWI - Imperialism
   - BLM 1.3.1 - Long-term Causes of WWI - Imperialism
   - BLM 1.4 - Long-term Causes of WWI - Nationalism
   - BLM 1.5 - Short-term causes of WWI - Crisis in the Balkans
   - BLM 1.6 - Short term causes of WWI - The Black Hand
   - BLM 1.7 - Long-term Causes of WWI (2 pages)
PLAN OF INSTRUCTION: The following activities may be used consecutively or independent of each other.

Warm ups

Warm up one - 15-20 minutes
Purpose: Present the class with a warm up activity illustrating a seemingly common situation which can escalate quickly and result in very significant and far reaching implications and ramifications beyond what could be imaginable at the onset.

Give the class an end result to a scenario, for example the firing of an employee, or the invention of something important, or have them pick one of their own imagination; it can be anything. Then have them create, in sequential order, the steps that this final end point would plausibly have occurred. For example, a person may have been fired for their job because of one small act that seemed insignificant at the time and that then escalated in severity once other parties got involved. This will illustrate to the students that the causes of an important event begin by the most unlikely or unforeseen circumstances. Making this point using small scale and 'relevant' examples will set up a more simple and meaningful understanding of the escalation of incidents which led to the outbreak of WWI.

Warm up two - 15-20 minutes
Purpose: To illustrate the short vs. long-term consequences of an event.
Have the class read a short paragraph which you create (or perhaps recently in the news) which illustrates effectively short term causes of an incident, (i.e. poor driving conditions caused an accident, or alcohol), and the long term causes (the person had been having troubles with alcohol for decades), and then the short term consequences of the incident (the car was wrecked, he/she was hospitalized etc) as well as the long term consequences (incarceration, revoked license etc). Be sure to have the students write down all the causes and consequences, both short and long-term, for all that is indicated. If you create it, it will be easy to include these criteria. If you want to use a news article which does not have these criteria explicitly noted, have the students create plausible hypothetical causes resulted in, and consequences of, the incident.

Activities

Overall Goal: To present students with what historians widely consider both the long-term and short term causes of WWI. Understanding the events that contributed to the outbreak of World War I, such as political and economic rivalries, ethnic and ideological conflicts, militarism, imperialism, and nationalism will enable the students to think and interpret events through the lens of geopolitical grandeur. These would then be the long-term causes of the war. Furthermore, the students will have an understanding of the consequences which stem from these pre-1914 events, which eventually led to the outbreak of war in 1914 through more 'smaller scale' events near 1914. This is how they will differentiate between the long-term causes of the war and those shorter-term causes, such as the infamous assassination of Archduke Ferdinand, and finally weigh which causes were the most decisive in starting the war, and whether the war was inevitable or not. It is also important to have the students determine the consequences of the causes of WWI.
Step 1 for the following Activities. Be sure to do this step prior to any choice of activity (5 min), which may be done independently of one another. Present the photos, on one screen/sheet, of Gavrilo Princip, the Archduke Ferdinand and the assassination. (PSD 1.1, 1.2, 1.3)

Purpose of step 1: Capture their attention with pictures of two figures that appear to differ drastically. Present them with the facts of the assassination and backgrounds of the two figures. This will kick off the discussion as to how this young man set in motion the gears of war. But before this, they must understand the longstanding tensions in Europe which culminated in the assassination, often credited as the 'causes' of WWI, in order to demonstrate the unpredictability of historically significant events, but which hindsight offers us an all knowing and mistakenly foreseeable outcome.

Note: If you have limited time to teach the long-term causes of WWI, you can do a 60 min activity which has the students research these 4 causes expediently. (BLM 1.7 - end of appendix B)

a) In groups of four, each student chooses and researches a cause (militarism, alliances, imperialism, nationalism) and then discusses their findings with their group.
Or
b) In groups of four, each group is responsible for researching a cause and then to teach it to another group of four, and vice versa.

For both options, there must be time to consolidate their findings with a full class discussion about their research and what stood out to them and why. Ask them which cause they seem to feel is the most significant in the commencement of WWI.

Activities - Causes of World War I

Militarism - 30 min - BLM 1.1

Working definition of Militarism:
A policy of maintaining a strong military organization in aggressive preparedness for war.

The following questions are for the students to do independent research or in a group of two.

For students to consult to aid with questions and understanding as a supplement to their textbooks: http://alphahistory.com/worldwar1/militarism/ ^12
http://www.funfront.net/hist/wwi/military.htm ^13

1. Why were European powers participating in an arms race beginning in 1870? What does this tell us of a nation's political ideology and attitude when embarking upon an arms race?
2. What came out of the Franco-Prussian war in terms of tensions and domestic issues?
3. Who participated in a naval race, and why?
4. What was the Schlieffen plan, when and why was it created? Why was it not used until 1914?
5. Why was the first and second Hague Conferences significant in relation to German disarmament and easing of European military tensions?

Alliances - 60 min - BLM 1.2

Questions to consider with class before activity: What is a treaty and why are they important? What may cause two powers (nations) to come to make such decisions? What is keeping a power from breaking this treaty? Is there even a point in having a treaty if they are not always adhered to? This activity will set the scene for what will occur in 1914 with the domino effect of successive countries declaring war. (See PSD 1.10 - chain of friendship)

Students may consult:
- http://wwi.lib.byu.edu/index.php/Conventions_and_Treaties
- http://www.firstworldwar.com/source/pre1914.htm

Through these websites, have the class make a list and brief description of the relevant treaties and alliances with the main powers implicated in WW1. Who in 1914 looked vulnerable, who looked strong? Once done, present the class with the British North America Act in order to begin discussing Canada's eventual role in the tangled web of alliances as a Dominion of Great Britain and requirements to follow British foreign policies. (PSD 1.4)

Imperialism - 60 min - BLM 1.3

Scenario (30 min): You are part of an exploration team that discovers new territory far from your homeland inhabited by what you consider 'primitive' peoples without the same technology and weaponry you possess. Your explorer mates treat the new inhabitants with respect and amicably, but are conspiring to return to the territory to take advantage of their plentiful natural resources by force. Do you return to your homeland and begin preparations to conquer the new inhabitants and steal their land, resources, and wealth; do you try to prevent your team from conquering these newly contacted peoples; or do you do nothing and remain an earnest and poor explorer? What other options might you have? Write a page explaining your decisions and reasoning.

Have the class volunteer some of their reasoning moving on to help them establish an ethical dilemma with imperialistic connotations.

*Show map of colonies in 1914 - (PSD 1.5) - discuss 5 min
*Show map of Balkans 1914 - (PSD 1.6) - discuss 5 min

As a class or individually (which will require independent research), discuss the following: 15 - 20 minutes - BLM 1.3.1

Working definition of Imperialism:
The policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies.

1. What are the issues that can arise from imperialist ideologies and actions? Who will benefit, and at the expense of who?
2. Can there be positive aspects to imperialistic aims and actions?
3. Discuss Austria-Hungarian imperialistic aims in the Balkans 1870-1914. Why the Balkans?

**Nationalism - 70 min**

Activity - 10 min.

Ask the students to answer this question individually: What is it about Canada, Canada's past or Canadian culture that makes you proud to be a Canadian or live in this country?

Purpose: This question will (hopefully) trap the students into discussing the stereotypical nature of Canada cultural identity, or the events that make them proud which have nothing to do with them. Now you make them rethink their entire mindset with this video on Nationalism and identity assumptions, which can then lead into the discussion of the dangerous nature of this ideology before delving into the nationalistic tensions in Europe at the time.

Video (5 min) - https://www.youtube.com/watch?v=EkwA5GJiQx4

Show PSD of ethnic groups and discuss the various tensions this may cause with imperialistic implications. - PSD 1.7 - 5-10 min

Bring back the pictures of the Archduke, Princip, and the assassination (PSD 1.1, 3.2, 3.3) for the class to answer these questions. Also, include a map of German states prior to unification to help them conceptualize that German nationalism itself is part of this complicated equation. PSD 1.8

Useful site for supplementary information on German Unification and tensions with Austria:

http://www.bbc.co.uk/bitesize/higher/history/nationalism/unification/revision/1/

**BLM 1.4 - 45 min**

Working Definition of Nationalism:
a sentiment based on common cultural characteristics that binds a population and often produces a policy of national independence or separatism. It is often exaggerated, passionate, or fanatical devotion to a national community.

*show map of Ottoman Empire, 1870-78. PSD 1.9

1) What constitutes a nation, a state, and sovereignty?
2) What fosters nationalism?
3) Why did the German speaking states unify in 1871?
4) What could both Franz Ferdinand and Princip symbolically represent independently to each other's people in terms of nationalism?
5) What was the Ottoman/Turkish role in at the onset of this racially charged and imperialist driven fray?
6) How could nationalism cause empire expansions and wars?
Short-term causes - 160 minutes

Goal: to illustrate the culmination of the long-term causes which revealed compounded consequences and eventually led to a conglomeration of long-term causes to fuse into one action which is the iconic kick-start of the short-term causes of WWI in 1914. It is important to evoke the importance of the long-term causes, although by focusing on the short-term causes in 1914, and especially surrounding the Balkans, the students will have a more intimate image of all of the tensions unfolding on a smaller scale; implicating historical actors we can perhaps sympathize with.

Consult www.firstworldwar.com to have them examine the 1914 timeline.

• 20 min - Present Chain of Friendship political cartoon and have them identify the countries in order and reasons for their declarations of war sequentially. (PSD 1.10)
• 20 min - Class or small group discussion of most significant causes of the war, whether long or short term.


Use this page to help the students understand the intricacies of the situation and how it was more than simply an assassination of a political figurehead by a radical young man. This article helps tidy-up and unload some of the questions surrounding the Balkans while tying in imperialist, geo-political, and especially nationalist tensions within a smaller frame of reference which in one way or another implicated all the major European powers that would be implicated in WWI.

Supplementary reading for instructor: http://serbianna.com/blogs/savich/archives/2227

BLM 1.5 - 60 min

Consider the following questions for discussion and independent answering.

1. What was the purpose of the assassination of Franz Ferdinand in Sarajevo on June 28, 1914?
2. Who was responsible for the killing, besides the assassins themselves?
3. What does Princip's age reveal about the cause for which he killed? Was he justified in resenting the Ottoman/Austrian-Hungarian empires when he had not lived during the most troublesome years of imperialistic actions in the region? Or was he a puppet of larger political players?
4. Was a war inevitable after the murder, or did policy-makers let the crisis escape control?
5. Finally, why did a Balkan crisis lead to a world war in 1914, when other crises had not?
An analysis of the constitution of the Black Hand - 60 minutes

Have the students consult: http://wwi.lib.byu.edu/index.php/Constitution_of_the_Black_Hand (PSD 1.11 - not included in Appendix 1, end note 11.)

Purpose: The Black Hand's goal was to unify into one nation the people of the South Slavic regions in the same manner as the German and Italian states achieve unification. They used their political and military influence with other pan-Slavic groups whose aims were similar. It was through this influence in other groups that Garvillo Princip was recruited to join the Black Hand. The Constitution of the Black Hand is a primary source document that allows students to see just how intense these nationalist sentiments truly ran within Europe and especially this small cluster of European states. Note the signees are all but one military officer or political official.

Instructions: Have the students break into four equal groups to analyze one of the subheadings in the constitution (one group shall do both IV and V). Have them answer the following questions before bringing it back to a class discussion on their findings and consolidation.

**BLM 1.6**

1. What does the title mean to you?
2. Which article(s) in your section have a clear nationalistic connotation?
3. Which article(s), if at all, provide a glimpse of the group's willingness to resort to violence?
4. Which article is the most radical in your group's opinion?
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SPECIFIC EXPECTATION: Communities Conflict and Cooperation (B2.1): Explain the main causes of World War I and of Canada's participation in the war, and analyze some of the consequences of Canada's military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

Secondary Historical Thinking Concept Explored: Historical Perspectives

LESSON #: 2

TITLE: The use of propaganda, the conscription crisis and its consequences during WWI.

OVERVIEW: Propaganda and Enlistment Recruitment posters had not been widely used in Canada until the First World War. This lesson focuses on Canada's response to Britain's call to arms to support the war effort and the domestic tensions it exacerbated.

MATERIALS:

1. Primary Source Documents
   - PSD 2.1 - Propaganda Poster - Agriculture
   - PSD 2.2 - Propaganda Poster - French Canadian Enlistment
   - PSD 2.3 - Propaganda Poster - Domestic Canadian Support
   - PSD 2.4 - Propaganda Poster - Women
   - PSD 2.5 - Propaganda Poster - Loyalty to GB
   - PSD 2.6 - Canadian Recruitment and Casualty figures.
   - PSD 2.7 - He Died Honorably
   - PSD 2.8 - Demonstration in Quebec over Conscription Crisis, May 1918

2. Black Line Masters
   - BLM 2.1 - Conscription Crisis and the First World War
   - BLM 2.2 - Canadian Recruitment and Casualties, 1917
   - BLM 2.3 - He Died Honorably
Lesson-90 minutes total. Should be done in consecutive order for effective student learning

Purpose of lesson: Propaganda and Enlistment Recruitment posters had not been widely used in Canada until the First World War, precisely for the reason Canada had not yet been called upon by its colonizer Great Britain to participate in a large-scale global conflict by its side. This lesson focuses on Canada's response to Britain's call to arms to support the war effort and suppress what was perceived as German tyranny and expansionism through the lens of the primary source evidence of the period. The students in this lesson will use their analytical skills to discern what main criterion effective propaganda posters generally contain, before the students create their own recruitment poster. By the end of the lesson, it is expected that the students, having been given an example of each type of propaganda poster, will know the main function of propaganda and recruitment posters, for either military or domestic services (war bonds, agriculture, rationing, and industry) purposes. These include but are not limited to: promote patriotism, justify the war, raise money, and procure resources. Included in this lesson is a secondary historical thinking skill of historical perspectives, which will allow the students to place themselves in the mindset of Canadian men and women who were affected by voluntary, and eventual forced enlistment. Prime Minister Borden's eventual broken promise to implement conscription in 1917 was in light of the devastating results of the loss of life for Canadian soldiers in the most famous battles. The figures of the death tolls in 1917 are itself an important primary source to illustrate the devastating loss of life during the war month to month in comparison with the number of voluntary enlistments. Once conscription was instituted, with French Canadian politicians in Quebec voting against it, this enraged not only French Canadians forced to go overseas, it also enraged those who were given exemptions of service in lieu of their agricultural contributions to the war effort. Overall, conscription caused a large rift between French and English Canada, culminating in civilian deaths in Quebec City at the hands of English soldiers attempting to quell anti-conscription rioting in April 1918.

Supplementary readings for instructor, which have many other posters and information:
• http://www.warmuseum.ca/firstworldwar/history/life-at-home-during-the-war/recruitment-and-conscription/conscription-1917/
• http://hubpages.com/hub/How-Were-Propaganda-Posters-Used-In-World-War-1
• http://torontopubliclibrary.typepad.com/arts_culture/2013/11/we-honour-remembrance-day-with-ww1-canadian-vintage-military-posters-.html

Warm up - 15 min
Purpose: To have the students begin to consider what it was like for Canadian men near their age to enlist voluntarily, giving the rest of the lesson a personal dimension.
Present the students with different types of propaganda and enlistment flyers. PSD 2.1, PSD 2.2, PSD 2.3, PSD 2.4, PSD 2.5. Have the students write their reasons why they would, or would not voluntarily enlist for the war, assuming they are fit for service men (and woman for the sake of this exercise), not immigrants of Britain, and under the impression the war would not last past Christmas as they were promised. The point on immigration is an opportunity to introduce the
escalation of tensions and divisions between French and English Canada over the willingness of the latter to enlist, while the former were steadfastly against fighting in the war. This can be explained with reference to Canada's history as a colony of Great Britain, and whereby French Canadians had historically held animosity towards Great Britain. Why then would French Canada want to support Great Britain? The PSDs targeting French Canadians for enlistment are particularly relevant on this topic, illustrating the government's attempts to incur French Canadian support by appealing to their historical ties with France, not Britain.

Video + Discussion = 30 min
Canada, a People's History - The Conscription Crisis. The link below to the video will effectively summarize the key points which will be discussed in this lesson and give the students a working understanding of what is occurring politically in Canada over enlistment and conscription issues. https://www.youtube.com/watch?v=-cu7Jy2gDBg 26

BLM 2.1
Answer during and after video, then discuss as a class.

Conscription Crisis and the First World War
1. Why did PM Borden not keep his promise regarding conscription?
2. What had previously caused French/English tensions in Canada prior to the war?
3. What were Henri Bourassa and Wilfred Laurier's opinion regarding conscription?
4. What other groups opposed conscription?
5. Why did the election in the fall of 1917 nearly 'rip' Canada in two?
6. How did Borden guarantee his success in the election of 1917?
7. What problem did Borden face following the election?
8. How did French Canadians react to the reinforcement of conscription?
9. How were Laurier's hopes for Canada destroyed by the war?

BLM 2.2 is also PSD 2.6 - Handout

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Small group and class discussion - 20 min. Using both PSD 2.6 and PSD 2.7 (He Died Honourably)
Purpose: to have the students engage in a historical perspective/evidence analysis activity which will promote a deeper appreciation for the mass loss of life and personal losses Canadians suffered during the war. This may open the floor for a debate on the ethical dimension of the conscription bill and of the war itself.

**BLM 2.3**

Present PSD 2.2 - He Died Honourably. Ask the groups to discuss the following questions using PSD 2.1 and PSD 2.2.

1. In what battle did H.A.F. Pegram likely die? How do you know this?
2. When did Prime Minister Borden enact the conscription bill?
3. Would this letter help Mrs. Pegram feel better about her son's sacrifice? Give your reasoning.
4. If you were Mrs. Pegram, would you be pro or anti-conscription after receiving this letter? Give your reasoning.

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**Mini class discussion - 5 min**

Present PSD 2.8 on the Quebec Riots, April 1918. Before you set your students upon their creative task, you should ask them whether they think propaganda posters really would have worked, or if Canadians simply acted on their own volition, in support of their country, or native country (Britain) and its allies. The propaganda and enlistment posters reveal the priorities Canadians were forced to address whether they wanted to or not: the war in Europe affected the everyday lives of Canadians. The war overseas exacerbated tensions that are still present today between French and English Canada. Ask them: was conscription worth it with only 25,000 men forced into service and not having ever reached the front in Europe? This will bring the lesson full circle to the warm up. After knowing what they know now, would they still voluntarily enlist?

**Activity - 30 min** - Create your own Propaganda/Enlistment poster to promote any of the Canadian government's priorities during WWI.
COURSE: Canadian History Since World War I, Grade 10, Academic (CHC2D)

SPECIFIC EXPECTATIONS: Communities, Conflict and Cooperation B 2.1 explain the main causes of WWI and of Canada's participation in the war and analyze some of the consequences of Canada's military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

TITLE: The Significance of the Causes of World War I

LESSON #: 3

OVERVIEW: This lesson looks to encompass main causes of World War I engaging with the significance of each cause, how it resulted in change, what it revealed and how these causes occupy a meaningful place in the Canadian World War I narrative. Whether used individually or consecutively, these resources require students to engage critically with primary source documents, while receiving an overarching understanding of the importance of the Great War.

LEARNING GOALS:

✓ Students will understand and be define the four major causes of World War I and provide examples of each (MAIN acronym).
✓ Students will be able to recognize that their are multiple perspectives regarding the causes of World War I and understand the circumstances under which WWI manifested.
✓ Students will be able to construct a meaningful place in Canada’s WWI narrative for the causes and origins of The Great War and Canada’s place within them.
✓ Students will recognize that historical significance varies over time and from group to group.

4 Guideposts for Historical Significance:
✓ Resulted in Change
✓ Revealing
✓ Constructed and occupy a meaningful place in a narrative
✓ Varies over time and from group to group

MATERIALS:

• Primary Source Documents
  PSD 3.1 - George Hodgson Olympic Champion
  PSD 3.2 - Percy Waters Florist
  PSD 3.3 - Simon Whitfield
  PSD 3.4 - 187th Regiment
  PSD 3.5 - Royal Irish Rifles
  PSD 3.6 - The Devilfish in Egyptian Waters
  PSD 3.7 - The White Man’s Burden
  PSD 3.8 - The Treaty of Berlin
  PSD 3.9 - Demolished German Trench
Warm Up

A) Biker Gang Activity (25-30 minutes): Students will each be assigned a “Biker Gang” and given the handout (BLM 3.1, 3.2 and 3.3). The first two handouts (BLM 3.1 and 3.2) will lay out the scenario for the Biker Gang War. Students will be split up into six groups; the Raiders, the Hornets, the Eagles, the Bears, the Bulldogs and the Black Hoods. The scenario will be role played by the students representing each “Biker Gang.” Students will engage in a courtroom tribunal to discuss and argue as to who is to blame for the eruption of war (BLM 3.3).

Purpose: By removing the stigma associated with countries that participated in World War I, we can achieve an understanding of the actions that precipitated the war without biases. Students will then relate their “Biker Gang” back to the country it represents. This can be done as a discussion.

B) Brainstorm (15-20 minutes): Use World War I as a starting point in the middle of a bubble (BLM 3.4). Ask students to think about the following three questions; Why do we study WWI? Why is it important? What caused WWI? Encourage students to brainstorm on their own and add to their own bubble. Students will then brainstorm with a partner. Finally, bring students back together as a class and brainstorm.

Purpose: Use as an Assessment for Learning to gauge students prior knowledge of the subject.

Discussion

Give students handout for the following four activities (BLM 3.5-3.8).

A) Activity: What is Nationalism? (10-15 minutes)
Show students pictures of contemporary and historical pictures that represent Nationalism (PSD 3.1-3.3). Put pictures up on the SmartBoard and have students reflect on what they see. By
focusing primarily on what students see, more students will feel comfortable participating. After taking time, then have students draw inferences.

**B) Activity: What is Militarism? (10-15 minutes)**

Show students pictures of historical pictures that represent Militarism (PSD 3.4-3.5). Put pictures up on the SmartBoard and have students reflect on what they see. By focusing primarily on what students see, more students will feel comfortable participating. After taking time, then have students draw inferences.

**C) Activity: What is Imperialism? (10-15 minutes)**

Show students primary documents that represent Imperialism (PSD 3.6-3.8). Put documents up on the SmartBoard and have students reflect on what they see. By focusing primarily on what students see, more students will feel comfortable participating. After taking time, then have students draw inferences.

**D) Activity: What is Conflict? (10-15 minutes)**

Show students pictures of contemporary and historical pictures that represent conflict (PSD 3.9-3.10). Put pictures up on the SmartBoard and have students reflect on what they see. By focusing primarily on what students see, more students will feel comfortable participating. After taking time, then have students draw inferences.

*Purpose*: Using visual aids will allow students to draw their own conclusions first before engaging in a class discussion and delving into the historical meaning. Students will use their critical thinking skills to uncover the purpose of each primary document.

**Independent Activity**

**A) Activity: Tensions during World War I Timeline (20-25 minutes)**

This timeline may only include five events. Students must choose which events they feel are the most important. There are no limitations on where a student may begin and end their timeline. Students will begin by creating their own timelines. After each student has completed their own timeline, students must compare and contrast their timelines with a partner. Note similarities and differences. Students will then discuss timelines as a class.

*Purpose*: Emphasize that history is a selective process. Students must give reasons for their decisions. Emphasize that each timeline should be different. Historical significance changes over time and from historian to historian.

*Extensions*: Return to “Biker Gang” Activity and have students write a timeline based on the country or “gang” that they were assigned. Students may work in their groups. Compare and contrast the timelines created by each group.

**B) Activity: Guess the World War I Cause (15-20 minutes)**
Provide students with handout (BLM 3.9) to complete independently. Students will be required to match the cause of World War I with the editorial cartoons and propaganda posters displayed in each row. Students must relate the visual content to the themes discussed earlier. Each poster explicitly demonstrates one of the four main causes of World War I (Militarism, Alliances, Imperialism and Nationalism). Encourage students to recall the information they have discussed and have them relate the content learned to visual resources.

Purpose: Ask students to relate visual content to linguistic content. This will allow students to make connections between what we have discussed orally to primary sources. This can be used as an Assessment of Learning as it requires students to have an understanding of what each cause means and connect them through different mediums.
COURSE: Canadian History Since World War I, Grade 10, Academic (CHC2D)

SPECIFIC EXPECTATIONS: Communities, Conflict and Cooperation B 2.1 explain the main causes of WWI and of Canada's participation in the war and analyze some of the consequences of Canada's military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: The Ethical Dimension

TITLE: Was World War I a “Just” War?

OVERVIEW: This lesson looks to engage students with the realities of war and the grey of human experience. The activities in this lesson ask students to grapple with primary sources and their own thoughts in order to better understand the causes behind World War I, ultimately culminating in a discussion as to whether the war was justified.

LEARNING GOALS:

✓ Students will understand the difference between a “just” war and an “unjust” war.
✓ Students will be able to recognize that their are multiple perspectives regarding what one would consider a justifiable war within the historical context.
✓ Students will be able to create ethical judgments without imposing contemporary standards.
✓ Students will begin to grapple with the grey of real human experience, as students often want to split the world into black and white.

5 Guideposts for Historical Significance:

✓ Implicit or explicit ethical judgments
✓ Historical contexts of actors in question
✓ Be cautious about imposing contemporary standards
✓ Responsibilities to remember and respond
✓ Informed judgments, but only when we recognize the limitations

MATERIALS:

1. Primary Source Documents
   PSD 4.1.1 - The Dual Alliance Between Austria-Hungary and Germany
   PSD 4.1.2 - The Franco-Russian Alliance Military Convention
   PSD 4.1.3 - Killed in Action at the Somme
   PSD 4.1.4 - The Documentation of Death
   PSD 4.1.5 - Xmas in Belgium, 1914
   PSD 4.1.6 - Wounded at Amiens

2. Black Line Masters
   BLM 4.1.1 - Justifiable or not?
Warm Up

Activity: *Right Time to Fight?*
Students will list reasons why they think someone might get into a fight. What reasons would make it “right” to fight? Students will write a list individually, then compare and contrast their list to a partner’s and finally share their list with the class.

*Purpose:* Allow students to discuss and come to their own conclusion about whether there is an appropriate time to fight. Essentially at the conclusion, students will discuss their perceptions and opinions.

Discussion

Activity: *Justifiable or Not?*
Return to causes of World War I, engage students in brief discussion on whether World War I was “just” based on the perspectives and causes discussed thus far. Begin discussion from a Canadian perspective. Was Canada entering the war just? After a class discussion on Canada entering World War I, students must return to their “Biker Gang” groups and discuss whether World War I was just from each perspective. Ask each student to write down their answers on the handout provided (BLM 4.1).

*Purpose:* To allow students to examine what constitutes a just war and what does not. Encourage students to think critically about whether there are any circumstances where war is justifiable.

*Extensions:* Relate recurring themes and ideas that are discussed to contemporary conflicts.

Independent Activity

Activity: *Putting World War I on Trial*

Students will be split into a jury and two opposing sides. One side will argue that World War I was just, while the other will argue that WWI is unjust. Students will be given time to discuss their arguments within their groups, as well as discuss possible arguments the other side may come up with to formulate their rebuttals. Both sides will present their cases to a jury who will then decide once they have been presented with both arguments and rebuttals. Students must use primary source documents to aid in their arguments, primary source documents include photos, treaties and newspaper articles (PSD 4.1.1-4.1.6). Students will also be given appropriate websites to further their arguments with primary documents.

*OR*

Split students up into their “Biker Gang” groups and have students engage in discussion regarding which countries were just in their declarations of war. Students will come up with arguments discrediting other gangs, while validating their own cause for war. The same primary source documents will be used.
Purpose: To allow students to develop their critical thinking skills. Students must form arguments and find evidence to support their side of the argument.

Extensions: Students will write a paragraph that discusses their personal opinion regardless of which side they were on for the mock trial.
COURSE: Canadian History Since World War I, Grade 10, Academic (CHC2D)

SPECIFIC EXPECTATIONS: B 2.1 explain the main causes of WWI and of Canada's participation in the war and analyze some of the consequences of Canada's military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: The Ethical Dimension

TITLE: Is Ethical Conscription an Oxymoron?

OVERVIEW: In this lessons, students will examine the ethics of conscriptions from a variety of angles. Through numerous primary sources, students will understand the climate in which conscription was evoked and the qualities of manhood are brought into the forefront of wartime discourse.

LEARNING GOALS:

✓ Students will understand the purpose of conscription.
✓ Students will be able to recognize that their are multiple perspectives in the conscription crisis.
✓ Students will be able to create ethical judgments without imposing contemporary standards.
✓ Students will begin to grapple with the grey of real human experience, as students often want to split the world into black and white.

5 Guideposts for Historical Significance:

✓ Implicit or explicit ethical judgments
✓ Historical contexts of actors in question
✓ Be cautious about imposing contemporary standards
✓ Responsibilities to remember and respond
✓ Informed judgments, but only when we recognize the limitations.

MATERIALS:

1. Primary Source Documents
   PSD 4.2.1 - This is Your Flag
   PSD 4.2.2 - Shall We Help Crush Tyranny?
   PSD 4.2.3 - Les Heros de St-Julien et de Festubert
   PSD 4.2.4 - Heroes of St. Julien and Festubert
   PSD 4.2.5 - Canadiens-Francais, Enrolez Vous?
   PSD 4.2.6 - 150ieme Carabiniers
   PSD 4.2.7 - The Happy Man
   PSD 4.2.8 - Help the Boys
   PSD 4.2.9 - Bert Mackenzie
   PSD 4.2.10 - In Praise of Canadian Manhood
   PSD 4.2.11 - Military Service Act
2. Black Line Masters
   BLM 4.2.1 - Propaganda Poster Blitz Handout
   BLM 4.2.2 - Conscription Debate Argument

Warm Up

Activity: Propaganda Poster Blitz

Split students up into small groups. Use primary source posters (PSD 4.2.1-4.2.8) to engage students in discussion in each of their groups. Use handout (BLM 4.2.1) to facilitate discussion as students will be required to complete the handout for the primary source poster they examine. Allow students to look at least four posters and compare and contrast posters from the beginning of World War I to the start of the conscription crisis in 1917. The questions on the handout will ask students to consider the change between the outset of World War I and the conscription crisis, to whom the posters are addressed, the tone each poster elicits and the intent of the poster.

Purpose: Allow students to engage with the Primary Sources and develop an understanding of the way posters changed throughout the war, specifically in response to the conscription crisis.

Extension: Encourage students to write a brief journal entry as a young man or woman eligible for recruitment. Strictly looking at the recruitment posters, what are their thoughts? How is the poster influencing their decision to enlist? Why would someone want to enlist in the military? Why wouldn’t they? How does the Military Service Act in 1917 change this?

Discussion

A) Activity: Conscription Debate

Engage students in a discussion on conscription. There were valid reasons in support of conscription and against it. Encourage students to think about these positive and negative attributes of conscription (use PSD 4.2.9-4.2.11 to initiate discussion).

Assign students one side of the debate; they will either argue for conscription or against it. Give them a handout to assist in the organization of their argument (BLM 4.2.2). Within this for/against framework, students will take on the role of different “players” in the Conscription Crisis (e.g. Englishman with familial ties in Great Britain, Frenchmen whose family relies on him for food, Farmer whose sons are of age to be conscripted, Prime Minister Borden, Mother whose son was killed in action, etc.) See PSD 5.1-5.12 for additional resources on wartime perspectives at the outset of World War I.

Students must use the primary source documents provided as a starting point for their argument. Allow students to conduct research, bring in statistical evidence and other primary and secondary sources that support their argument. Begin by allowing the group of students supporting conscription to state their opening
statements. The students against conscription will then share their opening statements, we will move to the arguments of each player and allow each side a rebuttal. Continue in this manner until each player has had an opportunity to present their opinion. After hearing all the new information, have students cast a vote as to whether conscription was a valid conclusion to the crisis.

Purpose: Engage students in a critical discussion of conscription. By looking at both sides of the debate and different player perspectives, students will be able to make an ethical decision based on their expanded understanding. Students will put themselves in the position of those who conscription would have affected in order to understand the implications of it.

Extensions: Encourage to write an opinion paragraph on whether the Military Service Act should or should not have been invoked by Prime Minister Border during WWI. Students must use specific examples from the debate and primary sources.

B) Activity: Music and Poetry in World War I

Play several of the songs and share the poems of World War I soldiers (PSD 4.2.12-4.2.15), make sure students get a hard copy of the lyrics and poems, if a song is unable to be played, just supply students with the lyrics. Encourage students to think critically of the songs by listening to both the lyrics and the mood or tone of the music. By engaging with music, a unique primary source, students will have the opportunity to hear the thoughts and feelings of those involved with World War I. Music connects children with the past, in a way a document sometimes cannot. Students will analyze, interpret, internalize, and appreciate the lyrical and historical value. Engage students in a discussion and encourage them to document the differences between and categorizations of each song.

Purpose: In order to truly understand and make an ethical judgment, students must have an emotional understanding of the circumstances. By engaging students with the musical changes, from patriotic optimism to despair, they will be able to hear the change throughout World War I due to the unprecedented loss of life.

Extensions: Encourage students to choose fifteen words that represent World War I to them. These should be words that they have extrapolated from the primary sources we have looked at and the emotional connection we have attempted to forge between the students and the primary documents. Once each student has a list of words, students are to organize their words into a 15-word poem that is six lines long and follow this pattern:

Line 1 (two words)  
Line 2 (three words)  
Line 3 (two words)  
Line 4 (four words)  
Line 5 (three words)  
Line 6 (one word)
Do not tell students what they will be doing with their words until all fifteen words have been chosen by each student. Encourage students not to develop phrases, if a student knew that he was going to be asked to place three words together on a line, he might include conditions, were and terrible to form a phrase. Share the “poem patter” after students have brainstormed their fifteen words. Emphasize that some lines and word combinations might not turn out exactly the way that they would want or envision. This is part of the challenge!

Example:

Cold fear
Shells sandbags collapse
Lice infestation
Unbearable monotony muddy dark
Dampness danger desperation
Terror
COURSE: Canadian History Since World War I, Grade 10, Academic (CHC2D)

SPECIFIC EXPECTATION: Communities, Conflict and Cooperation (B2.1): Explain the main causes of World War I and of Canada’s participation in the war, and analyze some of the consequences of Canada’s military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspective

Lesson #: 5

TITLE: Canadian Perspectives on Joining The War

OVERVIEW: The following activities will allow the students to gain knowledge on various Canadian historical perspectives on Canada’s involvement the beginning of World War I.

MATERIALS:

1. Primary Source Documents
   - PSD 5.1 – Not a Twenty Year War
   - PSD 5.2 – Prime Minister Robert Borden
   - PSD 5.3 – War at Last
   - PSD 5.4 – Financial Incentives
   - PSD 5.5 – The Demon of War
   - PSD 5.6 – The Reverend's Message
   - PSD 5.7 – Angel of Death
   - PSD 5.8 – War Clouds
   - PSD 5.9 – Paying the Price
   - PSD 5.10 – Maria Pawel
   - PSD 5.11 – Private Frank Walker
   - PSD 5.12 – Memoir of Private Peat

2. Black Line Masters
   - BLM 5.1 – What is Worth Fighting For?
   - BLM 5.2 – Pros and Cons to Joining the War
   - BLM 5.3 – Exit Cards (Assessment)
1. Warm up (20 minutes)

- Divide students into 9 groups (3 students per group) and distribute the “What’s worth fighting for” worksheet (BLM 5.1) and have them brainstorm on things that they believe is worth fighting over.
- Once they have compiled a list, place the Heading on the board and have groups give an example for the master list on the board for discussion.
- Finish the warm up with the YouTube video “Canada: The Birth of a Nation”
- Students will see Canada’s take on World War I from a very patriotic perspective as is serves as an almost propaganda piece.

Show video on Canadian perspectives of WW1: https://www.youtube.com/watch?v=zW9Uonmp7qI

2. Independent activity (15 minutes)

- Dividing the room into TWO Sides, but remaining in the 9 groups, distribute the Primary Source Documents (PSD 5.1-5.9) in this manner:

  - **Side 1:** Not a twenty year war (PSD 5.1), Robert Borden (PSD 5.2), War at Last (PSD 5.3), Financial Incentives (PSD 5.4)
  - **Side 2:** The Demon of War (PSD 5.7), Reverend’s Message (PSD 5.8), Angel of Death (PSD 5.9)
  - **For the Teacher:** Maria Pawel (PSD 5.10), Frank Walker (PSD 5.11), Harold Peat (PSD 5.12)

- Once each group has their Primary Source Document, distribute BLM 5.2 to each group. Students are to read and analyze their Primary Source Document and list whether their document is pro Canada’s involvement in the War or against it.
- On their BLM 5.2, students can answer:
  - Which perspective is represented in this document (who)?
  - Do they seem for or against the war?
  - What are the issues that support the War?
  - What are the reasons that to be against it?
  - Can you imagine any other reasons that would support the position in your document?

- Teacher can use one of her/his PSD’s to give an example (Note: teacher’s examples can be argued either way, so use your discretion. You were given the trivial ones that can be viewed as neutral or on both side of the fence).

3. Sharing, Group Discussion and Teaching (25 minutes)

- Lead the Students in a Structured Debate. Rotate from side to side and group to group and ask them which point of view they are representing. Draw a line on the Board at the front so that the students can see the pros and cons being represented from each point of view from various groups.
• Be sure to include the rest of the Primary Source Documents given to the instructor so that all perspectives can be analyzed and discussed by the class.

• Teacher’s Aid for Primary Source Documents:
  
  o **Not a Twenty Year War (PSD 5.1)** – This article is down playing the war to one that will not be of long duration. Author makes a comment that that the likelihood of a large scale war that consumes a great deal of time is just a likely as a war with Martians (yes, people from Mars!)
  
  o **Prime Minister Borden (PSD 5.2)** – This is an address of PM Borden to the Canadian People with much encouragement that if they ever want to make the jump and establish themselves as a people of the world, than this is just that opportunity.
  
  o **War at Last (PSD 5.3)** – The author of this article states that there has never been such a display of support and patriotism. Chanting and singing in support of the Empire by thousands in the streets.
  
  o **Financial Incentives (PSD 5.4)** – The point of view of a farm hand that is beaming due to the fact that he has the opportunity to make $1.10 a day rather than the $5 a year he was getting.
  
  o **The Demon of War (PSD 5.5)** – Warnings by the author that the demon of war lies in Europe and that all that this war will cause is chaos and destruction.
  
  o **Reverend’s Message (PSD 5.6)** – A very direct telling of the truths of war. This war will not be as glorious as people are making it out to be. It was have some harsh reality waiting for them overseas.
  
  o **Angel of Death (PSD 5.7)** – Vivid picture of a European Angle of Death laying waste in Europe. A foreshadowing of the doom to come from engaging in war.
  
  o **War Clouds (PSD 5.8)** – An article written by a feminist author who discusses the negatives of war as well as the lack of rights given to women. War is not only gruesome but also destructive of homes and families. Women pay an equally great price because of war.
  
  o **Paying the Price (PSD 5.9)** – A feminist movement author speaking about how wrong war is, and therefore it should not be if enough people say so. That will never happen until women are granted to the right to vote, only then will the right thing be done; to not fight in any wars.
  
  o **Maria Pawel (PSD 5.10)** – Maria Pawel is a women commenting trivially about how the mobilization happened and there was this great mobilization. She comments that everyone just seemed so wrapped up in the excitement without even knowing where they were going.
- **Private Frank Walker (PSD 5.11)** – Private Walker comments on the nerves and the excitement of being called to fight.

- **Memoir of Private Pete (PSD 5.12)** – Private Peat recalls how some of his compatriots thought the war would be over quickly, and wishes that there had been 100,000 enlistees to make it so.

4. Assessment

*Assessment as Learning*

- Have the students fill out exit forms listing two pros and two cons to joining World War I.
- BLM 5.3
COURSE: Canadian History Since World War I, Grade 10, Academic (CHC2D)

SPECIFIC EXPECTATION: Communities, Conflict and Cooperation (B2.1): Explain the main causes of World War I and of Canada’s participation in the war, and analyze some of the consequences of Canada’s military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

Lesson #: 6

TITLE: The Effects on Women at the Start of the Great War

OVERVIEW: The following lesson will allow students to gain perspective and note the different ways that women are viewed before after and during the start of World War I by learning about their role, level of importance and their significance.

MATERIALS:

1. Primary Source Documents
   - PSD 6.1 – “Department of History, Word War I, Ep. 03, Women at War” – YouTube
   - PSD 6.2 – To the Women of Canada
   - PSD 6.3 – Souvenez Vous
   - PSD 6.4 – Women Killed
   - PSD 6.5 - Voters
   - PSD 6.6 – Women’s Rights Before/During/Post War
   - Poster Paper and Markers

2. Black Line Master
   - Power Point Presentation – Maggie Smith
1. **Warm up (10 minutes)**
   - Students will view the Power Point Presentation and be asked to analyze the first image for discussion. The image is of the medals that were awarded to a Canadian Hero from the Boers War as well as World War 1.
   - Lead the discussion to see what the students’ first impressions is when they see these medals. What do they think or feel about this Canadian hero? What do they believe they were like? What did they accomplish?
   - Reveal the rest of the slideshow and discuss the Canadian Hero Margaret Smith, who was a Red Cross nurse in two wars for her country.

2. **Warm Up #2 – Role Reversal (10 minutes)**
   - Students should experience the wonder in this fashion. Create a scenario which is very one sided. Ask all the females to come to the front of the class and assign them the following tasks:
     - Let 2 females come forward and discuss what the mid term exam, or next assignment should look like as well as discuss its worth.
     - Let 2 females decide whether or not the classroom needs rearranging to foster a better and more comfortable learning environment.
     - Let the rest of the females decide what else they would like to do with their time
     - Let the males in the room know that they can sit there and do busy work, but they also need to ensure that the females are comfortable, not disturbed and do not need anything.
   - This phenomenon should create reaction and discussion.

3. **Discussion and Teaching (20 minutes)**
   - Read the Article “Women’s Rights During WWI in Canada (PSD 6.6). This article touches on the role of women as the matriarch and caregiver to their children and husbands with not much extended rights during the time before the war. It also demonstrates the changes that women underwent when the men were called or left to fight in the war (the teacher can even make a point from the role reversal exercise, that when all the women were called away, the males would then have ‘some’ opportunity to step up). The article concludes with the shift in women’s rights and addresses their right to vote as well as others women’s issue post war.
   - Show the students the Youtube video “Women at War” (PSD 6.1). Here students will able to have the visuals of the experiences that women had during the time of the Great War. Wrap the video up with a brief discussion about equality and fairness, allow for students to express their opinions about their beliefs about what happened during this time.

4. **Engaged Activity (10 minutes)**
   - Show the War Time Posters on the projector (PSD 6.2-6.5)
   - PSD 6.2-6.4 are posters that are used to entice men to enlist in the war to save and protect the women who need them to do so very badly. PSD 6.2 is a poster directed at women to encourage their men to go and fight.
   - PSD 6.5 is a poster advocating for the right to Vote.
5. Assessment as Learning (20 minutes)

- Divide the students into groups of 4 and distribute poster paper and markers.
- Have the Students use what they have learned in class to create their own propaganda posters.
- The posters should represent women at the time near the end of the war or after the war has ended, calling women to join the movement for equal rights, the right to vote, etc.
- Students should make positive posters that encourage women to stand up for their rights, and cease what should be rightfully theirs. A poster that veers away from the negative continuity and encourages change.
38 Sean Murphy, Holy Cross Catholic Secondary School, Ontario.
45 “This is Your Flag,” Wartime Recruiting Poster, CWM 19820376-008. (Accessed December 3: http://www.warmuseum.ca/firstworldwar/objects-and-photos/).
59 “It’s a Long Way to Tipperary,” https://www.youtube.com/watch?v=mPLS5nNFWTU.
62 "Relieved That War Has Come at Last." *Vancouver Province*, August 5, 1914.
68 McClung, Nellie L. *In times like These*. Toronto: University of Toronto Press, 1972. 15.
69 "Mrs. Maria Pawel." Personal interview by author. 1, 1978.
72 Title: World War One (WWI) from a Canadian Perspective. Uploaded by Legion Legacies, September 30, 2008.
74 "To the Women of Canada, Won't You Help and Send a Man to Enlist Today?"
75 "Souvenez-Vous De La Belgique Et Nord De La France." Wordpress. https://camc.files.wordpress.com/2013/01/boch
Appendix 1 - Primary Source Documents
PSDs 1.1, 1.2, 1.3

PSD 1.1 - Gavrilo Princip
PSD 1.2 - Archduke Franz Ferdinand
PSD 1.3 - Princip's assassination of Ferdinand, Sarajevo, 28 June 1914
PSD 1.4 - The Fathers of Confederation
Les colonies européennes en 1914
Map 11. The Balkan States, 1914
PSD 1.7 - Ethnic Groups

The ethnic groups of Austria-Hungary in 1910 according to Distribution of Races in Austria-Hungary by William R. Shepherd, 1911.
PSD 1.8

PSD. 3.8 - Germanic states prior to Unification, 1871
PSD 1.9 - Ottoman Empire and implication in Balkans
PSD 1.10 - Chain of Friendship, WWI
S.O.S
Soldiers Of the Soil

BOYS TO THE FRONT
"COME ON CANADIAN VOLUNTEERS"

"THEIR BIT"

OLDER BOYS! (15 TO 19 YEARS)
ON THE FARM
MORE FOOD

A NATIONAL BADGE OF HONOR
FOR EVERY BOY WHO DOES HIS BIT--
WORK FOR ALL
WATCH LOCAL PAPERS FOR FURTHER
INFORMATION
REGISTER QUICKLY

DON'T WASTE THIS POSTER

PSD 2.1 - Propaganda Poster - Agriculture
PSD 2.2 - Propaganda Poster - French Canadian Enlistment
PSD 2.3 - Propaganda Poster - Domestic Canadian Support
PSD 2.4 & PSD 2.5

PSD 2.4 - Propaganda Poster - Women
PSD 2.5 Propaganda Poster - Loyalty to GB
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PSD 2.6 - Canadian Recruitment and Casualty figures.
HE DIED HONOURABLY

April 18th 1917.

Mrs. Kate H. Pegram,
2413 Alder Street,
Vancouver, B. C.
C A N A D A.

Dear Mrs. Pegram:-

It is with the deepest regret that I have to inform you of the death of your son, 129733 Corporal K. A. F. Pegram. He was killed in action during the course of an advance against the Enemy's trenches on April 9th 1917.

Your son was one of the first men to join the Battalion in Vancouver, and his work right up to the time of his death was of an exceedingly high order. Lately he had specialised as a Scout, and in this capacity had done valuable work for me. He had that priceless gift of always being cheerful and seemed to delight in helping his comrades. I cannot tell you how much we all miss him.

It may be some comfort to you to know that your son suffered no pain, as he was killed instantly. I trust that you will accept the sincere sympathy of myself and all ranks of this Battalion in the great loss which you have sustained.

Yours sincerely,

[Signature]

Mr. C., 7th Battalion, Canadian Infantry.
PSD 2.8 - Demonstrations in Quebec over Conscription Crisis, May 1918
Military Service Act, 1917

Explanatory Announcement by the Minister of Justice

The Military Service Act has received the assent of the Governor-General and is now part of the law of the land. It will be followed accordingly, and all the provisions and conditions thereof must be obeyed. The Minister of Justice, however, has determined not to enforce any criminal provisions of the Bill until such time as the necessary machinery is in place to administer justice under the Act.

Reenforcements under the Military Service Act

It is the intention of the Government to ascertain the number of men available for service in the armed forces and to ensure that the necessary reinforcements are provided. The military authorities are empowered to call up those who are not already serving in the armed forces.

First call limited to men between 20 and 34 who were unmarried or widowers without children on July 6, 1917.

The present call will be limited to men not in the schedule of exemptions who were unmarried or widowers without children on July 6, 1917, and who were twenty-one years of age or over on the 1st day of January, 1907. Of these men, 1,250 will be called for the first service and 2,500 for the second service. Only those men who have been discharged from the armed forces will be exempt from the call-up.

Civil Tribunals to deal with exemptions

Questions of exemption will be determined by the civil tribunals, which will be established for the purpose. Men who have not been called up are not entitled to exemption for any reason. Men who have been called up and are entitled to exemption will be exempted by the civil tribunals.

Proclamation will announce the day

A proclamation will announce the day on which the first call-up will take place. In the meantime, all men who are called up will be required to report for service on the day specified in the proclamation.

How to apply for exemption

Applications for exemption may be made by written application on forms provided by the authorities. Applications will be considered and the decision will be communicated to the applicant as soon as possible.

Aylmer Express Newspaper, October 4, 1917
In praise of Canadian manhood

A postcard sent from a Canadian soldier to his mother, 1916

**CANADA’S MEN.**

From the Grand Old Home of the Maple Leaf,
That lays o’er the Rolling Sea;
In response to the Call—come Canada’s Men,
These Sons of the Empire—Free.
Boldly they stand for the Cause of Right,
And Britain’s Might—uphold;
Sons of the Grand Imperial Race,
They can Fight as in Days of Old.
From the Days when Wolfe scaled High Quebec,
That overlooks the Plain;
The Gallant Deeds of Canada’s Men,
Shall Ring through the World again.
From City, and Prairie, and Distant Farm,
They Respond to their Empire’s Call;
To avenge their fallen Comrades,
True Patriots—one and all.
We are proud to-day of Canada’s Men,
And very good reason to be!
The Bravest Men—we’ve seen of late,
That have crossed the Atlantic Sea.
And when the War is finished,
And our Lads go Home once More;
What a Rousing Welcome shall be theirs,
On their fine Canadian Shore!
What is Nationalism?

PSD 3.1
George Hodgson - Canadian Swimmer
First multiple gold medallist winning the 1500m freestyle and the 400m freestyle events.
http://www.olympic.org/videos/stockholm-1912-hodgson-george

PSD 3.2

Percy Waters florist, Danforth Ave., between Hampton & Logan Aves circa 1918.
Canada's Simon Whitfield carries the flag during the opening ceremony at the 2012 Summer Olympics in London.

http://www.vancouversun.com/sports/OLYMPICS+POLL+satisfied+disappointed+with+Canada+2012+Games/7077855/story.html
What is Militarism?

PSD 3.4
November 18, 1916

187th Regiment, Canadian Expeditionary Force from Stettler, Alberta.
A party of Royal Irish Rifles in a communication trench on the first day of the Battle of the Somme.
What is Imperialism?

PSD 3.6

The Cartoon is a representation of Britain during the age of Imperialism and colonization.
The White Man’s Burden

Take up the White Man's burden--
Send forth the best ye breed--
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild--
Your new-caught, sullen peoples,
Half-devil and half-child.

Take up the White Man's burden--
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain
To seek another's profit,
And work another's gain.

Take up the White Man's burden--
The savage wars of peace--
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch sloth and heathen Folly
Bring all your hopes to nought.

Take up the White Man's burden--
No tawdry rule of kings,
But toil of serf and sweeper--
The tale of common things.
The ports ye shall not enter,
The roads ye shall not tread,
Go mark them with your living,
And mark them with your dead.

Take up the White Man's burden--
And reap his old reward:
The blame of those ye better,
The hate of those ye guard--
The cry of hosts ye humour
(Ah, slowly!) toward the light:--
"Why brought he us from bondage,  
Our loved Egyptian night?"

Take up the White Man's burden--  
Ye dare not stoop to less--  
Nor call too loud on Freedom  
To cloke your weariness;  
By all ye cry or whisper,  
By all ye leave or do,  
The silent, sullen peoples  
Shall weigh your gods and you.

Take up the White Man's burden--  
Have done with childish days--  
The lightly proferred laurel,  
The easy, ungrudged praise.  
 Comes now, to search your manhood  
Through all the thankless years  
Cold, edged with dear-bought wisdom,  
The judgment of your peers!

_Rudyard Kipling_  
_1899_
. . . Article XXV. The provinces of Bosnia and Herzegovina shall be occupied and administered by Austria-Hungary. The government of Austria-Hungary, not desiring to undertake the administration of the Sanjak of Novi-Pazar [modern Kosovo Province], which extends between Serbia and Montenegro in a South-Easterly direction to the other side of Mitrovitza, the Ottoman administration will continue to exercise its functions there. Nevertheless, in order to assure the maintenance of the new political state of affairs, as well as freedom and security of communications, Austria-Hungary reserves the right of keeping garrisons and having military and commercial roads in the whole of this part of the ancient vilayet of Bosnia. To this end the governments of Austria-Hungary and Turkey reserve to themselves to come to an understanding on the details. . .
What is Conflict?

Demolished German Trench

George Metcalf Archival Collection   CWM 19920044-195
In the Mud at Passchendaele
PSD 3.11

Mustard Gas Victims
The Dual Alliance Between Austria-Hungary and Germany

ARTICLE 1. Should, contrary to their hope, and against the loyal desire of the two High Contracting Parties, one of the two Empires be attacked by Russia the High Contracting Parties are bound to come to the assistance one of the other with the whole war strength of their Empires, and accordingly only to conclude peace together and upon mutual agreement.

ARTICLE 2. Should one of the High Contracting Parties be attacked by another Power, the other High Contracting Party binds itself hereby, not only not to support the aggressor against its high Ally, but to observe at least a benevolent neutral attitude towards its fellow Contracting Party. Should, however, the attacking party in such a case be supported by Russia, either by an active cooperation or by military measures which constitute a menace to the Party attacked, then the obligation stipulated in Article 1 of this Treaty, for reciprocal assistance with the whole fighting force, becomes equally operative, and the conduct of the war by the two High Contracting Parties shall in this case also be in common until the conclusion of a common peace.

ARTICLE 3. The duration of this Treaty shall be provisionally fixed at five years from the day of ratification. One year before the expiration of this period the two High Contracting Parties shall consult together concerning the question whether the conditions serving as the basis of the Treaty still prevail, and reach an agreement in regard to the further continuance or possible modification of certain details. If in the course of the first month of the last year of the Treaty no invitation has been received from either side to open these negotiations, the Treaty shall be considered as renewed for a further period of three years.

ARTICLE 4. This Treaty shall, in conformity with its peaceful character, and to avoid any misinterpretation, be kept secret by the two High Contracting Parties, and only communicated to a third Power upon a joint understanding between the two Parties, and according to the terms of a special Agreement.

The two High Contracting Parties venture to hope, after the sentiments expressed by the Emperor Alexander at the meeting at Alexandrovo, that the armaments of Russia will not in reality prove to be menacing to them, and have on that account no reason for making a communication at present; should, however, this hope, contrary to their expectations, prove to be erroneous, the two High Contracting Parties would consider it their loyal obligation to let the Emperor Alexander know, at least confidentially, that they must consider an attack on either of them as directed against both.

ARTICLE 5. This Treaty shall derive its validity from the approbation of the two Exalted Sovereigns and shall be ratified within fourteen days after this approbation has been granted by
Their Most Exalted Majesties. In witness whereof the Plenipotentiaries have signed this Treaty with their own hands and affixed their arms.

Done at Vienna, October 7, 1879

(L.S.) ANDRASSY
(L.S.) H. VII v. REUSS
The Franco-Russian Alliance Military Convention

18 August, 1892

This Convention was not made public until 1918.

France and Russia, being animated by a common desire to preserve peace, and having no other object than to meet the necessities of a defensive war, provoked by an attack of the forces of the Triple Alliance against either of them, have agreed upon the following provisions:

1. If France is attacked by Germany, or by Italy supported by Germany, Russia shall employ all her available forces to attack Germany.

If Russia is attacked by Germany, or by Austria supported by Germany, France shall employ all her available forces to attack Germany.

2. In case the forces of the Triple Alliance, or of any one of the Powers belonging to it, should be mobilized, France and Russia, at the first news of this event and without previous agreement being necessary, shall mobilize immediately and simultaneously the whole of their forces, and shall transport them as far as possible to their frontiers.

3. The available forces to be employed against Germany shall be, on the part of France, 1,300,000 men, on the part of Russia, 700,000 or 800,000 men.

These forces shall engage to the full with such speed that Germany will have to fight simultaneously on the East and on the West.

4. The General Staffs of the Armies of the two countries shall cooperate with each other at all times in the preparation and facilitation of the execution of the measures mentioned above.

They shall communicate with each other, while there is still peace, all information relative to the armies of the Triple Alliance which is already in their possession or shall come into their possession.

Ways and means of corresponding in time of war shall be studied and worked out in advance.

5. France and Russia shall not conclude peace separately.

6. The present Convention shall have the same duration as the Triple Alliance.

7. All the clauses enumerated above shall be kept absolutely secret.
The Triple Alliance

20 May, 1882
The Triple Alliance (First 8 Articles)

ARTICLE 1. The High Contracting Parties mutually promise peace and friendship, and will enter into no alliance or engagement directed against any one of their States.

They engage to proceed to an exchange of ideas on political and economic questions of a general nature which may arise, and they further promise one another mutual support within the limits of their own interests.

ARTICLE 2. In case Italy, without direct provocation on her part, should be attacked by France for any reason whatsoever, the two other Contracting Parties shall be bound to lend help and assistance with all their forces to the Party attacked.

This same obligation shall devolve upon Italy in case of any aggression without direct provocation by France against Germany.

ARTICLE 3. If one, or two, of the High Contracting Parties, without direct provocation on their part, should chance to be attacked and to be engaged in a war with two or more Great Powers non-signatory to the present Treaty, the casus foederis will arise simultaneously for all the High Contracting Parties.

ARTICLE 4. In case a Great Power non-signatory to the present Treaty should threaten the security of the states of one of the High Contracting Parties, and the threatened Party should find itself forced on that account to make war against it, the two others bind themselves to observe towards their Ally a benevolent neutrality. Each of them reserves to itself, in this case, the right to take part in the war, if it should see fit, to make common cause with its Ally.

ARTICLE 5. If the peace of any of the High Contracting Parties should chance to be threatened under the circumstances foreseen by the preceding Articles, the High Contracting Parties shall take counsel together in ample time as to the military measures to be taken with a view to eventual cooperation.

They engage henceforward, in all cases of common participation in a war, to conclude neither armistice, nor peace, nor treaty, except by common agreement among themselves.

ARTICLE 6. The High Contracting Parties mutually promise secrecy as to the contents and existence of the present Treaty.

ARTICLE 7. The present Treaty shall remain in force during the space of five years, dating from the day of the exchange of ratifications.
ARTICLE 8. The ratifications of the present Treaty shall be exchanged at Vienna within three weeks, or sooner if may be.

In witness whereof the respective Plenipotentiaries have signed the present Treaty and have annexed thereto the seal of their arms.

Done at Vienna, the twentieth day of the month of May of the year one thousand eight hundred and eighty-two.

(L.S.) KALNOKY
(L.S.) H. VII v. REUSS
(L.S.) C. ROBILANT

MINISTERIAL DECLARATION The Royal Italian Government declares that the provisions of the secret Treaty concluded May 20, 1882, between Italy, Austria-Hungary, and Germany, cannot, as has been previously agreed, in any case be regarded as being directed against England.
In proud and ever-loving memory of the following officers, non-commissioned officers and men, 8th Canadian Infantry Battalion (Ottawa Regiment) killed in the attack on Desire Trench and Grand Court on the Somme, France, November, 14th, 1916.

Capt. A.A. Sears.
Lieut. G.B. Greene.
Lieut. E. S. Greene.
Sgt. R. M. Lumsden.
Sgt. R. M. Purker.
Sgt. E. J. Lusie.
Sgt. J. A. Flynn.
Sgt. E. A. Maloney.
Sgt. R. W. Beame.
Sgt. T. A. Finley.
Sgt. H. W. Taylor.
Sgt. F. A. Wilson.
Sgt. R. T. Tierney.
Sgt. A. H. Domsdson.
Sgt. J. W. Lembit.
Sgt. F. B. H. Smith.
Sgt. F. A. Stewart.
Sgt. W. E. Young.
L/Cpl. J. W. Colman.
L/Cpl. C. W. Crooks.
L/Cpl. W. A. Lewis.
L/Cpl. O. A. O’Neill.
L/Cpl. W. G. O’Shea.
Pte. A. R. Aiken.
Pte. E. A. Arnold.
Pte. G. E. Ashley.
Pte. F. A. Ball.
Pte. J. F. Barber.
Pte. R. T. Barbour.
Pte. H. E. Beardwell.
Pte. W. E. Bertram.
Pte. R. B. Bertrand.
Pte. E. K. Bleay.
Pte. J. B. Boys.
Pte. J. W. Brookshires.
Pte. B. A. Brown.
Pte. W. S. Bromley.
Pte. J. A. Chambers.
Pte. A. M. Constable.
Pte. S. A. Cooper.
Pte. H. F. Cobey.
Pte. J. A. Craig.
Pte. W. E. Craig.
Pte. W. C. Dolphin.
Pte. J. W. Dwyer.
Pte. J. E. East.
Pte. W. H. Fletcher.
Pte. H. D. Fraser.
Pte. H. Fraser.
Pte. H. Fraser.
Pte. J. F. Frere.
Pte. H. Gagnon.
Pte. W. Gagnon.
Pte. J. Garbell.
Pte. J. C. Garrett.
Pte. J. H. Glossop.
Pte. L. Greenwood.
Pte. U. Gillett.
Pte. B. A. Hobbs.
Pte. R. G. Jeffrey.
Pte. A. Kelly.
Pte. J. E. Kennedy.
Pte. J. C. Kneeler.
Pte. J. A. Lachance.
Pte. A. R. Levesley.
Pte. A. B. Lawrence.
Pte. H. J. Lasmarus.
Pte. J. P. Lynch.
Pte. F. H. Mills.
Pte. J. H. Murphy.
Pte. G. A. Myers.
Pte. D. McDonald.
Pte. R. H. McKay.
Pte. J. A. McKenzie.
Pte. J. A. McLean.
Pte. J. A. McRae.
Pte. J. F. Osborne.
Pte. J. M. F. Porcius.
Pte. A. Quin.
Pte. F. W. Roberts.
Pte. J. J. Roll.
Pte. J. W. Rothwell.
Pte. J. S. Scott.
Pte. W. Scott.
Pte. H. Sherman.
Pte. J. Sikorski.
Pte. A. Smith.
Pte. J. D. Stokes.
Pte. W. J. Spratt.
Pte. J. F. Travers.
Pte. J. W. Truscott.
Pte. E. Wardlaw.
Pte. A. Whitt.

George Metcalf Archival Collection CWM 19710067-009
PSD 4.1.4

The Documentation of Death

OVERSEAS MILITARY FORCES OF CANADA

BURIAL REPORT.

Unit C.A.M.C. attached 6th Canadian Battalion.

Regimental No.------

Rank Captain. Name WHITEMORE, T.

Date and nature of Casualty 6-8-18 - Died of Wounds.

Where Buried Caenoy British Cemetery. (This is a recognised Military Burial Ground in France.)

Number of Grave Not yet available.

Marking of Grave Temporary wooden memorial erected with all particulars of the deceased inscribed thereon.


N.B. All communications regarding this report should quote the above number.

Extracted from Burial Records, Canadian Record Office, London.

10th October 1918.

N.B. This Burial Report contains all information at present available, but is subject to revision by this office.

LIEUT.

for Lt. Colonel 1/0 Records,
O.M.F. of C.
PSD 4.1.5

Xmas in Belgium, 1914

George Metcalf Archival Collection CWM 19960077-001
Wounded at Amiens

George Metcalf Archival Collection CWM 19930012-404
To Our Soldier Boys

Charlotte Whitton
1917

To you, O Men of the Singing Souls,
A sacred pledge, we give in fee,
The proud, high name of our mother Queen's,
To bear as yours, beyond the sea.

Because you are noble and strong and good,
We give to your keeping, our crest of gold,
That an age-old bond of our motherhood
May bind us all in her sacred fold.

And the sun sinks low, and the twilight falls
On your long trench lines and our campus grey,
And over the world the Queen's voice calls,
To those who are absent, at closing day.

And then in the halls of our Mother's home,
We shall keep the fires and tapers aglow
Till the trumpets burst with a triumph blast
For the new fledged heroes of long ago.

To each has been given his separate vial
The draught of life, or the draught of love.
Thine is the sweeter and in the while
May ours to the taste, not tasteless prove.

http://archives.queensu.ca/Exhibits/archres/wwi-intro.html
The Things That Make a Soldier Great

Edward Guest
1881-1959

The things that make a soldier great and send him out to die,
To face the flaming cannon's mouth, nor ever question why,
Are lilacs by a little porch, the row of tulips red,
The peonies and pansies, too, the old petunia bed,
The grass plot where his children play, the roses on the wall:
'Tis these that make a soldier great. He's fighting for them all.

'Tis not the pomp and pride of kings that make a soldier brave,
'Tis not allegiance to the flag that over him may wave;
For soldiers never fight so well on land or on the foam
As when behind the cause they see the little place called home.
Endanger but that humble street whereon his children run—
You make a soldier of the man who never bore a gun.

What is it through the battle smoke the valiant soldier sees?
The little garden far away, the budding apple trees,
The little patch of ground back there, the children at their play,
Perhaps a tiny mound behind the simple church of gray.
The golden thread of courage isn't linked to castle dome
But to the spot, where'er it be—the humble spot called home.

And now the lilacs bud again and all is lovely there,
And homesick soldiers far away know spring is in the air;
The tulips come to bloom again, the grass once more is green,
And every man can see the spot where all his joys have been.
He sees his children smile at him, he hears the bugle call,
And only death can stop him now — he's fighting for them all.

http://www.usgennet.org/usa/topic/preservation/books/things.htm
Dulce et Decorum Est

By Wilfred Owen
1893-1918

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.
It's a Long Way to Tipperary

Up to mighty London came
   An Irish lad one day,
All the streets were paved with gold,
   So everyone was gay!
Singing songs of Piccadilly,
Strand, and Leicester Square,
'Til Paddy got excited and
   He shouted to them there:

It's a long way to Tipperary,
   It's a long way to go.
It's a long way to Tipperary
   To the sweetest girl I know!
Goodbye Piccadilly,
Farewell Leicester Square!
It's a long long way to Tipperary,
   But my heart's right there.

   Paddy wrote a letter
To his Irish Molly O',
Saying, "Should you not receive it,
   Write and let me know!
If I make mistakes in "spelling",
Molly dear", said he,
"Remember it's the pen, that's bad,
   Don't lay the blame on me".

It's a long way to Tipperary,
   It's a long way to go.
It's a long way to Tipperary
   To the sweetest girl I know!
Goodbye Piccadilly,
Farewell Leicester Square!
It's a long long way to Tipperary,
   But my heart's right there.

   Molly wrote a neat reply
To Irish Paddy O',
Saying, "Mike Maloney wants
   To marry me, and so
Leave the Strand and Piccadilly,
Or you'll be to blame,
For love has fairly drove me silly,
   Hoping you're the same!"
It's a long way to Tipperary,
   It's a long way to go.
It's a long way to Tipperary
To the sweetest girl I know!
   Goodbye Piccadilly,
Farewell Leicester Square,
It's a long long way to Tipperary,
   But my heart's right there.

That's the wrong way to tickle Mary,
   That's the wrong way to kiss!
Don't you know that over here, lad,
   They like it best like this!
   Hooray pour le Francais!
Farewell, Angleterre!
We didn't know the way to tickle Mary,
   But we learned how, over there!

Jack Judge and Harry Williams
1912
"When they hear a shell burst near them they cringe up to you just as though they were asking your protection. But they're always ready to make an honest try when stuck while a mule will quit dead especially in muddy ground. It's disgusting in a spot that is in the habit of being shelled. That night when we were unloading, but just back a few yards a big six inch howitzer was pouring forth its vials of wrath over our heads into the midnight and I hope into some Hieney abode. As each gun vomits out its mouthful the air waves from the percussion would slap you on the face like the flat of a paddle, and all the other guns of various sizes added their quota of barks and spits and woofs to the general uproar until you could not hear a person shouting in your ear. There as we unloaded and unwound our way back homeward through the winding valleys we were gradually shut off from the hellish uproar until finally the silence of the transition seemed audible in its intensity. Suddenly the moon's last quarter (sad) appeared over the scraggy hill tops flooding the little valley with purple light and weird shadows."
"Not a 20-years' war"

There is just as much likelihood of a large-scale, twenty-years war with the Martians [creatures from Mars] ... the democracies of the world would not tolerate a large-scale war for twenty years, or, for that matter, for twenty months. Because if it did there would be little left of anything or anybody at the end of the period ... if the last big-scale war of the world has not already been fought, the prospective [the upcoming war] one, if it materialize, will certainly be the last.

... there is much to support the view that a large scale war would be of short duration.

Speech by Prime Minister Robert Borden
House of Commons
August 14, 1914

"In the awful dawn of the greatest war the world has ever known, in the hour when peril (danger) confronts us such as this Empire has not faced for a hundred years, every vain (excessively proud) or unnecessary word seems a discord (to work against the rest of society). As to our duty, all are agreed: we stand shoulder to shoulder with Britain and the other British dominions in this quarrel (fight). And that duty we shall not fail to fulfil as the honour of Canada demands. Not for love of battle, not for lust of conquest, not for greed of possessions, but for the cause of honour, to maintain solemn (serious) pledges, to uphold principles of liberty, to withstand forces that would convert the world into an armed camp; yea, in the very name of the peace that we sought at any cost save that of dishonour, we have entered into this war; and, while gravely conscious of the tremendous issues involved and of all the sacrifices that they may entail, we do not shrink from them, but with firm hearts we abide (accept) the event."

Relieved that war has come at last
August 5, 1914

Ottawa. Aug. 5—Not since the South African [Boer] war have such scenes of patriotism been witnessed in the capital as last night .... Thousands stood in the streets and sang the National Anthem, "The Maple Leaf Forever," and "O Canada."

Quebec, Aug. 5—The announcement that Germany and Great Britain were at war was received with the greatest enthusiasm while English and French and Irish paraded together in a display of loyalty and patriotism such as has never been witnessed in the ancient capital.

Toronto, Aug. 5—Although a state of war between Germany and Great Britain had been expected, the official declaration came with a shock. Immense crowds gathered at the newspaper offices waiting for the definite news but when finally the bulletins were posted .... it was at first received in silence. Then all possible consequences were forgotten in an outburst of patriotic enthusiasm and the streets resounded with the cheers for the Empire .... Never .... has the city witnessed such a spontaneous outburst of patriotism and whole souled loyalty to the Empire. All night bands paraded the streets, at the head of the crowds waving flags and cheering for King and country.

Montreal, Aug. 5—.... Cheering and flag waving were indulged in by thousands of enthusiastic young men and there was a repetition of the street demonstrations of the past three or four nights in support of the Triple Entente.

Edmonton, Alta., Aug 5—Scenes of great enthusiasm were witnessed on the streets last night when the news of the declarations of war between Great Britain and Germany were announced .... There were several riots, and a German who denounced the British Empire was badly beaten.
Financial incentives

"When the war broke out, I ran away from the home I was in .... I ran away and joined the army, and gave me age as 18. I was between 14 and 15 … (but) I just looked tough, you know, like a regular farm boy. I joined the army and went in as a sniper. The average young fella was running away, you know. Things are different now. You see, I was only getting five dollars a year and my keep (at the farm home). When I joined the army I was getting more—$1.10 a day."

—Burt Woods

The demon of war

Front page of the August 5, 1914 The Grain Growers Guide, a weekly farming journal published by the Prairie grain growers’ associations in Winnipeg, Manitoba. The guide was committed to social reform including the Temperance Movement and fighting for Women’s Rights.

THE DEMON OF WAR

The war demon is abroad in Europe and thousands of men are engaging in the slaughter of their fellow men. Those who ordered the war will be comfortably be located far beyond the danger zone. But homes will be desolated, crops destroyed, children orphaned, fathers and sons killed and maimed, wives and mothers left to mourn their dead and rear their families alone. Is Canada to be forced blindly and needlessly into this horrible struggle?

Reverend C. W. Gordon’s message on the war

Excerpt was from an article in the Manitoba Free Press on August 11, 1914 about a speech delivered by Reverend C.W. Gordon, in St. Stephen’s Church in Winnipeg Manitoba, after the regular church service was over.

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

Manitoba Free Press
August 11, 1914

The empire is facing a crisis, the equal of which she has never experienced. We ought to approach this with the most solemn [serious] thoughts and the most earnest minds. I have no sympathy at all with those wild, fanatical, exuberant exhibitions of what seems like an unholy joy at the approach of war. I loathe [hate] it with all my soul. War to me is a horror unspeakable, and I cannot understand a Christian man to whom the thought of war brings any thrill except the thrill of sadness and of horror. But it has come and we must face it ....

We are Canadians and citizens of the empire united as one man with one purpose to which we give our hearts and lives and from which we shall never, please God, turn back. We must be prepared for sacrifice. Any man who thinks lightly or jauntily [cheerfully] of war is a fool. Any man who thinks this is going to be a cheerful and a somewhat glorious escapade has neither read history nor does he know the signs of his own times. We are facing a very serious and important experience.

#10 War clouds

Excerpt from article written by Francis Marion Beynon as part of her regular column “The Country Homemakers” which ran in The Grain Growers’ Guide from 1912 to 1917. Beynon resigned in 1917 because her antwar position made her very unpopular with the readers to the point where she received personal threats.

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

**The Country Homemakers**
**The Grain Growers’ Guide**
**August 12, 1914**

It is unbelievable that a great European war can happen in this, the twentieth century. It is so illogical, so barbarous ....

War destroys the flower of a country’s manhood, and leaves in its wake a trail, not only of dead bodies, but of wrecked homes and broken hearts.

And it is this infamous [shameful] thing that men say we women must not be given the right to decide upon—that because it is men who fight, it must be men who legislate about wars. Do these people ever ask themselves who it is that suffers the long years of privation [lack of usual comforts or necessities of life] that follow the war, who it is that supplies the men for the battlefield, who it is that stay at home and agonizes for husband, or son or brother out at the front? Do not the women of the country pay as big a price for war as the men? ... Then, shouldn’t the women be allowed to say whether or not they are willing to pay this price in order to acquire or retain so many miles of territory?

Indeed, there is reason to hope that within the next decade the mothers of the world will rise up and put an end to war, that they will refuse to bear and rear sons to be shot down in order to settle a dispute between nations, or to gratify the greed of gun making corporations. Women have never been cowards when it came to serving their country in its country’s need, but when they become legislators they will find a saner method of settling differences of opinion than by sending their sons to rot on the battlefield.

- Francis Marion Beynon

Paying the price of war

Excerpt from Nellie McClung’s book In Times Like These, a collection of essays based on speeches given by McClung during the 1914 Manitoba election campaign. McClung was an outspoken feminist, pacifist, social reformer and Canada’s most well-known suffragette (woman who campaigned for women’s right to vote). Although a dedicated pacifist, she later changed her opposition to the war after her son enlisted.

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

In Times Like These
by Nellie McClung, 1914

War is the antithesis (opposite) of all our teaching. It breaks all the commandments; it makes rich men poor, and strong men weak. It makes well (healthy) men sick, and by it living men are changed to dead men. Why, then, does war continue? Why do men go so easily to war – for we may as well admit that they do go easily? There is one explanation. They like it! ... But although men like to fight, war is not inevitable. War is not of God’s making. War is a crime committed by men and, therefore, when enough people say it shall not be, it cannot be. This will not happen until women are allowed to say what they think of war. Up to the present time women have had nothing to say about war, except pay the price of war – this privilege has been theirs always.

Nellie McClung, In Times Like These (Toronto, ON: McCleod and Allen, 1915), p. 15.
Interview with Maria Pawel

"I remember when they declared war. You know, I didn't know very much. War to us was something horrid. We didn’t know what it was all about. So I remember the only thing everybody was shouting was "War! War! War!" And there was mobilization then, and young men were mobilized. I remember them bravely marching ... They were taught to be patriotic, and then war came. Whether you liked it or not, you go because it's your duty. Young men didn’t realize where they were going."

Diary entry of Private Frank Walker

Excerpt from 20-year-old Private Frank Walker’s diary from August 8-10, 1914. Walker was from Charlottetown, PEI and enlisted in the Canadian Expeditionary Force soon after war was declared.

August 8-10, 1914

Since the outbreak of the War—four long, unendurable days ago—I have been on pins and needles. Will they take me?—that’s the question. It is maddening to think of those thirty thousand “chosen ones” (the volunteers in the first CEF) marching away to Glory and Adventure .... Thank Heaven! All fears are over now. I have PASSED .... Crowds of spectators watch our daily drills. This unusual solitude has gone to our heads, quite a bit. We strut around, for the most part, as if the destiny of the Empire hung on our every step.—Ridiculous, of course; but there is something grand about it.

—Private Frank Walker

Memoir of Private Harold R. Peat

A few days later Bill voiced the opinion of the majority of the soldiers when he said, "Oh, this bloomin' war will be over in three months." Not alone was this Bill's opinion ... but the opinion of the people of Canada, the opinion of the people of the whole British Empire ....

It was this overconfidence which brought only thirty-three thousand Canadian men to the mobilization camp at Valcartier, in answer to the first call to arms, instead of the one hundred thousand there should have been.

TO THE WOMEN OF CANADA

1. You have read what the Germans have done in Belgium. Have you thought what they would do if they invaded this Country?

2. Do you realize that the safety of your home and children depends on our getting more men NOW?

3. Do you realize that the one word “GO” from you may send another man to fight for our King and Country?

4. When the War is over and someone asks your husband or your son what he did in the great War, is he to hang his head because you would not let him go?

WON’T YOU HELP AND SEND A MAN TO ENLIST TO-DAY?

Source: World War I Poster Slides, Queen’s University Archives
SOUVENZE-VOS DE LA BELGIQUE
ET DU NORD DE LA FRANCE

N'ACHETEZ RIEN AUX BOCHES

Library and Archives Canada / Bibliothéque et Archives Canada
www.collectionscanada.gc.ca
CANADIENS
C'EST LE MOMENT D'AGIR
N'ATTENDEZ PAS QUE LES BOCHES
VIENNENT METTRE TOUT A FEU
ET A SANG AU CANADA

CANADIENS SOYEZ HOMMES ! NE RESTEZ PAS EN ARRIÈRE
ENROLEZ-VOUS DANS NOS RÉGIMENTS CANADIENS-FRANÇAIS

Adressez-vous au Comité de Recrutement Canadien-Français
WOMEN
bring all
VOTERS
into the world

Let Women Vote
Women’s rights during WW1 in Canada

By Tenzin Sungrab

The years of WW1 saw a great remarkable spread of women’s rights and female suffrage all over the world as well as in Canada. Female suffrage is the right of women to vote. Women at this time were treated differently from men, at least in voting rights. Especially, back then, women were considered to be inferior to men, but after many years of hard work and protest, women finally gained the same equality as men. Women’s rights in Canada were differentiated by three different periods of time, which are women’s rights before the war, during the war, and after the war.

Before the war started, the husband or the father indirectly owned women and children. The laws made by Great Britain are the reason for these laws. Women did not have any property rights except for her own land, and once she was married, she could no longer own her own land, and she couldn’t keep the money she earned by herself. But the men got to do everything that women were not allowed to do. For example, a man could sell their family’s farm, take all the money for himself and leave his children and wife with nothing. The other thing is if the man died without writing or leaving a will, then his wife was not able to inherit anything. This includes all the money she had earned herself, and the land she owned before the marriage.

Some changes started to happen even before WW1. Until 1891, husbands were allowed by law to beat their wives with a stick no thicker than a man’s thumb and to lock them in a room if they wished. Education was not available to working class women but, at the end of the nineteenth century, some of the universities began to accept a few wealthy women to study degree courses like at Oxford University. However, the women at that time were educated separately from the men.

Later on after going through some of the changes, the women’s suffrage campaign made women become more politically active. In 1897, 17 of these women’s suffrage groups came together to form the National Union of Women’s Suffrage Societies (NUWSS). They made peaceful protests. For example, they held public meetings, wrote letters to politicians, and published various texts. Later on in 1903 in Canada, “The Women Social and Political Union” was founded. The movement became more violent and the union became called “The Suffragettes.”

When World War I broke out, women’s roles changed from mothers to munitions workers. War
was considered more important than anything else and society didn’t care about gender as much. The campaign for women’s suffrage ceased militant activities and the suffragettes agreed to assist with the war effort. Women were needed to help with the war effort by filling the gaps left by the men who went to fight in the war.

Back then women must do what they were told to do. Their role should reflect that of a “mother.” They must dress and act appropriately. Women were considered unequal to their male counterparts both legally and socially. But things started to change when the war broke out. Thousands of Canadian women spent their own time raising money for the war effort. Other women who couldn’t work in factories or in other jobs spent most of their time knitting scarves and socks for the soldiers who were fighting overseas. Women whose husbands, sons and brothers served in the war were given the right to vote.

Afterwards, when the war ended, things started to reverse as the gaps left by men then filled by women were given back to men. Women were expected to return to the kitchen and role of housewife once the men began to return home. Women on the home front, native women, and immigrants who worked during the war started to fight for equal rights such as the right to work like the men and they hated being under the control of their husbands. Some women in the war were happy to have their jobs because they had more rights, and the freedom to make their own decisions.

Not all the women got to vote in 1918, except for the women who were wives and mothers of soldiers because of the conscription crisis. Conscription crisis meant that all the men who were able-bodied would be required to join the army and would have no choice. It was no longer based on a voluntary basis only. It happened due to shrinking numbers in 1917, and the death of more and more Canadians in the war. The Canadian government forced people to join the armed forces during the war. But to do this they needed support from voters who wanted conscription as well. The Canadian government saw women related to soldiers as potential supporters, so they gave them the right to vote.

All in all, women have gained more respect after the war compared to women’s rights before WW1 because of their hard work during WW1. Immigrants got the right to vote in 1960 and First Nations women got the right to vote in 1967. Although many women lost their jobs when men came back from the war, attitudes changed permanently and partially; women were treated equally as men because of women’s contributions.
BLM 1.1 - Long-term Causes of WWI - Militarism

Working definition of Militarism:
a policy of maintaining a strong military organization in aggressive preparedness for war.

Use these two websites (along with your textbook) to help you answer the following questions.
http://alphahistory.com/worldwar1/militarism/
http://www.funfront.net/hist/wwi/military.htm

1. Why were European powers participating in an arms race beginning in 1870? What does this tell us of a nation's political ideology and attitude when embarking upon an arms race?

2. What came out of the Franco-Prussian war in terms of tensions and domestic issues?

3. Who participated in a naval race, and why?

4. What was the Schlieffen plan, when and why was it created? Why was it not used until 1914?

5. Why was the first and second Hague Conferences significant in relation to German disarmament and easing of European military tensions?
BLM 1.2 - **Long-term Causes of WWI - Alliances**

Using the websites listed below, and any others you may find, create on back of this sheet a list and brief description of the relevant treatises and alliances with the main powers implicated in WWI as far back as 1800. (France, Britain (Belgium), Austria-Hungary, Russia, Germany). When completed, answer the following questions.

- [http://wwi.lib.byu.edu/index.php/Conventions_and_Treaties](http://wwi.lib.byu.edu/index.php/Conventions_and_Treaties)
- [http://www.firstworldwar.com/source/pre1914.htm](http://www.firstworldwar.com/source/pre1914.htm)

1. Why do you think a country would want to make alliances with other countries when in times of peace?

2. If an alliance or treaty between two nations is decades or even nearly a century old, should it still be honored? Give your reasoning.
BLM 1.3 - **Long-term Causes of WWI - Imperialism**

Scenario: You are part of an exploration team that discovers new territory far from your homeland inhabited by what you consider 'primitive' peoples without the same technology and weaponry you possess. Your explorer mates treat the new inhabitants with respect and amicably, but are conspiring to return to the territory to take advantage of their plentiful natural resources by force. Do you return to your homeland and begin preparations to conquer the new inhabitants and steal their land, resources, and wealth; do you try to prevent your team from conquering these newly contacted peoples; or do you do nothing and remain an earnest and poor explorer? What other options might you have? Write a page explaining your decisions and reasoning.
BLM 1.3.1 - **Long-term Causes of WWI - Imperialism**

Working definition of Imperialism:
The policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies.

1. What are the issues that can arise from imperialist ideologies and actions? Who will benefit, and at the expense of who?

2. Can there be positive aspects to imperialistic aims and actions?

3. Discuss Austria-Hungarian imperialistic aims in the Balkans 1870-1914. Why the Balkans?
BLM 1.4 - Long-term Causes of WWI - Nationalism

Working Definition of Nationalism:
a sentiment based on common cultural characteristics that binds a population and often produces a policy of national independence or separatism. It is often exaggerated, passionate, or fanatical devotion to a national community.

1) What constitutes a nation, a state, and sovereignty?

2) What fosters nationalism?

3) Why did the German speaking states unify in 1871?

4) What could both Franz Ferdinand and Princip symbolically represent independently to each other's people in terms of nationalism?

5) What was the Ottoman/Turkish role in at the onset of this racially charged and imperialist driven fray?

6) How could nationalism cause empire expansions and wars?
BLM 1.5 - Short-term causes of WWI

Crises in the Balkans

http://www.firstworldwar.com/features/balkan-causes.htm

Using the website above, answer the following questions.

1. What was the purpose of the assassination of Franz Ferdinand in Sarajevo on June 28, 1914?

2. Who was responsible for the killing, besides the assassins themselves?

3. What does Princip's age reveal about the cause for which he killed? Was he justified in resenting the Ottoman/Austrian-Hungarian empires when he had not lived during the most troublesome years of imperialistic actions in the region? Or was he a puppet of larger political players?

4. Was a war inevitable after the murder, or did policy-makers let the crisis escape control?

5. Finally, why did a Balkan crisis lead to a world war in 1914, when other crises had not?
BLM 1.6 - **Short term causes of WWI**

**The Black Hand**

http://wwi.lib.byu.edu/index.php/Constitution_of_the_Black_Hand

In your group, analyze the constitution of the Black Hand for the section(s) you are assigned by answering the following questions.

1. What does the title mean to you?

2. Which article(s) in your section have a clear nationalistic connotation?

3. Which article(s), if at all, provide a glimpse of the group's willingness to resort to violence?

4. Which article in your section is the most radical in your group's opinion? Explain.

Define the following terms and research their implication in causing tensions within Europe, which eventually led to WWI. You must also include which countries are involved with each aspect and why.

Militarism

Imperialism
p.2
Alliances

Nationalism
BLM 2.1 - *Conscription Crisis and the First World War*

1. Why did PM Borden not keep his promise regarding conscription?

2. What had previously caused French/English tensions in Canada prior to the war?

3. What were Henri Bourassa and Wilfred Laurier's opinion regarding conscription?

4. What other groups opposed conscription?

5. Why did the election in the fall of 1917 nearly 'rip' Canada in two?

6. How did Borden guarantee his success in the election of 1917?

7. What problem did Borden face following the election?

8. How did French Canadians react to the reinforcement of conscription?

9. How were Laurier's hopes for Canada destroyed by the war?
BLM 2.2 - **Canadian Recruitment and Casualties, 1917**

<table>
<thead>
<tr>
<th>Month (1917)</th>
<th>Recruits Enrolled</th>
<th>Killed or Injured</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>9200</td>
<td>4400</td>
</tr>
<tr>
<td>February</td>
<td>6800</td>
<td>1250</td>
</tr>
<tr>
<td>March</td>
<td>6650</td>
<td>6150</td>
</tr>
<tr>
<td>April (Vimy)</td>
<td>5550</td>
<td>13500</td>
</tr>
<tr>
<td>May</td>
<td>6400</td>
<td>13500</td>
</tr>
<tr>
<td>June</td>
<td>6350</td>
<td>7950</td>
</tr>
<tr>
<td>July</td>
<td>3900</td>
<td>7900</td>
</tr>
<tr>
<td>August</td>
<td>3100</td>
<td>13200</td>
</tr>
<tr>
<td>September</td>
<td>3600</td>
<td>11000</td>
</tr>
<tr>
<td>October</td>
<td>4900</td>
<td>5950</td>
</tr>
<tr>
<td>November (Passchendaele)</td>
<td>4000</td>
<td>30100</td>
</tr>
<tr>
<td>December</td>
<td>3900</td>
<td>7500</td>
</tr>
</tbody>
</table>

BLM 2.3  **He Died Honourably**
1. In what battle did H.A.F. Pegram likely die? How do you know this?

2. When did Prime Minister Borden enact the conscription bill?

3. Would this letter help Mrs. Pegram feel better about her son's sacrifice? Give your reasoning.

4. If you were Mrs. Pegram, would you be pro or anti-conscription after receiving this letter? Give your reasoning.
The Great Port Dover Biker Gang War

In Port Dover there were a number of different motorcycle gangs. The main ones were: The Raiders, The Hornets, The Eagles, The Black Hoods, The Bulldogs, and The Bears.

Long ago, many of these gangs had fought against each other for territory and girls. The Hornets and Bulldogs had been enemies for years. The Bears had fought an out-of-town gang years ago and lost, but no one knew how powerful they were today.

The Eagles had clobbered the Hornets in a war twenty years ago, and the Hornets wanted revenge. The Bulldogs had always been the strongest gang. Now, the Eagles were getting stronger and the Bulldogs were nervous. They saw the Eagles as a threat.

Tensions were very high. Each group was competing with the others. The Bulldogs and the Hornets were large gangs that controlled smaller gangs in other cities. This made them feel powerful. The Eagles did not have control over many smaller gangs and felt weak because of it.

The Bulldogs used to have the largest fleet of motorcycles, but now the Eagles were catching up and an arms race was on to see who would have the most powerful motorcycles.

The Eagles used to but their leathers from the Bulldogs, but now were making their own. This made the Bulldogs angry because the Eagles were cutting into their profits. Even worse, the Eagles offered to make leathers for other gangs, further cutting into the Bulldogs’ profits. There was a lot of hate between these gangs.

Each gang was worried they could be defeated by their enemies, so they teamed up with other gangs for protection. By making these alliances they hoped to appear stronger.

The Raiders, the Eagles and the Black Hoods all teamed up and called themselves the TRIPLE ALLIANCE. They made a deal - if one gang got into trouble, the other gangs would bail them out.

The other gangs were frightened by the power of the ALLIANCE, so they formed their own group. The Hornets, the Bulldogs and the Bears joined together and became the TRIPLE ENTENTE. They also pledged to back each other up in times of trouble.

As if things weren’t tense enough, there were problems with the Warriors. They used to be the most powerful gang, but had lost a lot of their influence. Their leader, Randolph, had the best looking girl, Penelope, but his side. However, she was tired of Randolph and wanted to be on her own. The Warriors were too weak to do anything about her leaving.
The Raiders, who were lonely guys, thought it would be great to get Penelope to join them. She wanted to be on her own, but was too weak to defend herself. Penelope made a deal with the Bears that if the Raiders continued to harass her, the Bears would attack the Raiders.

This seemed like a good plan, but it was dangerous. Because of the alliances, if one gang got into trouble, all the others would be dragged into the fight.

The Raiders’ leader ARCHDUKE FERDINAND decided to go to Penelope’s place to convince her to join them. He got all dressed up to impress her. One of Penelope’s brothers was so mad at the Archduke for not leaving his sister alone that he killed Ferdinand as a warning. Now there was trouble!

As Ferdinand was a much loved leader, the Raiders pressured Penelope’s family to turn her brother over. They gave her an ULTIMATUM - turn your brother over or we will attack and take Penelope by force.

Penelope was frightened and asked the Bears for help (as it was part of their deal). When the Bears threatened the Raiders, the Raiders asked the Eagles for help (as this was also part of the deal). Soon all the gangs were drawn into the war because of their alliances. The Black Hoods were frightened by all of the fighting and they joined the TRIPLE ENTENTE, hoping to be on the winning side.

As soon as the Bulldogs declared war on the TRIPLE ALLIANCE all of the little gangs they controlled in other towns were pulled into the war too. One gang, Adanac, volunteered to help the Bulldogs even before they were asked. Adanac was proud of their relationship with the Bulldogs and happy to fight on their side.

All of the gangs were eager to fight because they hadn’t been in a good rumble for a while. They thought this would be short, glorious and full of adventure. However, they were quickly caught in the middle of the bloodiest conflict ever waged in Port Dover. Nothing would ever be the same for anyone.
BLM 3.3

The Great Port Dover Biker Gang War

What role did your gang play in the war?

Your Gang:

_________________
Why do we study WWI?

World War I

What do I already know about WWI?

What caused WWI?

BLM 3.4

Why is it important?

What do I want to know more about?

Record Details of your gang’s role in the war in the centre box.

Record the names and explain the roles of the other gangs in the remaining boxes.

** Note: The boxes are arranged in groups of three for a reason...
BLM 3.5

What is Nationalism?

What do I see?   What does it mean?

Image: ______________________

What do I see?   What does it mean?

Image: ______________________

What do I see?   What does it mean?

Image: ______________________

What do I see?   What does it mean?
BLM 3.6

What is Militarism?

Image: ________________

What do I see?  What does it mean?

Image: ________________

What do I see?  What does it mean?
What is Imperialism?

Image: ________________

What do I see?

What do I see?

Image: ________________

What does it mean?

What does it mean?
### BLM 3.8

**What is Conflict?**

<table>
<thead>
<tr>
<th>Image: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it mean?</td>
</tr>
</tbody>
</table>

What do I see?

<table>
<thead>
<tr>
<th>Image: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I see?</td>
</tr>
<tr>
<td>What does it mean?</td>
</tr>
</tbody>
</table>
Guess the World War I Cause

Using the list of causes below to match up each image with a cause of World War One. Write your answer under each propaganda poster!

Causes of World War I:

Militarism:

______________________________________________________________________________

______________________________________________________________________________

Alliances:

-----------------------------------------------------------------------------------------------------------

Imperialism:

-----------------------------------------------------------------------------------------------------------

Nationalism:

-----------------------------------------------------------------------------------------------------------

![Image 1](image1.png)  ![Image 2](image2.png)  ![Image 3](image3.png)

Cause: ____________  Cause: ____________  Cause: ____________
<table>
<thead>
<tr>
<th>Cause: __________</th>
<th>Cause: __________</th>
<th>Cause: __________</th>
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</thead>
<tbody>
<tr>
<td>Cause: __________</td>
<td>Cause: __________</td>
<td>Cause: __________</td>
</tr>
<tr>
<td>Cause: __________</td>
<td>Cause: __________</td>
<td>Cause: __________</td>
</tr>
</tbody>
</table>
Was World War I Justified?

Think of any and all the conflicts that have happened in history...

When is a war justified?

Let’s look at just World War I...

<table>
<thead>
<tr>
<th>Reasons World War I was justified...</th>
<th>Reasons World War I was not justified...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Propaganda Poster Blitz

Use a propaganda poster to answer the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>To whom is the poster addressed?</td>
<td></td>
</tr>
<tr>
<td>What tone does the poster present?</td>
<td></td>
</tr>
<tr>
<td>What is the intent of the poster?</td>
<td></td>
</tr>
<tr>
<td>Where does the poster fall on the World War I timeline? How do you know?</td>
<td></td>
</tr>
</tbody>
</table>
Conscription on Trial

Question: Should the Military Service Act of 1917 have been invoked during World War I?

My role: _________________________

Argument #1

Possible Rebuttals

Argument #2

Possible Rebuttals
BLM 5.1
Names of Group Members: ________________________________________________

_____________________________________________

_____________________________________________

_____________________________________________
1. Who’s Perspective are you reading about in this article?

2. How would you describe their position on the War? Why?

3. Take the position of your article – List some pros or cons that you believe/feel towards the war.

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BLM 5.3 Academic Exit Card

Name: ____________________

1. Based on what you learned about various Canadian Perspectives on the start of World War I, list TWO or THREE reasons for the war.

2. List TWO or THREE causes against the war.
A True Canadian Hero!

- Matron Margaret Heggie Smith served in the Boer’s War and WW1 with the Canadian Army Medical Corps. She is entitled to the Royal Red Cross 1st class with bar, Queen’s South Africa Medal with no clasp, 1914-15 Star, British War Medal, Victory Medal.
- She was born May 24th, 1872 in Ottawa, Ontario
- She enlisted in the Canadian Army Medical Corps to serve with the 19th Canadian Stationary Hospital in Harrismith, South Africa during the Boers’ War.
• She was 5’ 6” and her religion was Presbyterian

• She served for two years in France, and 4 more years as Matron of the Ontario Military Hospital in Orpington, Kent, England, which became the No. 16 Canadian Field Hospital in 1917.
A Canadian Hero

She died aged 47 on May 12th, 1920 in Atlantic City. Her funeral service at St. Andrew’s Church in Ottawa and conducted by the Reverend George Fitzpatrick. It was attended by a large number of military officers. Obituary from The Canadian nurse and hospital review: “But years of steady and strenuous duty had its undermining effect, and it was in somewhat impaired health that Matron Smith returned to Canada. After some months’ treatment, she had seemingly recovered her health: and it was whilst in the enjoyment of a well-merited holiday, with friends, at Atlantic City, that, without warning, she was elected to join those “Whom God has called to His mysterious rest.”