CANADA AND THE GREAT WAR, 1914 - 1918

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

OVERALL EXPECTATIONS EXPLORED:
B2. Communities, Conflict, and Cooperation: Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics.
(Canadian and World Studies, The Ontario Curriculum Grades 9 and 10, Revised. pg. 112)

ABSTRACT: The intent of this resource pack is to provide educators with a collection of engaging lesson plans which allow students to explore how Canada as a nation and Canadians as a people were affected by the First World War, using the Big 6 Historical Thinking Concepts. Students will analyze primary sources, act out historical events through role play, and conduct guided research in order to piece together Canada’s history during this period. The following topics will be explored: Causes of WW1, Major Canadian Battles, the Conscription Crisis of 1917, and Ukrainian Internment Camps. These lessons are planned for a 90 minute class period.

KEYWORDS: Historical Significance; Cause and Consequence; Continuity and Change; Historical Perspective; Ethical Dimension; Evidence; Historical Thinking Concepts; WWI; Franz Ferdinand; The Black Hand; Causes of WWI; Vimy Ridge; Conscription Crisis; Ethnocultural Minorities; Ukrainian Internment; Alliances; Militarism; Imperialism; Nationalism; Investigation; World War One; Battle of the Somme; Ypres; Passchendaele; Syrian Refugee Crisis; Xenophobia; Conscientious Objectors

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LESSON # 1: How Two Shots Led to WW1 (i.e. Main Causes of WW1)

OVERVIEW

Students will consider the question of how WW1 started in Europe using primary documents to guide their inquiry, beginning with the assassination of Archduke Ferdinand and his wife Sophie. How did one event in the small town of Sarajevo lead to the outbreak of WWI? What other factors were at play, and why were these factors significant to the impending global conflict?

LEARNING GOALS

LEARNING GOAL #1: Students will be able to analyze the causes of WW1 and their consequences and how they fit into the bigger narrative of how WW1 started.

LEARNING GOAL #2: Students will be able to understand the progression towards WWI through the lens of the historical thinking concept “cause and consequence.”

PLAN OF INSTRUCTION

<table>
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<th>TIMELINE</th>
<th>DESCRIPTION</th>
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<tr>
<td>Step 1: Warm up/</td>
<td>This lesson will begin with a preamble to get students thinking about WW1 and how it started. This preamble will present students with a mystery to be solved through this lesson.</td>
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<tr>
<td>Presenting the</td>
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<tr>
<td>Wonder</td>
<td><strong>First World War, also called The Great War, was supposed to be the war to end all wars. This war was global, involving virtually everyone, everywhere and lasted four long years. So how did this happen? What was the initial force that threw the entire world into war?</strong></td>
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<tr>
<td>5 minutes</td>
<td><strong>YOU, the grade ten history class, have been tasked with solving the greatest mystery of our time: what caused WW1?</strong></td>
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<td><strong>To help you solve the mystery, you will be given a list of clues in the form of</strong></td>
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primary documents, video clips and important images. At the end of the lesson, you will present your findings and we will organize our findings into a class-wide concept map. Together we will discover WHO started World War I.

Introduce the big question on the board:

- BIG QUESTION: How did two shots lead to WW1?

### Step 2: Explanation of the Activity

<table>
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<tr>
<td>Students will be split into groups of 4 to 6 and each group will be given a series of envelopes containing clues and questions which will lead them to discover the four main causes of WW1. The context of the activity will be a competition, where the first group to solve all the “clues” wins!</td>
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In the end, the teacher will take up all the answers and reveal the key terms (i.e. militarism, imperialism, etc.) while creating a large concept map with the class.

### Step 3: Starting Clue

<table>
<thead>
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<th>15 minutes</th>
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<tr>
<td>The first clue is a video of the assassination of Archduke Ferdinand and wife Sophie: <a href="https://www.youtube.com/watch?v=Ofo7TduevHA">https://www.youtube.com/watch?v=Ofo7TduevHA</a></td>
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To illustrate the kind of thinking necessary for this inquiry based challenge, the class will look at the first clue together

- Ask the class, “Do you think it is possible for ‘two shots’ to lead to a world war?”
- Give students a few moments to think and write about this in their journals. Then, discuss their answers as a class.
- Students will likely realize that it is not possible for just one event to lead to WW1 – there must have been additional factors or causes to consider. This will segue into a discussion of cause and consequence and the notion that events usually have more than one cause.
- Now, present the class with their mission: to determine the underlying causes of WW1.

### Step 4: The Mystery/Independent Activity

<table>
<thead>
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<th>50 minutes</th>
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<tr>
<td>Each group will be given an envelope containing a clue. Only having successfully completed the question provided for them will they be able to receive the next clue. Students will use the guiding questions provided (BLM 1.1) in order to help them analyze each clue. (These clues are primary sources that they will need to analyze in order to arrive at the cause.)</td>
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</table>

**Overview**

**QUESTION #1:** Who killed the Archduke and his wife? Why? How did Austria respond? (Nationalism)

**CLUE #1:** New York Times Article (PSD 1.1)

**QUESTION #2:** Why did neighbouring European countries get involved in the conflict? (Alliances)

**CLUE #2:** The Chain of Friendship Political Cartoon (PSD 1.2)

**QUESTION #3:** How did military spending change leading up to WW1? How did this impact the way the conflict played out? (Militarism)

**CLUE #3:** Table of Military Spending, 1908-1913 (PSD 1.3)
**QUESTION #4:** Why would there be tension between Germany and France? Why might Germany want to invade France? (Imperialism)

**CLUE #4:** Map of Colonies (PSD 1.4)

Students will work through the clues in groups while the teacher checks students’ answers. The guiding questions (BLM 1.1) will support students’ inquiry to help them think about how to examine each clue (i.e. primary source) and how that clue reveals something about the causes of WWI.

* Students are encouraged to conduct further research using the internet, however, this is not a necessary component of the activity.

| Step 5: Sharing / Discussing / Teaching | 20 minutes | Each group will share their answers with the class and the teacher will record their ideas on a mind map on the board (BLM 1.2). After the teacher records each group’s answers, key terms will be revealed (i.e. nationalism, militarism, alliances, and imperialism). Students will then add these terms to their notes (the answers recorded on BLM 1.1 can serve as each student’s notes). |

**ASSESSMENT**
After completing the activity, students will create a concept map to illustrate the main causes of WWI, how these causes are connected and how these relate to the BIG IDEA. Concept maps can be collected as a formative assessment piece and returned with feedback. In order to create their concept map, students must identify all of the causes chronologically (starting from the assassination) and explicitly outline their consequences. The grand take-away will be that WWI was the result of more than one cause and resulted in many consequences.
COURSE: Canadian History since World War I, Grade 10, Academic, CHC2D

SPECIFIC EXPECTATION:
B2. Analyze, with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929.

B2.5 Describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period, and explain their impact.  
(Canadian and World Studies, The Ontario Curriculum Grades 9 and 10, Revised. pg. 112)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence, Ethical Dimensions, Historical Perspectives

LESSON # 2: Ukrainian Internment

OVERVIEW
Students will investigate attitudes towards Ukrainian Canadians by comparing and contrasting the treatment of Ukrainian Canadians with the present day treatment of Syrian Refugees. By identifying the similarities and differences in mindset separated by a century, students will understand how certain social/political ideas change and how others remain the same.

LEARNING GOALS

LEARNING GOAL #1: Students will be able to describe attitudes towards Ukrainian Canadians in the WWI era, and how this led to the Ukrainian Internment during WWI.

LEARNING GOAL #2: Students will be able to identify attitudes towards and the treatment of Ukrainian Canadians in Canada’s history and analyze to what extent these xenophobic attitudes are pervasive in the treatment of present day Syrian Refugees.

LEARNING GOAL#3: Students will be able to critically analyze the progression of racial attitudes over time and respond to the question: how do social and political ideas develop and change (or stay the same) over time, and what causes these changes?

PLAN OF INSTRUCTION

<table>
<thead>
<tr>
<th>TIMELINE</th>
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<tbody>
<tr>
<td>Step 1: Warm-Up Activity</td>
<td>To introduce the topic for this lesson, post the picture of a Ukrainian Internment Camp (PSD 2.1) and ask students to predict when/where the photograph was taken.</td>
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<tr>
<td>15 minutes</td>
<td>Suggested Guiding Questions</td>
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<tr>
<td></td>
<td>- What do you think is happening in this photograph?</td>
</tr>
<tr>
<td></td>
<td>- When/where do you think this photograph was taken?</td>
</tr>
<tr>
<td></td>
<td>- Who are the people in the picture?</td>
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<td></td>
<td>- How do you think the people in the picture ended here?</td>
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</tbody>
</table>
After students have made their prediction, reveal the true context of the photograph:

“During WW1, Canadians were beginning to fear “enemy aliens” - people from countries, regions, or empires that were Canada’s enemies during the war. One of those enemies was the Austro-Hungarian Empire, and the Ukraine was part of that empire. Yet most Ukrainians had actually fled their homeland. They had no loyalty to Austria-Hungary. Many Ukrainian immigrants and Canadians of Ukrainian origin had joined the Canadian army. They were interned, not because of anything they had done, but because of where they or their parents had come from. In addition, they were put in isolated camps in often harsh conditions, and many were used for forced labour. Beginning in 1985, some Ukrainian Canadian community groups sought official acknowledgement of this internment and redress for an historical writing...”

Many students will likely be surprised to learn that this happened in Canada. Have students discuss or record their initial thoughts and impressions.

**Step 2: Line Activity**

15 minutes

The teacher will post the following statement on the board and ask the class to consider whether they agree or disagree.

- Canada’s attitudes towards and treatment of ethnocultural minorities has improved over time.

After giving students time for reflection, the teacher will conduct a “Line Activity.” In an open space, ask the students to organize themselves in a line which represents a spectrum: one end of the line represents students who strongly disagree with the statement and the other end represents those who strongly agree with the statement. Each student’s position on the line should reflect the degree to which he/she agrees or disagrees with the statement.

- Divide the class into two groups by cutting the line in half. Students on the “disagree” end of the spectrum will be one group and students on the “agree” end of the spectrum will be another group.
- The group that agrees with the statement will become a research group, arguing that Canada’s attitudes towards and treatment of ethnocultural minorities has improved over time.
- The group that disagreed with the statement will become a research group, arguing that Canada’s attitudes toward and treatment of ethnocultural minorities has not improved over time.
### Step 3: Introduce Syrian Refugee Crisis
30 minutes

Before groups begin their research, introduce the concept of “Continuity and Change.” Begin by posing the following question: “How do we know if we have progressed?” Help the class see that progress is relative: it requires us to compare the past with the present. We must think about what has changed and what has stayed the same. Ukrainian internment occurred in the past, so we must choose something in the present to act as our comparison point. Ask the class what they know about the Syrian refugee crisis (offer a summary to supplement current knowledge).

During this discussion, help the class identify similarities between Ukrainian-Canadians and Syrian refugees:

- Both come from countries which are viewed as “enemies” – Ukraine was part of the Austro-Hungarian Empire, an enemy of Canada’s during WWI; Syria is part of the Middle East, where Canada has conducted a number of military missions against ISIS
- Many Ukrainians and Syrians fled their country, seeing Canada as a refuge
- They have each brought unique values, beliefs, traditions, and culture with them to Canada

Using the suggested research links (SSD 2.1) and evidence organizer (BLM 2.1), students will research the Ukrainian Internment and the Syrian refugee crisis. Using their findings, they will compare and contrast these two circumstances in order to support their argument that Canada has or has not progressed.

Students should work in groups of 4-6.

* Circulate and answer students’ questions to help them to formulate their arguments
** Encourage students to divide the research questions between them for efficiency

### Step 4: Sharing/Discussing
10 minutes

Students will reconvene with their larger group to collect/corroborate their findings and solidify their argument before presenting to the class.

After hearing both sides of the argument, have the class reflect on this activity. Students will likely come to the conclusion that while attitudes toward ethnocultural minorities have changed or progressed in some ways, they have stayed the same in some ways too. Relate these findings to the guideposts of continuity and change:

**Guidepost 1:** Continuity and change are interwoven: Both can exist together. Chronologies - the sequencing of events - can be a good starting point.

**Guideposts 3:** Progress and decline are broad evaluations of change over time. Depending on the impacts of change, progress for one people may be decline for another.

### Step 5: Independent Journaling
10 minutes

After the class discussion, students will complete an entry in their journals, guided by the following questions:

- What attitudes have changed the most?
- What attitudes have changed the least?
- What were the turning points?
- Which events show progress or decline?
ASSESSMENT
Circulate around the classroom while students are in their research/discussion groups to determine if students are able to complete the research task using the organizer. During class circulation and discussion, the instructor will ask students questions to identify if students understand how attitudes towards ethnocultural minorities change and stay the same over time, and why. Assess each group’s arguments during the presentations, looking for evidence of continuity and change. Journal entries may also be used as a formative assessment piece.
LESSON # 3: Why Vimy Ridge?

OVERVIEW: In a guided research activity, students will learn about significant battles that Canada participated in during the First World War. In particular, they will predict why it is that the Battle of Vimy Ridge plays such a significant role in Canadian history as opposed to other conflicts that Canadians have fought in. What constitutes a “significant” battle? Developments in weaponry? National participation? Where does the narrative that “Canada was born as a nation during the Battle of Vimy Ridge” come from? Students will then create their own “pitches” for why other battles (i.e. The Somme, Passchendaele, Ypres) might be considered “significant.”

LEARNING GOALS

LEARNING GOAL #1: Students will be able to describe the significance of WWI battles in which Canadians have been involved to Canada.

LEARNING GOAL #2: Students will be able to critically analyze and question the particular significance of Vimy Ridge to narratives of Canadian identity.

PLAN OF INSTRUCTION

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| Step 1: Discussion 20 minutes | In order to facilitate discussion regarding the Battle of Vimy Ridge, introduce evidence to illustrate the importance that Canada has given to this battle:  
  ● The Vimy Ridge Memorial in France (PSD 3.1)  
  ● Audio King Edward II unveils the Vimy Ridge Memorial in 1936: http://www.cbc.ca/archives/entry/1936-vimy-ridge-memorial-unveiled  
  ● Video: CBC Newscast commemorating the 75th Anniversary of the Battle of Vimy Ridge Battle. Interviewing with authors/historians Peter Berton and Desmond Morton. http://www.cbc.ca/archives/entry/vimy-ridge-75th-anniversary  |
Lead a group discussion with the following guiding questions:

- From what you heard/observed, how important do you think Vimy Ridge is to Canadians today?
- Do you think that the battle helped define Canada as a nation?

**Step 2: Introduction of the Activity**

50 minutes

Then introduce students to the activity of the day:

"Today, you are all members of the Canadian Battlefields Commission Memorial Society. You are lobbying the Government of Canada to erect a war memorial to commemorate the brave sacrifice of the thousands of young Canadian men who fought proudly for their country. You must create a proposal supported by evidence to argue that your battle is significant and therefore deserves to have a memorial erected in commemoration of this significance. You must present your proposal to the Government of Canada (the teacher) for approval.*

- Divide students into groups using the “Four Corners” activity. Place a sign representing each of the four battlers (Ypres, The Somme, Vimy, and Passchendaele) in each corner of the room. Ask students to choose the battle that they think is the most significant (or the one they would like to learn more about) and go to that corner of the room. Each corner of the room becomes a committee of the Battlefields Commission, arguing for the construction of a monument for a particular battle.
- Each group must argue for the significance of the battle they choose, using the guiding questions (BLM 3.2) and proposal outline (BLM 3.3) to organize their arguments. While they construct their arguments, students should also design a monument that symbolizes their battle and its significance.

*This activity assumes prior knowledge of these four battles. Alternatively, students can research the battles prior to choosing a corner, using BLM 3.1 to organize their findings.

**Step 3: Presentation**

15 minutes

Each group will present their arguments to the class. You as the teacher can approve or deny (but most likely approve!) the construction of the monument, based on the persuasiveness of the argument.

**Step 4: Debrief**

10 minutes

Hold a group discussion about historical significance, reviewing the guideposts outlined on the guiding questions handout (BLM 3.2).

Each group had a unique definition of “historical significance.” These varying definitions illustrate that historical significance is constructed, varies with time and changes from group to group. Discuss how this idea applies to Vimy Ridge. Many believe this battle to be of paramount importance to Canada’s birth as a nation – how has this narrative been constructed?

In their journals, have students answer the following question:

- Do you believe that Vimy Ridge was a defining battle for Canadian identity? Why or why not?
ASSESSMENT
Circulate around the classroom while students are in their research/discussion groups to determine if students are able to complete research task using the organizer.

During the presentations, instructor will identify if students understand the historical significance of different WWI battles as they pertain to Canada, asking students questions if necessary.

Journal Entry
Students will add an entry into their history journals answering the question: Do you believe that Vimy Ridge was a defining battle for Canadian identity? Why or why not? From their answer, the teacher will be able to determine whether or not the student has reached the learning goal of this lesson: to critically analyze and question the particular significance of Vimy Ridge.
COURSE: Canadian History since World War I, Grade 10, Academic, CHC2D

SPECIFIC EXPECTATION: Analyze, with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929 (Canadian and World Studies, The Ontario Curriculum Grades 9 and 10, Revised, pg. 112)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence, Historical Significance

LESSON # 4: The Conscription Crisis of 1917

OVERVIEW: The longevity of WWI meant that a conscription bill seemed imminent to some Canadians and unnecessary to others. In groups, students will investigate a particular stance on conscription from the perspective of a historical group of people (i.e. English Canadians, French Canadians, First Nations people, Women, Farmers, Factory Workers, Conscientious Objectors), and what ramifications conscriptions had for these groups. The lesson will culminate with a class vote on conscription wherein each group will present the reasoning behind their stance on the issue.

Big Idea: How did different groups of Canadians feel about conscription during the First World War?

LEARNING GOALS

LEARNING GOAL #1: Students will be able to identify and explain the perspectives and attitudes towards conscription during WWI of different groups in Canada.

LEARNING GOAL #2: Students will be able to explain the consequences of conscription for national cohesion during and post-WWI.

PLAN OF INSTRUCTION

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<tr>
<td>Step 1: Warm Up/Activation of Prior Knowledge</td>
<td>15 minutes</td>
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<td>Begin the class by setting the scene of the Conscription Crisis of 1917: “The year is 1917 and Canada is exhausted from three long years of fighting. The Battle of the Somme has just decimated Canadian regiments. In desperate need to replenish the nation’s fighting forces, but with volunteer numbers at an all-time low and the war raging on with no end in sight, Prime Minister Robert Borden is feeling the pressure to take desperate measures. His solution is to enact a nationwide conscription bill. This bill, however, is instantly met with both intense opposition and ardent support. The controversy threatens to tear the young nation apart.”</td>
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<td>In order to help students understand how conscription works and how it impacted families, lead students through the following simulation:</td>
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<td>● Divide students into groups of 4-6. These will be their “families.” Each family will choose a “father” and “sons” who are eligible to</td>
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</table>
be drafted.

- Mirroring the traditional drafting lottery system where all eligible males were drafted by birthday, the teacher will call out random months to select those drafted.
  - “If you have a birthday in August, please come to the front of the classroom”
  - “If you have a birthday in September, please come to the front of the classroom” etc.

Once you all eligible men have been drafted, discuss the following questions with the class:

- Fathers and sons: How did it feel to wait for your birthday to be called? Were you afraid? Anxious? Was anyone excited for the adventure of war and the chance to serve the nation?
- Those left behind: How did it feel when your family members were drafted? Did you fear for them? Did anyone feel proud of their courageous fathers and sons?
- Evidently, there were a lot of different emotions and opinions surrounding conscription. What factors might have influenced the way people in Canada felt about conscription?

We will try to answer this last question in the following activity.

### Step 2: A Vote for Conscription

#### Overview:
In this activity, students will imagine that Canadians had the chance to voice their opinions and vote for or against conscription (which was definitely not the case!). Students will be randomly assigned a role and will be given a profile (BLM 4.1) to consider. Using the guiding questions on their profiles, students will have to decide whether or not their group wants to vote for or against conscription.

After researching and discussing, students will cast their votes in a ballot box. In the end, the results should be in favour of conscription and students will debrief as to why they think it ended up in that way.

#### Plan:
- The teacher will randomly assign students to one of ten different roles (by picking from a hat, for example) and students will form a group with the other students assigned to their profile (BLM 4.1).
  - There are 10 profiles:
    - A Canadian Man of British Descent
    - The Wife of a Soldier at the Front
    - A French-Canadian Man
    - A First Nations Man
    - Prime Minister Robert Borden
    - A Mennonite Man
    - A Farmer
A Unionized Factory Worker
A Black Canadian Man
A Soldier at the Front

- Give students some time to review their profiles and offer them this question:
  - Does your group support the war? In your groups, review your profile and decide whether or not you will be voting for or against conscription. Each group must be able to justify its decision
- Provide them the definition of conscription on the board: All male citizens between the ages of 20 and 45 are subject to military service, if called, for the duration of the war.
- Give each group 1 ballot (BLM 4.2) which they will use to cast their votes in the ballot box at the front of the class.
  - Ask each group to select one member of their group to offer an explanation as to why they voted the way they did.
- After each group has cast its ballot, count the ballots and reveal the result of the vote.

*The vote will most likely come out in favour of conscription. Inform students that the Military Service Act became law in August of 1917, making conscription a reality in Canada.

**Step 3: Debrief**
15 minutes

After declaring the results, describe the outcome of conscription:

“Conscription would have minimal impact on Canada’s war effort. By the Armistice in November 1918, only 48,000 conscripts had been sent overseas, half of which ultimately served at the front. More than 50,000 more conscripts remained in Canada. These would have been required had the war continued into 1919. Borden improved his chances for victory by giving the vote to likely supporters of conscription (such as soldiers, as well as their mothers, wives, or widows) while taking it away from likely opponents (some recent immigrants). The debate poisoned relations between Canada’s French and English communities, and between the government and organized labour and the farming lobby....”

Discuss the following questions as a class:

- During the activity, how did your ethnicity, religion, gender, and class influence your perspective?
- How do you think certain groups felt when conscription became law?
- In this activity, everyone had the chance to express their opinion on conscription. In real life, do you think everyone’s voices were heard? Who might have been ignored or excluded? Why?

**Step 4: Teaching Historical Perspectives**
10 minutes

Have students reflect upon the following question in their journal:

- How did this activity help us better understand the perspective of Canadians during the Conscription Crisis of 1917?
It might help to have the following guideposts posted:

- **Guidepost 3:** The perspectives of historical actors are best understood by considering their historical context.
- **Guidepost 4:** Taking the perspective of historical actors means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are those based on evidence.
- **Guidepost 5:** Different historical actors have diverse perspectives on the events in which they are involved. Exploring these is key to understanding historical events.

**Assessment:**
Collect students’ journals and their BLMs to assess their arguments and see how their perspectives changed with regards to understanding conscription. Determine whether students were able to identify and explain the varying perspectives and attitudes towards conscription as well as their repercussions.
APPENDICES

PSD 1.1: New York Times Article

HEIR TO AUSTRIA’S THRONE IS SLAIN WITH HIS WIFE BY A BOSNIAN YOUTH TO AVENGE SEIZURE OF HIS COUNTRY

Francis Ferdinand Shot During State Visit to Sarajevo.

TWO ATTACKS IN A DAY

Archduke Saves His Life First Time by Kneeling Aside a Bomb Hurled at Auto.

SLAIN IN SECOND ATTEMPT

Lad Dashes at Car as the Royal Couple Return from Town Hall and Kills Both of Them.

LAID TO A SERVIAN PLOT

'A Chain of Friendship' - appeared in the American newspaper the 'Brooklyn Eagle' in July 1914. The caption said: "If Austria attacks Serbia, Russia will fall upon Austria, Germany upon Russia, and France and England upon Germany."
### Table 14.1. Estimates by the London Economist of Total Military Expenditures, 1858–1913

<table>
<thead>
<tr>
<th></th>
<th>Millions of Dollars</th>
<th>Percentage Change, 1858–1883</th>
<th>Percentage Change, 1883–1913</th>
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<tbody>
<tr>
<td></td>
<td>1858</td>
<td>1883</td>
<td>1913</td>
</tr>
<tr>
<td>Great Britain</td>
<td>112</td>
<td>136</td>
<td>375</td>
</tr>
<tr>
<td>Germany</td>
<td>24</td>
<td>97</td>
<td>487</td>
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<td>France</td>
<td>92</td>
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<td>Russia</td>
<td>92</td>
<td>175</td>
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<td>Austria-Hungary</td>
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<td>63</td>
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<td>Italy</td>
<td>10</td>
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</tr>
<tr>
<td>Other European</td>
<td>78</td>
<td>112</td>
<td>398</td>
</tr>
<tr>
<td>Countries</td>
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<tr>
<td>Total</td>
<td>462</td>
<td>793</td>
<td>2,365</td>
</tr>
</tbody>
</table>

PSD 1.4: Map of Colonies

MAJOR WORLD STATES AND COLONIAL POSSESSIONS, 1900

World Colonial Holdings, ca. 1914. The European powers, great and small, competed with each other for world empires and world influence by 1900.
PSD 2.1: Ukrainian Internment Camp

[Image of a black and white photograph of a military camp scene]
A massive crowd gathers to watch the unveiling of the Vimy Ridge Memorial on 26 July, 1936. The two soaring pylons represent Canada and France. Twenty other sculpted figures adorn the structure.
**Focus Question:** Who killed the Archduke and his wife? Why? How did Austria respond?

**What type of evidence is this?**

**Is this a primary or secondary source?**

According to this source, who are the victims? Why are they important?

According to this source, who was the perpetrator? What was his alleged motive?
**Focus Question:** What is the “Chain of Friendship?”

<table>
<thead>
<tr>
<th>What type of evidence is this?</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Is this a primary or secondary source?</th>
</tr>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How does this clue illustrate how neighbouring European countries got involved in the conflict?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What countries do you think supported each other? (i.e. who supported Serbia? Who supported Austro-Hungary?)</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Focus Question:** What is the trend of military spending leading up to 1914?

**What type of evidence is this?**

**Is this a primary or secondary source?**

**How did the pattern of military spending change from 1908-1913?** (i.e. increase, decrease, stay the same)

**How might this have impacted the way in which the conflict played out leading up to WWI (i.e. 1914)?**
**Focus Question:** What is the trend of military spending leading up to 1914?

What type of evidence is this?

Is this a primary or secondary source?

Compare the number of colonies held by Germany to those held by France? Who has more?

Why might there be tension between Germany and France? Why might Germany want to invade France?

How did Canada become involved in WWI? (Hint: Look at the Legend. Which empire does Canada fall under?)
HOW DID TWO SHOTS START WW1?

TRIGGER CAUSE
Assassination of Archduke Ferdinand and Sophie
June 28th, 1914, Austria
BLM 2.1: Guiding Research Questions

<table>
<thead>
<tr>
<th>Source:</th>
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<table>
<thead>
<tr>
<th>Primary or Secondary:</th>
<th></th>
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<table>
<thead>
<tr>
<th>Type of Source:</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>This Source is evidence of:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Negative attitudes towards / treatment of Ukrainian-Canadians</td>
<td></td>
</tr>
<tr>
<td>☐ Positive attitudes towards / treatment of Ukrainian-Canadians</td>
<td></td>
</tr>
<tr>
<td>☐ Negative attitudes towards / treatment of Syrian refugees</td>
<td></td>
</tr>
<tr>
<td>☐ Positive attitudes towards / treatment of Syrian refugees</td>
<td></td>
</tr>
</tbody>
</table>

Who created this source? Whose point of view is being expressed?

What is the attitude towards Ukrainian-Canadians/Syrian refugees expressed in this source?

How is this attitude defended or justified?

How did/does this attitude impact Ukrainian-Canadians/Syrian refugees?

How did/does this attitude impact Canada as a whole?
<table>
<thead>
<tr>
<th>BLM 3.1: Battle Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VIMY RIDGE</strong></td>
</tr>
<tr>
<td>What was the context of the battle? (Who/Where When/Why?)</td>
</tr>
<tr>
<td>What made this battle unique?</td>
</tr>
<tr>
<td>What role did technology play in the battle?</td>
</tr>
<tr>
<td>What were the short/long-term consequences?</td>
</tr>
</tbody>
</table>
Guideposts to Historical Significance: Determining the Significance of the Battle

Guidepost 1: Events, people or developments have historical significance if they resulted in change.
  - Did this battle have deep consequences for people over a long period of time?

Guidepost 2: Events, people or developments have historical significance if they are revealing
  - Did this battle shed light on a particular issue?

Guidepost 3: Historical significance is constructed. Events, people, and developments meet the criteria for historical significance when they are shown to occupy a meaningful place in a narrative.
  - What are your specific criteria for significance? Why is this battle meaningful for the story of Canada’s history?

Guidepost 4: Historical significance will vary over time and from group to group.
  - Is this battle significant for a particular group of people?
We, the Canadian Battlefields Commission Memorial Society, recommend that a memorial be erected in honour of the following battle: ____________________________

**Historical Significance of this Battle**

<table>
<thead>
<tr>
<th>Proposed Monument Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketch:</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

| 3.3: Memorial Proposal |
### YOU ARE: A Canadian Man of British Descent

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- How might your British descent affect your viewpoint?

### YOU ARE: The Wife of a Soldier at the Front

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- How might your husband’s participation in the war affect your viewpoint?

### YOU ARE: A French-Canadian Man

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- Canada is at war because it is a dominion of the British Empire. What are your feelings toward the British Empire?

### YOU ARE: A First Nations Man

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- Are you currently able to enlist in the military? Why or why not?

### YOU ARE: A Mennonite Man

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- How does your religion influence your view of war?
**YOU ARE:** Prime Minister Robert Borden

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- How does Canada’s status as a dominion of the British Empire affect your viewpoint?

**YOU ARE:** A Farmer

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- Who makes up the workforce on the farm? Why is farming important?

**YOU ARE:** A Unionized Factory Worker

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- Who makes up the workforce of the factory? Why are factories important?

**YOU ARE:** A Black Canadian Man

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- Are you currently able to enlist in the military? Why or why not?

**YOU ARE:** A Soldier at the Front

**THINGS TO CONSIDER:**
- How might conscription affect you?
- What are your hopes and fears?
- What is your place in Canadian society?
- You voluntarily enlisted in the military – why? What does this say about your position?
I, __________________________,

hereby cast my vote
☐ in favour of the enactment of conscription.
☐ against the enactment of conscription.

---

I, __________________________,

hereby cast my vote
☐ in favour of the enactment of conscription.
☐ against the enactment of conscription.

---

I, __________________________,

hereby cast my vote
☐ in favour of the enactment of conscription.
☐ against the enactment of conscription.
SSD 2.1: Suggested Sources for Research

**Ukrainian Internment**
- [https://tc2.ca/sourcedocs/history-docs/topics/world-war-i-internment/effects-of-ww-i-internment-for-Ukrainians.html](https://tc2.ca/sourcedocs/history-docs/topics/world-war-i-internment/effects-of-ww-i-internment-for-Ukrainians.html)
- [http://www.internmentcanada.ca/links.cfm#(“Resources” tab)](http://www.internmentcanada.ca/links.cfm#(“Resources” tab))

**Syrian Refugees**
- [http://www.cbc.ca/](http://www.cbc.ca/)
- [http://www.ctvnews.ca/](http://www.ctvnews.ca/)
The Great War, “Canada in World War 1, The Great Wear Special,” YouTube video, 09:00, posted May 25, 2015, https://www.youtube.com/watch?v=eYmsRaT6L1Y.


Ibid., 10.


Peter Seixas and Tom Morton, 10.

“Ibid., 10.


Peter Seixas and Tom Morton, 10.


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