

COMMUNITIES, CONFLICT AND COOPERATION, 1914-1929

Course: CHC 2D

Overall Expectation: B2

“Communities, Conflict, and Cooperation: Analyze 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.”

Abstract:

This resource pack explores the end of the First World War and begins exploring different social groups in the 1920s while focusing on the historical thinking concepts of historical perspectives, historical significance, change and continuity, and cause and consequences. Students will analyze the Conscription Crisis of 1917 from different historical perspectives and will analyze the historical significance of the Treaty of Versailles and its lasting impacts on history. Students will explore change and continuity by exploring the changing role of women in the 1920s. Finally students will study cause and consequence by exploring the Indian Residential School System, its origins and its lasting impacts on Indigenous people and communities, as well as on Canada as whole.

Keywords: Conscription Crisis of World War I; French Canadian Perspective; Treaty of Versailles; Women in the 1920s; Persons Case; Residential Schools; Indigenous Peoples of Canada; Historical Significance; Historical Perspectives; Change and Continuity; Cause and Consequence; Ethical Dimension

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Citations: Citations and materials, such as Primary Source Documents and Black Line Masters, can be found following each lesson in the materials section for clarity. In addition, citations will be gathered at the end of this document in a bibliography.

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LESSON 1: THE 1917 CONSCRIPTION CRISIS

Primary Historical Thinking Concept: Historical Perspectives

Secondary Historical Thinking Concept: Ethical Dimension

Lesson Number: 1

Overview:

This lesson occurs at the end of the World War One unit. At this point, students should already have learned about the causes of the war, Canada's reaction and entrance into the war, the war in Europe, and will have discussed some of the things happening on the Homefront. This lesson draws on previous knowledge from this unit and understanding of Canada's role in the war.

In this lesson, students will be introduced to the Conscription Crisis of 1917 and the notion of historical perspectives by exploring the perspectives of French Canadians and English Canadians surrounding the implementation of conscription in Canada in 1917. Students will receive direct instruction to introduce the Conscription Crisis and events involved. Students will analyze a variety of primary sources, from both French and English Canadian perspectives, to determine some of the beliefs of these groups on this issue. Students will then engage in debate activity in which they will have an opportunity to argue from both perspectives. Finally, students will choose one of the two perspectives and write a short persuasive speech on the topic of conscription from the perspective they have chosen.

Learning Goals and Success Criteria:

Learning Goals	Success Criteria
<p>Students will learn:</p> <ul style="list-style-type: none"> - To identify and understand the different historical perspectives within Canada on the implementation of conscription through the Military Service Act in 1917 - To understand the reason for conflict and discontent between French-Canadians and English-Canadians surrounding conscription in 1917 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify and describe the French-Canadian perspectives on conscription and the war and explain the reasoning for these perspectives - Identify other large groups who oppose conscription and explain the reasoning for their perspectives - Identify and describe the English-Canadian perspectives on conscription and the war and explain the reasoning for these perspectives - Apply and communicate these perspectives through role-playing exercises

Differentiated Instruction and/or Accommodations:

Students will be given a variety of different primary sources (images and text) from which they can draw information. Students will also have the opportunity to express themselves verbally and in writing during the lesson. Students may also choose to submit a written copy of their speech or to deliver it orally to the class.

Students will be given organizers for the various elements of this lesson to help those who may struggle to organize their thoughts. Digital copies of all organizers are available for students who may need to type. Digital copies of primary resources are also available so that students may zoom in on images or text if necessary.

Materials:

- Primary Source Documents (PSD)
 - o PSD 1.1: Olivar Asselin Text Translation
 - o PSD 1.2: Olivar Asselin Text Original (PDF Link)
 - o PSD 1.3: Image of Anti-Conscription Protest
 - o PSD 1.4: Montreal Anti-Conscription Poster Headings
 - o PSD 1.5: Union Government Campaign Poster 1
 - o PSD 1.6: Union Government Campaign Poster 2
 - o PSD 1.7: Union Government Campaign Poster 3
- Black Line Masters (BLM)
 - o BLM 1.1: Conscription Crisis Note
 - o BLM 1.2: Analyzing Perspectives
 - o BLM 1.3 Double Debate
 - o BLM 1.4: Speech Organizer
- Other Resources
 - o "Germany Considers Return of Conscription for Civil Defence," *BBC News*, August 23, 2016, <http://www.bbc.com/news/world-europe-37164960>.
 - o Justin Huggler, "Germany Considers Plan to Bring Back Conscription," *The Telegraph*, August 23, 2016, <http://www.telegraph.co.uk/news/2016/08/23/germany-considers-plan-to-bring-back-conscription/>.
 - o Agence France-Presse, "Sweden Seeks to Bring Back Conscription in 2018," *The Guardian*, September 28, 2016, <https://www.theguardian.com/world/2016/sep/28/sweden-bring-back-conscription-2018>.

PLAN OF INSTRUCTION

Step 1: Warm Up (5 minutes)

Students will look at 1-2 article(s) about Germany and Sweden's plans to reintroduce conscription (included under list of materials in lesson overview).

This serves to introduce students to the concept of conscription and the idea of mandatory military service. It also works to relate historical events to current events and as such could draw in students. Students will be asked to brainstorm some possible countries that have conscription.

Step 2: Discussion (5 minutes)

I will lead a short discussion about military service in Canada, drawing in students' ideas from the warm up activity and using the following questions:

- How does our military work?
- Is it on a volunteer basis, or is it mandatory?
- What about in times of crisis?

This discussion can serve as assessment for learning as it provide me with information concerning students' previous knowledge on the subject.

Step 3: Direct Instruction (20 minutes)

I will hand out the note on the 1917 Conscription Crisis (BLM 1.1). We will go over the note as a class. I will outline the facts and major events of the 1917 Conscription Crisis, introduce the different groups who opposed and who were for conscription. As I go along I will be sure to review the following as they come up:

- French Canadian reaction to the war, English-Canadian response to the war; why did people volunteer etc.
- What did prime minister promise to Britain at the beginning of the war?
- Discuss major battles in Europe that students have learned about.
- Were casualties high or low?
- If casualty rate was higher than the rate at which people were volunteering, what would that mean for Canada's military and their promise to Britain?

Step 4: Guided Practice (25 minutes)

I will distribute the analyzing perspectives worksheet (BLM 1.2) and all primary resources (PSD 1.1 – PSD 1.7). I will inform students that despite multiple groups opposing conscription the biggest conflict was between French-Canadians and English-Canadians. I will introduce the idea of different historical perspectives and notify students that we will be exploring these two different perspectives in more detail.

Students will be given time to work independently or in groups to analyze the primary source documents. Students will fill out the organizer (BLM 1.2) with information on each perspective that they inferred from the primary source documents. Students may also draw information from their notes.

Step 5: Sharing: (10 minutes)

I will distribute the double debate activity (BLM 1.3). I can group students into pairs or let the students pick their own partners. I will instruct students to label themselves partner 1 and partner 2. Using the organizer from before (BLM 1.2) students will have a debate over the topic of conscription. For this debate, partner 1 will take on the role of a French Canadian citizen who is opposed to conscription. Partner 2 will take on the role of an English Canadian. Give students 3-5 minutes for this debate. Instruct students to copy down 1-2 new arguments or particularly persuasive arguments that their partner presented on the designated section of the organizer. Circulate the room during these debates and listen to the arguments your students are making. Stop the debate after 5 minutes, or when the class seems to no longer be discussing relevant information.

Every partner 1 must find or be assigned a new partner 2. Have the debate again, following all the same procedures, only this time partner 1 will take on the role of an English Canadian and partner 2 will take on the role of a French Canadian.

Step 6: Consolidation (30 minutes)

I will distribute the speech organizer (BLM 1.4). Students are to choose one of the two perspectives they have just explored. They will then take on the role of one of a French or English Canadian and write a persuasive speech outlining their beliefs on the issue of conscription.

Teachers may choose to collect these speeches for formative assessment or for evaluation. Students may also be given the option to deliver their speech verbally for the same purposes; however this may need to be done the following class because of time restrictions.

If the speeches are used for evaluation, they serve as assessment of learning. However, if they were used for formative assessment, it would be assessment for learning as both the teacher and student are recording progress in terms of this historical thinking concept.

MATERIALS

Primary Source Documents

PSD 1.1: Olivar Asselin Text Translation

CHC 2D: French Canadian Reaction to Conscription

The following are segments from a text written by journalist Olivar Asselin on the French Canadian reaction to conscription roughly translated into English.

Paragraph 1:

Another crisis is evolving in full swing, one that hardly seems possible to imagine. I want to talk about the issue that is troubling Canada. It may be in our interest to sum up the steps which brought us to our present situation. Let us see things without scandal and with honesty. The contribution of Canada in British wars, outside of the Americas, is absolutely [?], everybody knows it. The constitution does not obligate Canadians to protect anything but their own territory. It is in 1899, during the South African Wars, that Canada sent, for the first time, a contingent of the British Army and it was declared that this innovation did not constitute a precedent. This initiative provoked the formation of the parti nationaliste, under the leadership of Henri Bourassa (then a young deputy), with the aim of preventing Canada from being sucked into European militarism. Nationalism, which according to its leaders is a doctrine that is more than just a party, penetrates the French Canadian mind little by little. At the beginning of the war, Mr. Bourassa declared that he would remain loyal to all these principles, but the gravity of the circumstances justified Canada helping the Allies. However, such assistance should be done in a way that minimizes the harm to the country. And because the country must protect its citizens above all else, Mr. Bourassa spoke out against sending troops. This attitude sufficed to cool the young men's enthusiasm for enrollment. It was to kill the much needed enthusiasm to recruit volunteers, which was already difficult among these pacifistic people. In addition, the reason to enroll said enough; you enroll to save England and the Empire. The Canadians who were born in the British Isles allow themselves to be touched by this, but French Canadians, who are Canadians by birth, were less eager. One spoke next, though already rather late, of the salvation of France and Belgium; and of the fact that their cause deserves a real sympathy. But, if one grants their sympathy or their money without hesitation to a dear cause, they reflect before sacrificing their love and their life. Furthermore, it is though Britain that Canadians go to France, and their army speaks no French. The reason given today to enforce recruitment of volunteers is that Canada must protect itself. That is a good reason, which ought to have been immediately discovered by M. Bourassa, as he rejected the others; it is regrettable in my opinion. Germany has neither the power nor the desire to conquer Canada; but the desire to conquer their country is not the only evil that Canadians would believe about Germany.

Paragraph 4:

There are, in Canada, diverse opinions on conscription. Imperialists, who recruit predominantly in the Conservative party, take the words of Cabinet Minister Arthur Meighen word for word "To the last man and to the last penny". Others, above all else in the Liberal party, do not want conscription unless popular vote supported it. Such was the opinion of Wilfred Laurier, leader of the Liberal party, and prime minister of Canada from 1896-1911. He intends to help the Allies, until the end, keeping in mind the resources and needs of Canada, and by consulting England and France to know what would be the most useful to them. Above all else, he wants to "hang" the exploiters who make scandalous profits on the demands for war goods and who are the loudest supporters of the government. "Canada fist" sums up the politics of M. Laurier. Some others demand the law of conscription be put to a referendum

because they don't want it and they oppose any new contribution in men or money. "Not a man, not a cent more". They don't want to help the Allies in order to protect the country from bankruptcy. This is the case of Mr. Bourassa and the nationalists.

Adapted from: Olivar Asselin, "Le Correspondent," *Archives de la Ville de Montreal*, October 10, 1917, http://archivesdemontreal.com/documents/2014/09/P104-1-1- 1-397a401_op.pdf.

PSD 1.2: Olivar Asselin Text Original (PDF Link)

Olivar Asselin, "Le Correspondent," *Archives de la Ville de Montreal*, October 10, 1917, http://archivesdemontreal.com/documents/2014/09/P104-1-1-1-397a401_op.pdf.

PSD 1.3: Image of Anti-Conscription Protest

"La Conscription," *Musee Canadien de la Guerre*, accessed on December 12, 2016, http://www.museedelaguerre.ca/cwm/exhibitions/chrono/1931conscription_f.shtml.

PSD 1.4: Montréal Anti-Conscription Poster Headings

"Down with Conscription," *Archives de la Ville de Montreal*, accessed on December 6, 2016, http://archivesdemontreal.com/documents/2014/09/SHM4-4_13-200et201-02-ext.jpg.

PSD 1.5: Union Government Campaign Poster 1

Desmond Morton, "Union Government Poster," *The Canadian Encyclopedia*, June 17, 2015, <http://www.thecanadianencyclopedia.ca/en/article/first-world-war-wwi/>.

PSD 1.6: Union Government Campaign Poster 2

"Image 15," *CPAC*, accessed on December 6, 2016, <http://www.cpac.ca/en/1917-swaying-the-public/>.

PSD 1.7: Union Government Campaign Poster 3

"Federal Election Poster," *Codified Law Blog*, October 16, 2015, <https://codifiedlawblog.com/2015/10/16/top-10-facts-about-the-canadian-elections/>.

Black Line Masters

BLM 1.1: Conscription Crisis Note

CHC 2D: Conscription Crisis

Name: _____

Date: _____

Background

- Prime Minister Borden pledged 50,000 men to Britain
- At the beginning of the war enlistment was on a volunteer basis only
- The war lasted much longer than anticipated
- By mid-1917 casualty rates had become much higher than the rate at which people were volunteering
- Prime Minister Borden decided conscription in Canada was necessary, despite promising not to enforce conscription at the beginning of the war
 - Conscription= mandatory military service
- Borden introduced the **Military Service Act** which made military service mandatory for men between the ages of 20 and 45
 - At first some exceptions were allowed

Opposition in Quebec

- Support for the war and voluntary enlistment was low in Quebec
 - Few officers spoke French and little effort was made to keep French-Canadians in the same regiments
 - In 1912 Ontario restricted the use of French as a language of instruction in schools. This contributed to poor relations between French and English Canadians
 - Most French-Canadian families had been established in Canada for several generations and felt no ties to France or Britain. Their allegiance was only to Canada, who they believed had little to do with the war.
 - Quebec was largely rural and men were needed to work on the farm
- **Henri-Bourassa** was a French Canadian politician who strongly opposed conscription

Other Objectors

- **Farmers** –needed men to stay and work on the farms. They also felt they were already supporting the war effort by producing food.
- **Industrial workers** –they felt they were already supporting the war effort and did not want to give up their jobs
- **Conscientious objectors**- some people objected to the idea of war on moral grounds. Many religious groups opposed the idea of violent conflict.

The Khaki Election

- In 1917 Prime Minister Borden called for an election.
- Prime Minister Borden invited all members of the Liberal Party who were pro-conscription to join him to form a Union Government
 - Voting for the Union Government indicated support for conscription
- Wilfred Laurier leader of the Liberal Party, was against conscription
 - Voting for Laurier indicated opposition to conscription

- Before the Election Prime Minister Borden passes two new pieces of legislation:
 - **Military Voters Act** –allowed all men and women serving overseas to vote in the election
 - **Wartime Elections Act**- gave the vote to all women related to soldiers but took the vote away from recent immigrants from ‘enemy countries’ or conscientious objectors
- Borden’s Union Government wins the election

Results of Conscription

- Conscription wins, however this leaves the country divided. Violent anti-conscription riots break out across Quebec.
- Despite strong support for conscription in English Canada, the vast majority of men who were conscripted sought exemptions. Borden reverses all exemptions.
- Of the 125,000 men who were actually enlisted, only about 25,000 reached Europe before the war ended in 1918

BLM 1.2: Analyzing Perspectives

CHC 2D: Analyzing Historical Perspectives

Name: _____

Date: _____

Instructions: Look at the primary source documents. Using these sources, what can you say about the historical perspective of French-Canadians and English-Canadians on conscription? Do they support it or oppose it? What are some of their beliefs regarding conscription that we can infer from these sources?

French-Canadian

English-Canadian

BLM 1.3: Double Debate

CHC 2D: Conscription Crisis Debate

Name: _____

Date: _____

Instructions: Find a partner who is sitting near you. Decide who will be **partner 1** and who will be **partner 2**.

a. Partner 1 With the help of the historical perspectives you just looked at and the arguments you have just brainstormed (as well as your notes), have a debate with your partner over the question of conscription. **Partner 1** will take on the role of a **French-Canadian** and **Partner 2** will take on the role of an **English-Canadian**.

Write down 1-2 arguments presented by your partner that you either did not already come up with or that you found particularly persuasive.

b. All Partner 1s will stand up and find a new **Partner 2**.

c. Have another debate with your new partner. This time **Partner 1** will now take on the role of an **English-Canadian** and **Partner 2** will take on the role of a **French Canadian**. Everyone should be arguing for the opposite role than the first time.

Write down 1-2 arguments presented by your partner that you either did not already come up with or that you found particularly persuasive.

Based on the two discussions you just had, and the perspectives that you just looked at, answer the following question. Remember to consider **historical context** (the moods, attitudes, and conditions that existed in a certain time) and to avoid **presentism** (using modern standards of right or wrong on the past) when making your judgement.

Was Prime Minister Borden's decision to implement conscription justified? Why or why not?

BLM 1.4: Speech Organizer

CHC 2D: Persuasive Speech

Name: _____

Date: _____

Instructions: Choose one of the perspectives that we explored today and take on that role. Using some of the ideas and arguments from the two debates that you just had, write a formal speech to persuade an audience to agree with your opinion on conscription. Your speech must include three arguments in favour of your selected stance. Be sure to properly develop your arguments and to write in a formal style.

Choose a role:

French-Canadian

English-Canadian

Are you arguing **for** or **against** conscription? : _____

Identify the three arguments that you will use to support your opinion on conscription and explain your reasoning:

1. _____

2. _____

3. _____

Once you have finished your outline, on a separate piece of paper begin writing your speech. Remember to stay in the role that you have chosen and write only from that historical perspective, not from your own personal opinion. Make sure that you clearly introduce yourself and your stance on conscription.

LESSON 2: THE SIGNIFICANCE OF THE TREATY OF VERSAILLES

Primary Historical Thinking Concept: Historical Significance

Lesson Number: 2

Overview:

Students have previously been studying World War I, including its causes, the events of the war, and Canada's involvement in the war. Students will draw on this information for the warm up activity as they attempt to point to significant events, people, and developments. This activity works to both refresh previous knowledge and introduce the concept of historical significance which will then be applied to the Treaty of Versailles. Students will create their own peace treaties in small groups and then compare it to the real deal. Through discussion, students will be encouraged to consider the ways in which the Treaty of Versailles resulted in change, reveals sentiments of the world at this time, and Canada's role in the making of the treaty.

Learning Goals and Success Criteria:

Learning Goals	Success Criteria
Students will learn: <ul style="list-style-type: none"> - To understand Canada's role in the making of the Treaty of Versailles - To describe the historical significance of the Treaty of Versailles 	Students will be able to: <ul style="list-style-type: none"> - Identify and describe Canada's role in the making of the Treaty of Versailles - Explain why the Treaty of Versailles is historically significant in terms of what it reveals about the time period and how it contributed to change - Apply these concepts to new situations

Differentiated Instruction:

Students will be given the opportunity to express significance in the warm up activity through both written and visual communication, allowing them to play to their strengths.

Students will be given a handout on the main points of the Treaty of Versailles as opposed to writing a note to accommodate any students who experience difficulty listening and/or writing. This gives students the opportunity to add extra notes if they wish or simply listen to instruction without being distracted by writing down notes.

Materials:

- Primary Source Documents (PSD)
 - o PSD 2.1: Treaty of Versailles
- Black Line Masters (BLM)
 - o BLM 2.1: Significance Sketch Handout
 - o BLM 2.2: Peace Treaty Template
 - o BLM 2.3: Exit Card

PLAN OF INSTRUCTION

Step 1: Warm Up (15 minutes)

Students will each be given a blank piece of paper and instructed to independently express the most significant events, people, or development from World War I. Students will be instructed to use both text and images to represent the pieces that they chose. They will be aware that the class will be sharing their ideas and that they must be able to explain why they chose what they did and why they consider them to be significant.

This activity works to introduce students to the historical thinking concept of historical significance. It also works to refresh students on the content they have been learning about on World War I. This refresher will be important for the remainder of the lesson as students will need to draw on this information for the main activity.

Step 2: Discussion and Worksheet (20 minutes)

Students will be asked to share the people, events and developments that came up during this warm up activity. They will need to be able to explain why they believe these pieces are significant. I will record their ideas on the board so that students can refer to these as they continue on with this lesson. Students will use this discussion as well as their sketches to answer questions about the activity on a handout (BLM 2.1).

This discussion works as assessment for learning as it provides me with feedback concerning students' understanding of the concept of historical significance. It also allows me to gauge how well they have understood previous content associated with World War I. This discussion can be used to fill in any "gaps" in their learning that I may discover.

The worksheet works as assessment as learning because it encourages students to reflect on their understanding of the concept of historical significance.

Step 3: Group Activity (25 minutes)

In groups of three to four, students will be asked to create their own peace treaty to end World War I. They must consider which countries should play a role in creating the treaty as well as list five specific clauses or rules to be carried out. They will be instructed that the main goal of the treaty is to maintain peace and prevent another world war. Students will be given a template to follow when creating this treaty (BLM 2.2).

Step 4: Discussion (20 minutes)

As a class, we will discuss their treaties and the reasoning behind their choices. I will encourage them to think about the significance of their rules. We will then compare these to the actual Treaty of Versailles, which will be distributed as a handout to students and projected in its entirety in front of the class (PSD 2.1) to explore together. I will facilitate this discussion by asking the following questions:

- What are some similarities and differences between your treaty and the Treaty of Versailles?
- What do you think some of the changes or consequences of the real treaty may have been? For Canada? For Germany?
- Why do you think it was written that way? What did people feel at the time?
- What was Canada's role in the making of or the clauses in any of your treaties or the Treaty of Versailles?

This discussion works as assessment for learning because it allows me to gauge how well students grasp the notion of significance with regard to the Treaty of Versailles. This information will allow me to emphasize different points depending on the students and their apparent understanding.

Step 5: Consolidation (5 minutes)

Students will complete an exit card (BLM 2.3) as a way of consolidating their learning. Students will answer the following questions:

- What was Canada's role in the Treaty of Versailles?
- What do you think was the most important change created by the Treaty of Versailles?

This exit card activity works as assessment for learning because it provides me with more information on how well students are grasping this concept with regard to the Treaty of Versailles.

MATERIALS

Primary Source Documents:

PSD 2.1: Treaty of Versailles

“The Versailles Treaty June 28, 1919,” *Yale Law School, Lillian Goldman Law Library*, December 4, 2016, http://avalon.law.yale.edu/subject_menus/versailles_menu.asp.

A summary sheet of the document is included on the next page.

CHC 2D: Summary of the Treaty of Versailles

Name: _____

Date: _____

“Treaty and protocol signed at Versailles June 28, 1919; protocol signed by Germany at Paris January 10, 1920.”

Countries Represented at the Conference: United States of America, United Kingdom, France, Poland, Austria, Canada, and Germany among others.

Some of the most important clauses included territory, arms, reparations, guilt, and the League of Nations.

Territory:

- Alsace Lorraine, captured by Germany in 1870 and the war aim of the attacking French forces in 1914, was returned to France
- The Saar, an important German coalfield, was to be given to France for 15 years, after which a plebiscite would decide ownership
- Poland became an independent country with a 'route to the sea', a corridor of land cutting Germany in two
- Danzig, a major port in East Prussia (Germany), was to be under international rule
- All German and Turkish Colonies were taken away and put under Allied control
- Finland, Lithuania, Latvia and Czechoslovakia were made independent
- Austria-Hungary was split up and Yugoslavia was created

Arms:

- The left bank of the Rhine was to be occupied by Allied forces and the right bank demilitarised
- The German army was cut to 100,000 men
- Wartime weapons were to be scrapped
- The German Navy was cut to 36 ships and no submarines
- Germany was banned from having an Air Force
- A union between Germany and Austria was banned

Reparations and Guilt:

- In the 'war guilt' clause Germany has to accept total blame for the war
- Germany had to pay £6,600 million in compensation

The League of Nations:

- A League of Nations was to be created to prevent further world conflict

Adapted from: Robert Wilde, “The Treaty of Versailles-An Overview,” *About Education*, April 14, 2016, <http://europeanhistory.about.com/od/treatyofversailles/p/overtovers.htm>.

Black Line Masters:

BLM 2.1: Significance Sketch Handout

CHC 2D: Significance Sketch

Name: _____

Date: _____

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

1. Does your sketch show well-known events and powerful people? Or does it show the ordinary lives that most people live?
2. Are there any references to nations or countries in your sketch?
3. Does your sketch show connections to local, national, or international issues?
4. Do your choices feature big historical changes?
5. Did your choices change people's lives?
6. Does your sketch tell a story? If so, what is the message in your story?
7. Considering your answers to questions 1 to 6, what reasons or criteria helped you decide what to include in your sketch?

Adapted from: Peter Seixas, Tom Morton, Jill Colyer, and Stefano Fornazzari, *The Big Six Historical Thinking Concepts* (Toronto: Nelson Education, 2013).

BLM 2.2: Peace Treaty Template

CHC 2D: Peace Treaty Template

Names: _____

Date: _____

List the five countries you believe should be involved in these discussions.

1. _____

2. _____

3. _____

4. _____

5. _____

Describe five rules or clauses that you want to see carried out to ensure peace and prevent war.

1. _____

2. _____

3. _____

4. _____

5. _____

BLM 2.3: Exit Card

CHC 2D: Exit Card

Name: _____ Date: _____

Question 1: What was Canada's role in the Treaty of Versailles?

Question 2: What do you think was the most important change created by the Treaty of Versailles?

LESSON 3: WOMEN IN THE 1920s

Primary Historical Thinking Concept: Change and Continuity

Lesson Number: 3

Overview:

This lesson occurs near the beginning of a unit on the inter-war years in Canada. At this point, students have recently wrapped up a unit on World War I, which included a consideration of the roles and behaviours of women during the war, which has implications for this current lesson. As such, it draws on students' previous knowledge from the course as well as their own understanding of the 1920s coming into this course. Students have also been introduced to some of the changes that occurred in Canada leading up to and during the 1920s, including an apparent economic boom. This lesson also briefly examines how the roles and behaviours of women may change following the 1920s and as such serves as a useful transition for later lessons.

In this lesson, students will be introduced to the notion of continuity and change by exploring similarities and differences between women from different time periods using genuine photographs from each time period. Students will explore the roles and behaviours of Canadian women in the 1920s, with a specific focus on the social and political liberation of women. It will point to the 1920s, especially the Persons Case and the Famous Five, as a turning point for change. Students will be asked to consider how women have changed over the last century by filling in a graphic organizer and writing a letter to a woman of the past explaining how they think their lives are different as a result of these women and the time period. Students will then peer review each other's letters, providing feedback on the letter and gaining even more insight on the topic.

Learning Goals and Success Criteria:

Learning Goals	Success Criteria
Students will learn: <ul style="list-style-type: none"> - To understand the roles and behaviours of women during the 1920s in Canada - To analyze the similarities and differences in the roles and behaviours of women before, during, and after the 1920s 	Students will be able to: <ul style="list-style-type: none"> - Discuss similarities and differences between women from different time periods in Canadian society - Identify why the 1920s can be seen as a turning point for change in the roles and behaviours of women - Express these implications in the form of a letter or other form of communication

Differentiated Instruction and/or Accommodations:

Students will be given a handout as opposed to writing a note to accommodate any students who experience difficulty listening and/or writing. This gives students the opportunity to add extra note if they wish or simply listen to instruction without being distracted by writing down notes.

Students will also be given choice with regard to the form of communication their "letter" can take. For example, students can write a letter, an email, or create a video message. This allows students to play to their strengths in terms of communication.

Materials:

- Primary Source Documents (PSD)
 - o PSD 3.1: Photo of Women from the 1920s
 - o PSD 3.2: Photo of a Woman from the 1950s
 - o PSD 3.3: Photo of Women from 2016
- Black Line Masters (BLM)
 - o BLM 3.1: Handout on Women in the 1920s
 - o BLM 3.2: Graphic Organizer for Letter Writing Activity
 - o BLM 3.3: Peer Feedback Form

PLAN OF INSTRUCTION

Step 1: Warm Up (5 minutes)

Students will be shown a series of photographs of actual women. These photos (PSD 3.1 through 3.3) include a photograph of women from the 1920s, a female homemaker from the 1950s, and a group of women from present day. Students will be asked to write down any similarities and differences they see between these women.

Step 2: Discussion (10 minutes)

Students will be asked to discuss as a class their observations about the similarities and differences between these women. I will record these observations on the blackboard to serve as a reference for the duration of the lesson. Some questions that I could ask to prompt this discussion include:

- What do you see in common between all of the women?
- What do you see in common between the woman from the 1920s and the woman from 2016?
- Why does the woman from the 1950s look so different?
- What are the main differences between the women in these photos?
- What do you think is the main focus in each of these women's lives? Are they different? Why?

This discussion serves as assessment for learning because it is used as a way to gauge the students' previous knowledge on the topic, to bridge discussions about women from World War I to the 1920s, to generate interest, and to get students thinking about the connections between women from various time periods. It gives me an idea of how much students already know about the topic as well as their ability to make these connections.

Step 3: Direct Instruction (15 minutes)

I will briefly explain the roles and behaviours of women in the 1920s through a brief discussion. The discussion will focus on the social and political liberation that women fought for and experienced during this time period. I will encourage students to consider the ways in which the 1920s may serve as a turning point in terms of the role of women in society. Students will also be given a handout outlining this information so that they can read along or add notes as they please (BLM 3.1).

Step 4: Guided Practice (20 minutes)

Students will be asked to write a one-page letter to either a flapper or a member of the Famous Five. They will be given a graphic organizer with guiding questions to help organize their thoughts and ensure they include everything that is needed (BLM 3.2). The graphic organizer also works to highlight the concept of change and continuity as well as point to the 1920s as a turning point for change with regard to the role of women in society. Students will work through their graphic organizer independently with some help from me.

Step 5: Independent Activity (25 minutes)

Students will then use their graphic organizers to write their one page letters. The main focus of the letter is how they think society is different as a result of women in the 1920s. Students have the option of writing their letters by hand, typing their letters, or creating another form of communication, such as email or video message.

This activity is designed to get students thinking about the various ways that women and society have changed or stayed the same over the last century. It also gets students to consider the specific

perspective of women with regard to this historical period. This activity also allows students to explore the idea of putting themselves into the historical narrative; it allows them to build on this skill without the pressure of being graded.

This letter activity and its product work as assessment for learning as they serve as an indicator of students' understanding. It shows me how well students have understood the notion of change and continuity with regard to this topic. It can provide me with feedback on whether or not we should spend any more time on this concept.

Step 6: Sharing (15 minutes)

Students will break into pairs and evaluate each other's letter using a peer evaluation form (BLM 3.3). This is meant to show students the value of other's opinions as well as get them thinking about their own work and how it can be improved. They will then be asked to incorporate this feedback into their letter using a different colour.

The peer feedback aspect of this activity serves as a form of assessment as learning because it gets students involved in the assessment process in the sense that they are thinking about and reflecting on both their work and their peer's work.

This activity will be included in students' portfolios which they have been building since the beginning of the course. These portfolios serve as an assessment tool for both myself and the students as it allow us to see their development and gives them the chance to reflect upon their work. They can be considered assessment as and for learning

MATERIALS

Primary Source Documents:

PSD 3.1: Photo of Women from the 1920s

Emily Spivack, "1920s Women," *Smithsonian Magazine*, February 3, 2016, <http://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-1-a-call-for-freedom-11957978/>.

PSD 3.2: Photo of a Woman from 1950s

Deanna Dahlsad, "Things Your Grandmother Knew," August 10, 2011, <http://www.thingsyourgrandmotherknew.com/2011/08/todays-quick-question.html>.

PSD 3.3: Photo of Women from 2016

"Come Paintnite onsite at the Sacramento Women's Expo," *Sacramento Women's Expo*, December 4, 2016, <http://sacwomensexpo.com/>.

Black Line Masters:

BLM 3.1: Handout on Women in the 1920s

CHC 2D: Women and the Roaring Twenties

Name: _____

Date: _____

The 1920s:

- The 1920s was a period of change, contrast, and conflict
- This was especially true of women's roles and behaviours
- The 1920s should be viewed in relation to the events of World War I and its aftermath, including an apparent economic boom in Canada's post-war economy
- This was a time when defiant and bold attitudes and outlooks emerged

Social Changes:

- Women's fashions changed drastically during the 1920s
 - Shorter dresses
 - Hair was cut short
- Women began being more social and spent more time in the public sphere
- The emergence of flappers—fashionable young women
- Women began smoking, drinking, and dancing in public
- Women, especially flappers, defied conventions of “proper” feminine behaviour

Political Changes:

- Most women had the right to vote by 1918
- However, women could not hold public office because they were not considered “persons” under the British North America Act
- The Famous Five were a group of women that sought to change this so that women would be considered people under the law
 - Henrietta Muir Edwards, Irene Parlby, Nellie McClung, Emily Murphy, and Louise McKinney
- In 1928, the Supreme Court of Canada upheld the British North America Act and agreed that that women were not persons
- In 1929, the British Privy Council overturned the Supreme Court's findings and ruled that women were indeed persons under the law
- This case became known as the “Persons Case”
- On February 20, 1930, Prime Minister Mackenzie King appointed Cairine Wilson as Canada's first female senator

Adapted from: J. Bradley Cruyton and W. Douglas Wilson, *Spotlight Canada*, 4th Edition (Oxford University Press, 2000).

BLM 3.2: Graphic Organizer for Letter Writing Activity

CHC 2D: Letter to a Woman from the 1920s, Graphic Organizer

Name: _____

Date: _____

Instructions: Fill in this graphic organizer using point form thoughts. Be sure to use examples from today's notes to explain or justify your thoughts. Use this organizer to write a short letter to a woman from the 1920s, either a flapper or one of the Famous Five. Be sure to include aspects of each of these categories, paying particular focus to the ways in which society has changed because of women in the 1920s. Make sure to include yourself in the narrative: How are you affected? How are people close to you affected? Do you identify with the women or society of the past?

Questions:	Notes:
Who are you writing the letter to? What is her name?	
What are some things about women and society from the 1920s that are the same or similar now?	
What are some things about women and society from the 1920s that are different now?	
How did society change because of women in the 1920s?	
If there was one thing you could tell a woman from the 1920s about today, what would it be?	

BLM 3.3: Peer Feedback Form

CHC 2D: Letter to a Woman from the 1920s, Peer Feedback

Name: _____

Date: _____

Student Being Evaluated: _____

Instructions: Please read your partner's letter. Discuss it with them. Fill out the forms together and explain the feedback, remembering to highlight the strengths of the letter and one wish you have to make it better.

Does the letter contain the following? Check all that apply.

- A clear indication of who the letter is written to
- At least one way in which society has changed because of women's roles and behaviours in the 1920s
- A piece of advice for the woman from the 1920s
- An explanation of how the student connects to the women or society of the 1920s

Identify two strengths of the letter? What did you like about it?

What is one wish you have with regards to the letter? What change could be made to make it better?

LESSON 4: RESIDENTIAL SCHOOLS IN THE 1920s AND THEIR LEGACY

Primary Historical Thinking Concept: Cause and Consequence

Lesson Number: 4

Overview:

This lesson takes place midway through a unit on the 1920s in Canada. The 1920s are often portrayed as a time of prosperity and happiness in Canada, however not everyone saw the benefits of Canadian economic success in the 1920s. This lesson explores one of the most marginalized groups in the 1920s. In this lesson, students will explore the concept of *cause and consequence* by studying the origins of residential schools and their impacts on Indigenous peoples, their communities, and on Canada as a whole. Students will explore the lasting impacts of the Residential School System by creating webs that connect direct consequences to secondary consequences. Students will be introduced to the relationships that have been negatively affected by this system, and will be introduced to the concepts of Truth and Reconciliation. Students will apply what they have learned to a real life situation, by answering questions and identifying examples from a survivor testimony.

Learning Goals and Success Criteria:

Learning Goals	Success Criteria
<p>Students will learn:</p> <ul style="list-style-type: none"> - To identify and understand the main cause(s) of residential schools - To identify and understand the multitude of consequences of the Residential School System and their lasting and intergenerational effects on indigenous communities and their relationships with non –Indigenous Canadians - To understand the reasons for some of the negative relationships between Indigenous communities and non-Indigenous communities in Canada, and what is being done to restore these relationships 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify and describe assimilation - Identify the many direct consequences of the Residential School System on survivors - Identify the indirect consequences that the Residential School System had on people who did not attend the schools themselves (family members, communities etc.) - Identify the various relationships that have been negatively impacted by the Residential School System - Define and give examples of both truth and reconciliation

Differentiated Instruction and/or Accommodations:

This lesson incorporates several different methods of delivering information. It combines the use of verbal transmission, reading and visuals. Students can use methods that they find more effective for them personally to supplement areas they do not find as easy. (I.E. Looking at the visuals to supplement information that was delivered orally.)

Close captioning can be turned on for video if needed. Digital copies of worksheets can be used to accommodate students who may need to type up their work or zoom in.

Materials:

- Primary Source Documents (PSD):

- PSD 4.1: Survivor Testimony
- Black Line Masters (BLM):
 - BLM 4.1: Residential Schools Note
 - BLM 4.2: Residential Schools and their Legacy PowerPoint Presentation
 - BLM 4.3: Consequences of Residential Schools Activity
 - BLM 4.4: Consequences of Residential Schools Answer Key
 - BLM 4.5: Survivor Testimony Questions
- Other Materials
 - “Chanie Wenjack Heritage Minute,” Historica Canada, accessed December 6, 2016, <https://www.historicacanada.ca/content/heritage-minutes/chanie-wenjack>.
 - Projector and laptop or a Smartboard with internet access
 - Overhead projector (Optional)

PLAN OF INSTRUCTION

Step 1: Warm-Up (2 minutes)

We will watch the Historica Canada *Heritage Minutes Chanie Wenjack* video. I will use the video to introduce the topic of Residential Schools. I will ask the students the following questions to encourage discussion:

- Who is Chanie Wenjack?
- What is his story?
- Why was he trying to run away from school?
- What could this story be saying about residential schools?

Step 2: Discussion (2-3 minutes)

I will lead a discussion with students. Many grade ten students will have heard something about residential schools in their lifetimes, and some will know more than others. I will use this time to discuss what they know about the subject already. I will prompt my discussion with the following questions:

- What is a Residential School?
- What have you heard about residential schools?
- Who went to residential schools? Why?

I will inform the students that in the 1920s attendance at Residential Schools became mandatory for all Indigenous children, and today we will be talking about the origins and consequences of the Residential School System.

Both the discussion in the warm-up and this one serve as assessment for learning as they provide me with information concerning students' understanding of these concepts. I can use this knowledge to act accordingly throughout the rest of the lesson. For example, I can stress various points in which their understanding may be lacking.

Step 3: Direct Instruction (15 minutes)

I will distribute the residential schools note (BLM 4.1). Using the following PowerPoint presentation (BLM 4.2), I will lecture students on the History of Residential Schools in Canada. Students will follow along with the PowerPoint and fill in the blanks and questions on the note. I will be sure to clearly address the following:

- What is a residential school?
- What was life like at a residential school?
- What was the aim of the government? (Identify the cause)
- What is assimilation? How exactly were residential schools assimilating children?
- What happened in the 1920s?
- What were conditions in residential schools? (What consequences might these conditions have?)

Step 4: Guided Practice/Activity (10 minutes)

I will tell students we are moving away from the note and the PowerPoint to do an activity. I will distribute the consequences of residential schools activity (BLM 4.3) to students. I will instruct students to draw an arrow from any item on the page to another item that could be directly caused by it. Some items will have multiple arrows leading to it, and some will have multiple arrows leaving from it. I will

inform students that these are all things related to residential schools (instructions are also in the PowerPoint). The purpose of this exercise is to understand the complexity and multitude of the consequences of the Residential School system, and to understand that these consequences go far beyond the immediate effects on residential school survivors. The Residential School System has had consequences on family members, communities and more. These consequences span across generations and are still affecting people today.

Step 5: Discussion (15 minutes)

I will take up this activity with the students. Every student will have connected their web in a different way and made different connections. Make a copy of the sample answer key (BLM 4.4) on an overhead. Using an overhead projector I will take up the note with students. Ask a student for a connection that they made as a starting point, and continue making connections from the starting point, attempting to trace that chain into its entirety. As I take this up and connect the web, I will explain these consequences and how they lead to one another.

A sample answer key for this activity has been provided, however this is only an example. There are many more ways to connect the web.

This discussion serves as assessment for learning as it provides me with information concerning students' understanding of the causes and consequences relating to residential schools.

Step 6: Direct Instruction (15 minutes)

Return to BLM 4.1. There is a section to be filled out after this activity. We will now discuss what is being done to address the legacy of residential schools. I will introduce students to Truth and Reconciliation Commission and the concepts of Truth and Reconciliation themselves. I will define the truth component and some of its benefits (uncovering the truth about what really happened, educating the public on what really happened, providing an outlet for survivors to open up etc.)

I will define reconciliation. The definition of reconciliation in its simplest form is to restore positive relationships. Put an emphasis on this. As a class we will brainstorm some of the relationships that may need to be reconciled because of the residential school system (Indigenous people and Canadian government, Indigenous people and the church, Indigenous people and non-Indigenous Canadians etc.) I will explain to students that reconciliation can be anything that helps contribute to a positive relationship. Things that contribute to reconciliation can take many forms, they can be large initiatives or day-to-day activities. I will provide some examples for the class, then brainstorm some more together. Examples could include the following:

- Gord Downie's *Secret Path*
- School assemblies
- Educating yourself
- The heritage minute from the beginning of class
- Territorial acknowledgements
- the 2008 government apology
- Awareness campaigns

*If you have a longer period you may choose to show some of these examples and discuss them.

Step 7: Consolidation (25 minutes)

I will distribute the questions (BLM 4.4) and the residential school survivor testimony (PSD 4.1). Students will now work independently to apply the ideas they have learned by reading the testimony and answering the corresponding questions. These questions ask students to identify some of the things they have learned about in a residential school survivor's testimony about her time at residential school.

MATERIALS

Primary Source Documents

PSD 4.1: Survivor Testimony

CHC 2D: Residential School Survivor Testimony

The following is part of a transcript from a survivor's statement about her experience at a residential school.

Q. So you went to Residential School in 1950. Did you have brothers or sisters with you?

A. Six of my older siblings were in Residential in Kuper Island. I didn't know that they were. I didn't know I had brothers and sisters because they were there all the time. My one remaining older sister who lives in Duncan said that she went there for nine years. She was sixteen when my mom died. There were four of us younger ones at home; two younger brothers and a sister. They sent my younger sister and I there. But when I look back [...], I don't remember seeing my younger sister there. I think they must have sent her home because I don't remember seeing her in the school, though we got on the train together and went across on the little ferry to Kuper Island from Chemainus. [...]. And that older sister that is deceased now, she went with us that first year. I don't remember seeing her there either.

Q. What was it like for you when you got there?

A. Right from the beginning I was scared walking down that dock in Chemainus to get on that boat. I didn't know where they were bringing me. A Priest picked us up and walked us down there from the train. Going on that ferry on the water for the first time – it was the first time I had been on a boat – and walking up that dock to school, I didn't know why I was there.

Q. Did anybody explain it to you?

A. No.

Q. Was there anybody you knew waiting for you at the school?

A. No. And I didn't see my dad before I left, either. I don't know if he was around when I left. I don't remember leaving my house. I just remember being at the train station and getting on that train in Nanaimo. But I don't remember leaving my home.

Q. After you arrived at the Residential School can you describe what it was like for you?

A. I didn't know why I was there. I didn't know nothing. I was scared. I was so scared.

Q. Do you remember being scared the whole time you were there?

A. Yeah. I was always scared because I didn't know nobody. --- (Speaker overcome with emotion)

Q. Do you remember a typical day at school, like things you may have done?--- (A Short Pause)

Q. It's okay. Take your time. It's okay.

A. I was always scared but I kept it inside and just tried to stay real quiet. I was scared of the Nuns and scared of the Priests. I never had seen no White people on our Reserve. It was the first time I had seen White people there and they were all dressed in black.

Q. I guess they didn't make you feel very safe if you were scared of them.

A. Just being around everybody I didn't know. And they told us we weren't supposed to look around when they lined us up [...]. We weren't allowed to talk or you would get strapped or get your ears pulled or your hair pulled. So I couldn't look for my sisters. I felt alone all my life.

Q. If you weren't allowed to look around or talk to people was it hard to have friendships? Did you have any friends when you were there?

A. No. Nothing. Because we always seemed to have to be doing something. We always had to be working. [...] In free time we had to be knitting socks, darning socks, the boys' socks after school. When we were in school they taught us about God and devils. I don't remember doing no math and all that. It was always about God and devils.

Q. Do you remember if you received any kind of education? You say you don't remember math. Did they teach you reading or writing?

A. No. When I finally got out of there they sent me to public school and I didn't know nothing and I felt so stupid. I was older then [...] I didn't know hardly nothing what they were teaching in the public school because [...] all we did was write about God all the time and do tests on that.

Q. Do you know if your mother went to Residential School?

A. Yes. My sister said that she went, and so did my dad. They both went to Residential.

Q. And that wasn't something that the family talked about?

A. No. My older sister hardly talked about it, but she said that it wasn't nice. She said that she had to work with the cook and she said she had to cook a lot of rotten meat, spoiled meat, for the kids. My other brothers -- I had six brothers -- and I have two left. My one brother, all he told me was before he died was that he had a medical problem that could never be fixed because they kicked him so hard [...] that he couldn't sit too long [...] And the doctors couldn't fix it. [...] They were abused. He was abused.

Q. When did you finally talk to your brothers about that?

A. My brother died about two years ago, so probably about four [years ago]. He died of cancer.

Q. And your sister?

A. About two years ago, or something, she was telling me about the food that she had to cook for the kids, about how spoiled the meat was. It was real bad food that she had to cook for us and the other kids. She said that they hit her so hard on her ears that she's deaf now. --- Speaker overcome with emotion--- She's an angry lady. She won't talk about it. She won't cry.

Q. You mentioned also the Nuns used to pull your ears or pull your hair.

A. I seen them do that to other girls. When I would go get in line, they would tell us to get in line, I would go way to the back so they wouldn't pick me out or anything. I was scared.

Q. Did you feel that you had any way of protecting yourself?

A. No. Just to be quiet and not to be seen. [...]

Q. Can you tell me some ways you think that Residential School might have affected your life as a mother?

A. A lot of ways. I never learnt how to be friendly or have friends. They never taught those skills.

Adapted from: Velma Page, interview by Where are the Children, Legacy of Hope Foundation, accessed on December 6, 2016, <http://wherearethechildren.ca/en/stories/>.

Black Line Masters

BLM 4.1: Residential Schools Note

CHC 2D: Residential Schools

Name: _____

Date: _____

What is a Residential School?

- Residential Schools were _____ for Indigenous children that were funded by the government and run by the church.
- Residential School was a part of an attempt to _____ Indigenous peoples into mainstream Eurocentric Canada.
- Residential schools were located far away from reserves and often

- Schools were often understaffed or had poor quality staff, and discipline was strict.
- Living conditions and diet at residential schools were often very poor.

Assimilation

- **Assimilation** is the process by which a minority group is made gradually more and more like the dominant culture, until their original culture ceases to exist.
- Many elements of the Residential School System contributed to assimilation including:
 - Teaching Eurocentric Canadian views, beliefs and languages
 - _____
 - Forbidding of Indigenous languages and cultural/religious practices
 - Lack of contact with parents

Origins of Residential Schools

- In the 19th Century the Canadian Government took responsibility for the education of Indigenous children.
- The Residential School System was developed in the 1870s by the Canadian government, in partnership with the Anglican, Catholic, United and Presbyterian Churches.
- Created as part of an attempt to assimilate Indigenous people's based upon the belief that Eurocentric beliefs and culture are superior to Indigenous beliefs and culture.

- In the 1920s it became mandatory for Indigenous children to attend residential schools and the number of active schools peaked by 1931.
- Over 150,000 children attended residential schools.

Truth and Reconciliation

- The Truth and Reconciliation Commission (TRC) was established in 2008 as part of the Indian Residential Schools Settlement Agreement.
- A truth and reconciliation commission is a commission tasked with discovering and revealing past _____ by a government in the hope of _____ left over from the past
- There are two main components to Truth and Reconciliation
 - 1) Truth
 - 2) Reconciliation
- What does Truth mean?

- The Truth and Reconciliation Commission began collecting survivor stories, and urged people to come forward. This can help:
 - Uncover the Truth about what really happened
 - Educate the public on what really happened
 - Provide an outlet for survivors to open up and release negative emotions
 - **Reconciliation** is
-
- What relationships do you think were negatively affected by the Residential School System that may need to be restored to a positive state?
 -
 -
 -
 - What can contribute to reconciliation?

- Anything that might help to build a positive relationship: big initiatives or day-to-day acts.
- Examples:

BLM 4.2: Residential Schools and their Legacy PowerPoint Presentation (PDF Link)



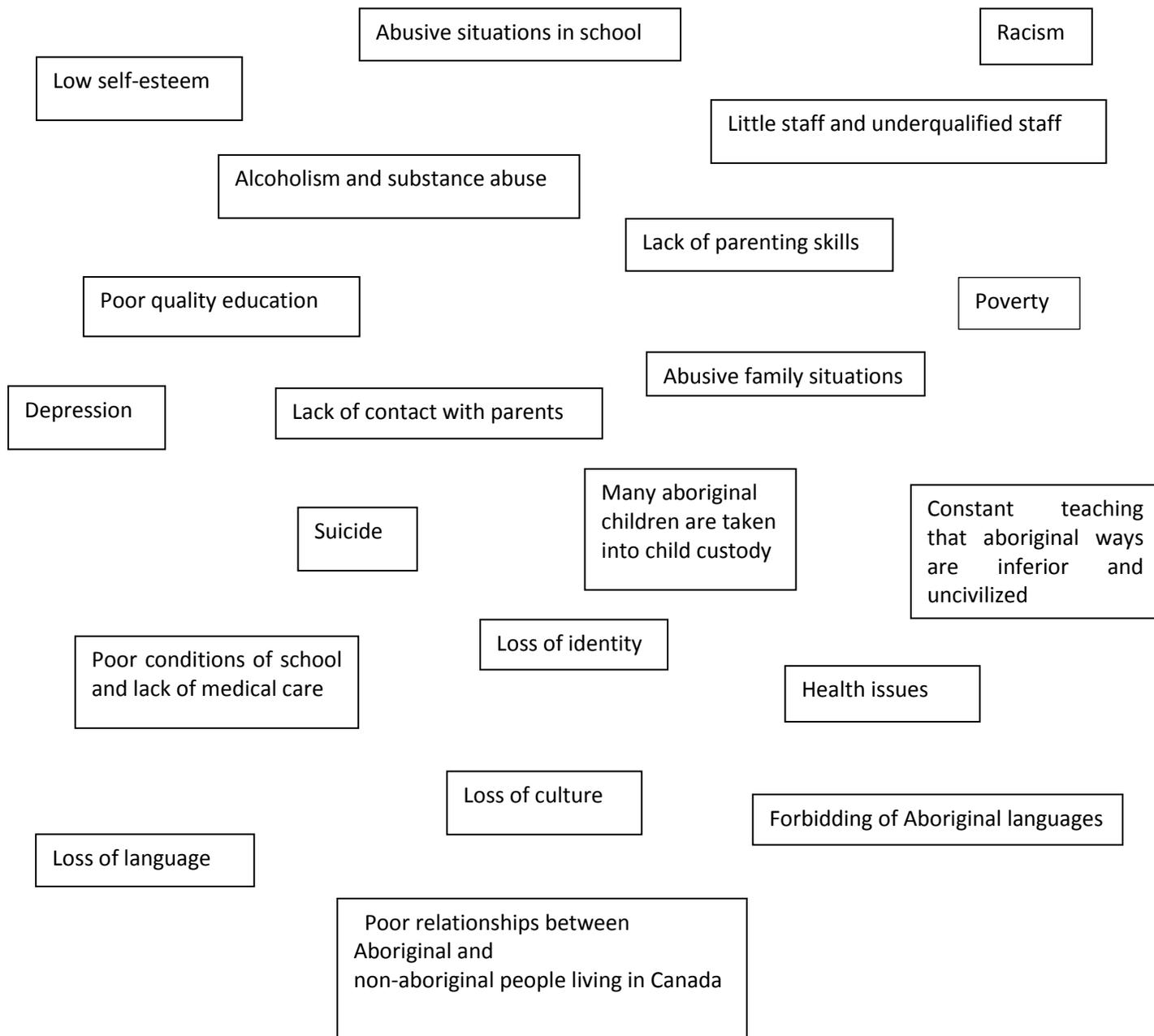
BLM 4.3: Consequences of Residential Schools Activity

CHC 2D: Consequences of Residential Schools

Name: _____

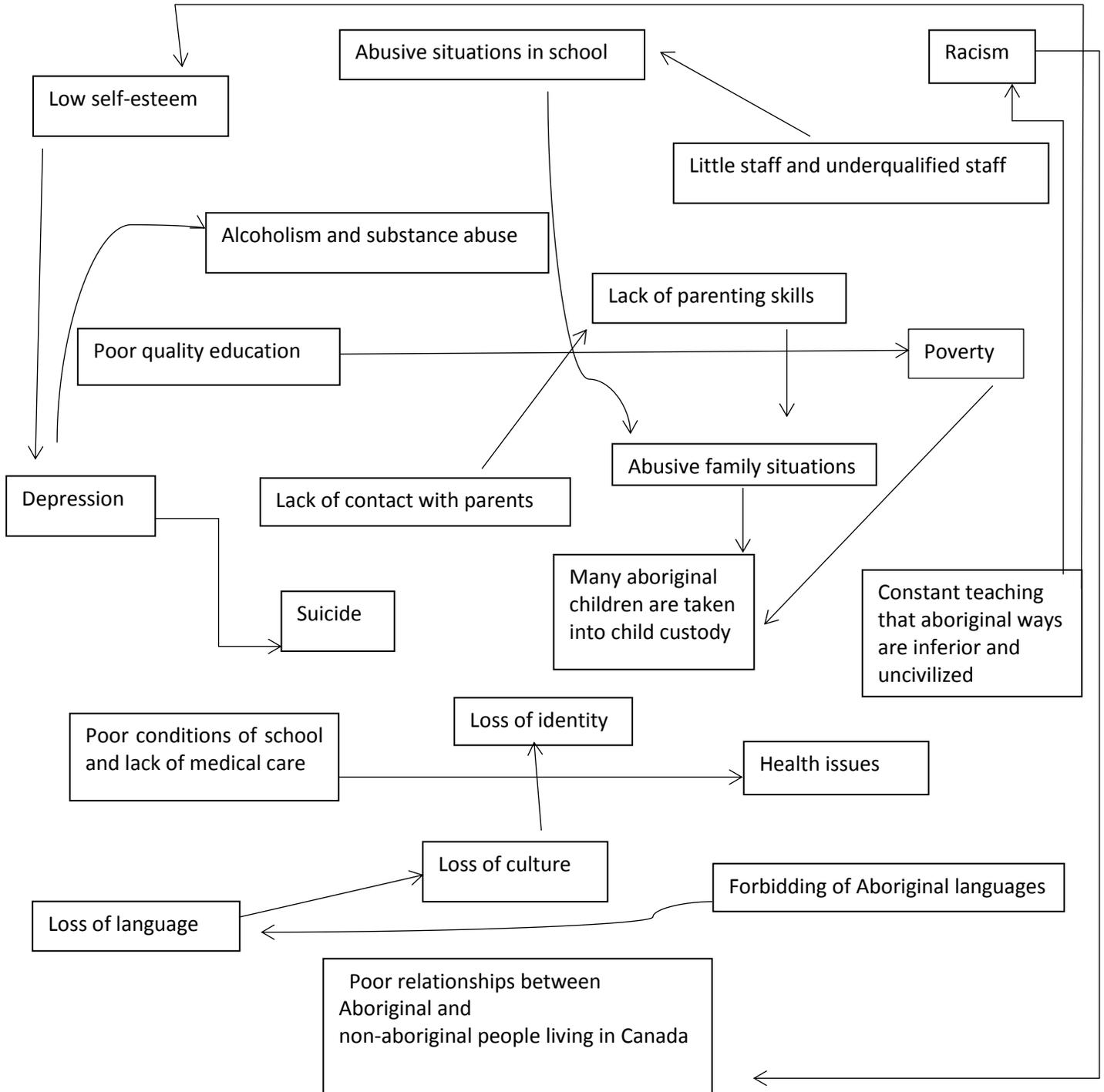
Date: _____

Instructions: All the items on this page are related to the Residential School System. Draw arrows → from items to the consequences that may have caused in order to create a web. Some items will connect with multiple other items.



BLM 4.4: Answer Key

All the items on this page are related to the Residential School System. Draw arrows → from items to the consequences that may have caused in order to create a web. Some items will connect with multiple other items.



BLM 4.5: Survivor Testimony Questions

CHC 2D: Survivor Testimony Questions

Name: _____

Date: _____

Read the transcript provided and answer the following questions in full sentences.

1. Identify one specific way the residential school system was assimilating children that is mentioned in this testimony.

2. What are three negative consequences of the residential school system that this survivor mentions (explicitly or implicitly) in her testimony?

3. By coming forward and sharing her story, what might this survivor be accomplishing? How might it help her personally, and how does it help the overall situation?

4. In your own words, explain what reconciliation means. Provide one example of something that can contribute to reconciliation and explain why you think this would help.

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