A 6-PART INSTRUCTIONAL RESOURCE PACKAGE

Canada & the First World War: An Introduction
CHC2D
Canadian History since World War 1
Grade 10, Academic

SPECIFIC EXPECTATION EXPLORED

B2.1 – explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada’s military participation in the war (e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day).

ABSTRACT

Developing an historical understanding of the twentieth- and twenty-first centuries requires, first and foremost, an understanding of the First World War. The root causes of such historically significant events as the Russian Revolution, the rise of Adolph Hitler, World War II, the Cold War, American superpower status, the Yugoslav civil war, and contemporary ethnic and military conflicts within the Middle East, each stem in part from the consequences and legacy of the “war to end all wars.” This resource package provides educators with 6 lessons that serve to explore the main causes of World War I and the impacts of the war on Canada and Canadians. Specifically, students will explore the main causes of the war; the Canadian reactions to the outbreak of war; technological advancements throughout the war; French-English relations and the conscription crisis; the human cost of war; and the Treaty of Versailles. Students will explore these topics through the inspection of geographic maps, political cartoons, Canadian artwork, films, oral histories, newspaper excerpts and other forms of differentiated instruction. Each lesson is grounded in one of the Big Six Historical Thinking Concepts developed by Seixas and Morton – historical significance, evidence, continuity and change, cause and consequence, historical perspectives, and the ethical dimension.1 By the end of the six lessons students will have gained an introductory understanding of World War I and Canada’s role within the global conflict.

KEYWORDS

Canada; World War I; historical significance; evidence; continuity and change; cause and consequence; historical perspectives; ethical dimension; causes; Canadian reactions to war; Treaty of Versailles; technology; French-English relations; conscription crisis; Canadian oral histories; World War I weaponry; underlying causes of World War I.

AUTHORS

Daina Petronis & Bob Vranich

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LESSON # 1  
The Main Causes of World War I  
CHC2D  
Canadian History since World War 1  
Grade 10, Academic

**SPECIFIC EXPECTATION Explored**

B2.1 explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada's military participation in the war (e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day).  

**ADDITIONAL EXPECTATIONS**

N/A

**PRIMARY HISTORICAL THINKING CONCEPT**

Historical Significance

**SECONDARY HISTORICAL THINKING CONCEPTS**

Evidence, Cause and Consequence

**OVERVIEW**

Students will examine the primary causes of the First World War through an analysis of primary and secondary sources. Students will explore how militarism, European Alliances, imperialism, competing nationalisms, and the assassination of Archduke Franz Ferdinand contributed to the outbreak of war in 1914. This lesson is designed for 2 ½ 75-minute periods or 2 90-minute periods.

**MATERIALS**

- SMARTBoard
- Computer with Internet Access
- Projector technology
- Coloured pencils or markers
- Primary Source Documents (PSD 1.1 – PSD 1.7)
- Black Line Masters (BLM 1.1, BLM 1.2a-f)

**PLAN OF INSTRUCTION**

**STEP 1: WARM UP: INTRODUCTION TO WORLD WAR I (15 min.)**
A) View the John Green video, *Crash Course World History #36: Archdukes, Cynicism, and World War I* (11:44). The video provides students with an entertaining overview of the Great War, its global scope, and some of the war’s major impacts. Ask students to pay attention to some of the impacts of the war mentioned in the video.

**STEP 2: DISCUSSION: LEGACY & BACKGROUND (40 MIN.)**

**PART 1: ESTABLISHING HISTORICAL SIGNIFICANCE (15 MIN.)**

A) Think. Ask students to recall/brainstorm 3-5 impacts of the Great War mentioned in the John Green video. Encourage student responses with such questions as:

I. What wars resulted from the First World War?
II. Which countries ceased to exist?
III. Which countries came into being?
IV. What inventions continue to be used today?

B) Pair. Students will then partner up in order to compare ideas and add to their lists.

C) Share. Each pair will share with the class 2-3 impacts they identified.

D) Record the impacts on the SMARTBoard or blackboard.

E) Display the *Wall Street Journal* website entitled *100 Years/Legacies: The Lasting Impact of World War I* on the SMARTBoard. Browse and briefly discuss when necessary some of the impacts listed in each category – “Politics,” “Countries,” “Culture,” and “Medicine.” The *WSJ* list of 100 impacts is meant to illustrate to students the deep and lasting impacts of the Great War on the 20th and 21st centuries. (The website is very rich with material and subsequent lesson timings may have to be modified if one wishes to explore the impacts in more depth).

F) Ask students if the First World War is historically significant. Direct the discussion towards the 4 Guideposts for Historical Significance and how the Great War can fulfill each one:

I. Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences, for many people, over a long period of time.

II. Events, people, or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life.

III. Historical significance is constructed. That is, events people, and developments meet the criteria for historical significance only when they are shown to occupy a meaningful place in a narrative.

IV. Historical significance varies over time from group to group.
G) Direct the discussion to the conclusion that WWI is perhaps the most influential event ever for 20th and 21st century history. Therefore, it is important to study the conflict and how it started.

**PART 2: INTRODUCTION TO WWI GEOGRAPHY (15 min.)**

A) Distribute BLM 1.1 “Blank Map of Europe, 1914.” Discuss which countries were fighting for which camp during the war. Get students to label the major and minor players of the Great War, make a map legend, and colour their map in accordance with the map legend. Use PSD 1.1 “Map of Europe, 1914” projected onto the SMARTBoard as a visual aid for the discussion.

B) Discuss the following questions:

I. What does the map reveal about the political situation of Europe prior to the outbreak of war?

II. How do you think Germany would have felt being surrounded on all sides by rival powers?

III. Have the students recall from the video some of the other causes of the Great War.

**PART 3: THE POLITICAL SITUATION OF EUROPE, 1914 (10 min.)**

A) Project PSD 1.2 “Political Cartoon of Causes of First World War” onto the SMARTBoard and discuss its meaning and significance with the students. Focus on what it takes to make a really good fire: oxygen, dry wood, heat source or spark. Ask students about the relevance of the winds, the spent matches, the unspent matches, the kindling, and the logs. Bring students to the understanding that Europe in 1914 was a tinderbox ready to explode.

B) Explain to students that the remainder of the lesson will use primary and secondary sources to help further explain PSD 1.2 “Political Cartoon of Causes of First World War” and isolate the most significant causes of WWI.

**STEP 3: MODELING: WORKING WITH PRIMARY & SECONDARY SOURCES (15-20 min.)**

A) Distribute BLM 1.2a-g “Causes of WWI Worksheet” to the class.

B) Display PSD 1.3 “Political Cartoon of European Alliance System” on the SMARTBoard. Conduct an analysis of the first political cartoon. Demonstrate to the class how to analyze an image using the 5 Ws (What, Who, When, Where, Why). Emphasis should be put on the web of European alliances.

C) Read the secondary historical account on BLM 1.2b “Causes of WWI Worksheet.” Use the information you gleaned from the cartoon and the secondary source to answer the questions on BLM 1.2b “Causes of WWI Worksheet.” Record the
answers on the blackboard. Instruct students to copy the answers onto their worksheet.

**STEP 4: GUIDED PRACTICE: PRIMARY & SECONDARY SOURCE ANALYSIS (45-60 MIN.)**

A) Project PSD 1.4 “Political Cartoon of Global Militarism” onto the SMARTBoard. Have the class work as one group to analyze the political cartoon, read the secondary account on BLM1.2c “Causes of WWI Worksheet,” and answer the related questions. Focus this session on student responses but guide the analysis and conclusions when necessary.

B) Divide the class into groups of 2-3 in order to complete BLM 1.2d-BLM 1.2f “Causes of WWI Worksheet.” Display PSD 1.5 “Political Cartoon of Nationalism,” PSD 1.6 “Political Cartoon of Imperialism,” and PSD1.7 “Political Cartoon of Austro-Hungarian Response to Assassination,” on the SMARTBoard for 15-20 minutes each. Groups will have 15-20 minutes to complete the analysis of each cartoon and secondary account. Provide assistance to students when/if necessary throughout the remainder of the session.

**STEP 5: INDEPENDENT ACTIVITY: REFLECTION ON CAUSES OF WWI (30 MIN.)**

A) Students will work independently to reflect upon the questions posed in BLM 1.2g “Cause of WWI Worksheet.” Re-display PSD 1.2 “Political Cartoon of Causes of First World War” on the SMARTBoard to assist students with the first question.

**STEP 6: SHARING/DISCUSING/TEACHING (20 MIN.)**

A) As a class review and discuss student responses to the questions posed by BLM 1.2d-f “Causes of WWI Worksheet.” Discuss ambiguous responses and clarify troubles students may have had.

B) Bring students to the understanding that Europe in 1914 was like a tinderbox ready to explode. Militarism, alliances, nationalism, imperialism, and the assassination of Archduke Ferdinand (M.A.N.I.A acronym) were different factors contributing to the tinderbox and subsequent fire. Return to PSD 1.2 “Political Cartoon of Causes of First World War” as a way of consolidating student learning. Students should be able to identify the significance of each label of the cartoon.

**ASSESSMENT**

A) Monitor students’ participation in the discussion activities contained in the lesson.

B) Monitor group progress throughout group work activity. Field questions and provide assistance when required.

C) Collect and formatively assess (with descriptive feedback) student responses to the questions posed by BLM 1.2g “Causes of WWI Worksheet.”

2 “Archdukes, Cynicism, and World War I: Crash Course World History #36,” John Green, accessed November 30, 2014, [https://www.youtube.com/watch?v=_XPZQ0LAIr4](https://www.youtube.com/watch?v=_XPZQ0LAIr4).


4 N.B.: access to each link from the main website will require a subscription. The activity can be completed without a subscription since all the “impacts” are listed. Subscription access to *The Wall Street Journal* will allow the class to go more in depth with impacts of interest to the class.

Appendix 1

PSD 1.1 Map of Europe, 1914
Political Cartoon of Causes of First World War

Nationalist Movements
The Arms Race

Sarajevo
Triple Alliance
Triple Entente
Colonial Rivalry

Pan-Slavism
The Dangerous Balkans

Alsace-Lorraine
Balkan Wars
Agadir

Bosnia
Algeciras
Naval Race
Political Cartoon of European Alliance System
PSD 1.4  Political Cartoon of Global Militarism

PSD 1.5  Political Cartoon of Nationalism
NATIONALISM

FOLLOW ME!!
PSD 1.6  Political Cartoon of Imperialism

The Mad Scramble for Africa
PSD 1.7 Political Cartoon of Austro-Hungarian Response to Assassination
Appendix 2

BLM 1.1 Blank Map of Europe, 1914

Triple Entente

Central Powers

Neutral Powers
BLM 1.2a  Causes of WWI Worksheet

Instructions: Use the political cartoon (primary source) and the accompanying historian's opinion of who is responsible for the outbreak of war (secondary source) to answer the questions on the worksheet.
BLM 1.2b  Causes of WWI Worksheet

Political Cartoon 1: The European Alliance System

Alliance: The state or fact of being united for a common purpose or for mutual benefit, esp. of nations or states.9

Secondary Source: Dr. Catriona Pennell10
Blame goes to: Austria-Hungary and Germany

In my opinion, it is the political and diplomatic decision-makers in Germany and Austria-Hungary who must carry the burden of responsibility for expanding a localised Balkan conflict into a European and, eventually, global war. Germany, suffering from something of a "younger child" complex in the family of European empires, saw an opportunity to reconfigure the balance of power in their favour via an aggressive war of conquest.

On 5 July 1914 it issued the "blank cheque" of unconditional support to the crumbling Austro-Hungarian Empire (trying to reassert its dominance over the rebellious Serbia), despite the likelihood of this sparking war with Russia, an ally of France and Great Britain. However, Austria-Hungary's actions should not be ignored.

The ultimatum it issued to Serbia on 23 July was composed in such a way that its possibility of being accepted was near impossible. Serbia's rejection paved the way for Austria-Hungary to declare war on 28 July, thus beginning WWI.

Questions

1. Identify the 6 characters in the cartoon.

2. List each country represented in the cartoon and describe the alliance networks with which they were involved.

3. How did the web of European alliances contribute to the start of war in Europe in 1914?

4. Think of an analogy that can you use to describe what is happening in the cartoon?
BLM 1.2c Causes of WWI Worksheet

Political Cartoon 2: Global Militarism

Militarism: Military attitudes or ideals, esp. the belief or policy that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests. Also: a political condition characterized by the predominance of the military in government or a reliance on military force in political or diplomatic matters.¹¹

Secondary Source: John Rohl¹²
Blame goes to: Austria-Hungary and Germany

WW1 did not break out by accident or because diplomacy failed. It broke out as the result of a conspiracy between the governments of imperial Germany and Austria-Hungary to bring about war, albeit in the hope that Britain would stay out.

After 25 years of domination by Kaiser Wilhelm II with his angry, autocratic and militaristic personality, his belief in the clairvoyance of all crowned heads, his disdain for diplomats and his conviction that his Germanic God had predestined him to lead his country to greatness, the 20 or so men he had appointed to decide the policy of the Reich opted for war in 1914 in what they deemed to be favourable circumstances.

Germany's military and naval leaders, the predominant influence at court, shared a devil-may-care militarism that held war to be inevitable, time to be running out, and - like their Austrian counterparts - believed it would be better to go down fighting than to go on tolerating what they regarded as the humiliating status quo...

Questions

1. Besides Germany, which other countries were participating in the naval arms race?

2. How did German militarism contribute to the outbreak of war in Europe in 1914?

3. Recall the map of Europe and Germany's neighbours in 1914. Russia and France were equally militaristic and allied with each other. Could German militarism be considered a self-defense measure?

4. Historian John Rohl argues that German militarists believed the conditions to be favourable for a quick and aggressive European war. How do you interpret Rohl's "favourable circumstances" with respect to what you know about European militarism and the arms race?
BLM 1.2d  Causes of WWI Worksheet

Political Cartoon 3: European Nationalism

Nationalism: Advocacy of or support for the interests of one's own nation, esp. to the exclusion or detriment of the interests of other nations. Also: advocacy of or support for national independence or self-determination. ¹³

Secondary Source: Sir Richard J Evans¹⁴

Blame goes to: Serbia

Serbia bore the greatest responsibility for the outbreak of WW1. Serbian nationalism and expansionism were profoundly disruptive forces and Serbian backing for the Black Hand terrorists was extraordinarily irresponsible. Austria-Hungary bore only slightly less responsibility for its panic over-reaction to the assassination of the heir to the Habsburg throne.

France encouraged Russia's aggressiveness towards Austria-Hungary and Germany encouraged Austrian intransigence. Britain failed to mediate as it had done in the previous Balkan crisis out of fear of Germany's European and global ambitions - a fear that was not entirely rational since Britain had clearly won the naval arms race by 1910.

The generally positive attitude of European statesmen towards war, based on notions of honour, expectations of a swift victory, and ideas of social Darwinism, was perhaps the most important conditioning factor. It is very important to look at the outbreak of the war in the round and to avoid reading back later developments - the German September Programme for example (an early statement of their war aims) - into the events of July-August 1914.

Questions

1. How can nationalism be perceived as a largely negative force contributing to the outbreak of war?

2. How can nationalism be perceived as a largely positive force during times of war?

3. How did the alliance system combine with nationalism to increase tensions in Europe?

4. How did European militarism combine with nationalism to increase tensions in Europe?
**BLM 1.2e Causes of WWI Worksheet**

**Political Cartoon 4: Imperialism**

**Imperialism:** The principle or policy of empire; the advocacy of holding political dominion or control over dependent territories.

**Secondary Source: Gerhard Hirschfeld**

*Blame goes to: Austria-Hungary, Germany, Russia, France, Britain and Serbia*

Long before the outbreak of hostilities Prussian-German conservative elites were convinced that a European war would help to fulfill Germany’s ambitions for colonies and for military as well as political prestige in the world.

The actual decision to go to war over a relatively minor international crisis like the Sarajevo murder, however, resulted from a fatal mixture of political misjudgment, fear of loss of prestige and stubborn commitments on all sides of a very complicated system of military and political alliances of European states.

In contrast to the historian Fritz Fischer who saw German war aims - in particular the infamous September Programme of 1914 with its far-reaching economic and territorial demands - at the core of the German government’s decision to go to war, most historians nowadays dismiss this interpretation as being far too narrow. They tend to place German war aims, or incidentally all other belligerent nations' war aims, in the context of military events and political developments during the war.

**Questions**

1. Describe what is meant by the “Scramble for Africa.”

2. Who were the major European powers involved in the search for colonies?

3. The French and Germans fought minor battles for control of Morocco. If the Germans had conquered the French during WWI, what do you think would have happened to all the French colonies around the world?

4. In what ways did colonies contribute to (a) European militarism, (b) the war effort in general, (c) general national war aims, and (d) the expansion of the war to a global scale.
BLM 1.2f  Causes of WWI Worksheet

Political Cartoons 5: Assassination

**Assassination:** The murder of a person (esp. a prominent public figure) in a planned attack, typically with a political or ideological motive, sometimes carried out by a hired or professional killer.¹⁷

**Secondary Source:** Dr. Heather Jones  
*Blame goes to: Austria-Hungary, Germany and Russia*

Relatively common before 1914, assassinations of royal figures did not normally result in war. But Austria-Hungary’s military hawks - principal culprits for the conflict - saw the Sarajevo assassination of the Austro-Hungarian Archduke Franz Ferdinand and his wife by a Bosnian Serb [Gavrilo Princip] as an excuse to conquer and destroy Serbia, an unstable neighbour which sought to expand beyond its borders into Austro-Hungarian territories. Serbia, exhausted by the two Balkan wars of 1912-13 in which it had played a major role, did not want war in 1914.

Broader European war ensued because German political and military figures egged on Austria-Hungary, Germany's ally, to attack Serbia. This alarmed Russia, Serbia's supporter, which put its armies on a war footing before all options for peace had been fully exhausted.

This frightened Germany into pre-emptively declaring war on Russia and on Russia's ally France and launching a brutal invasion, partly via Belgium, thereby bringing in Britain, a defender of Belgian neutrality and supporter of France.¹⁸

**Questions**

1. According to the cartoon, do you think Austria-Hungary was looking for an apology from Serbia when it issued its ultimatum?

2. How would you describe Serbian nationalists in the eyes of the Austro-Hungarians?

3. How did the assassination of Archduke Ferdinand affect European political tensions in 1914?

4. Regardless of the assassination, would war have broken out in Europe in 1914? Why or why not?

5. Was Austria-Hungary using the assassination as a pretext to invade Serbia and expand its empire?

6. What factors other than the assassination encouraged Austria-Hungary to be so aggressive towards Serbia?
BLM 1.2g  Causes of WWI Worksheet

Consolidation Activity:

1. Return to the political cartoon in BLM1.2a and briefly explain how each concept listed in the tinderbox contributed to the outbreak of war in Europe in 1914.

2. Of all the causes and culprits explored thus far, identify the 5 most significant causes of World War I.

3. In your opinion, which nation(s) are responsible for the outbreak of the First World War?
LESSON # 2

Canadian Reactions to the Outbreak of War
CHC2D
Canadian History since World War 1
Grade 10, Academic

SPECIFIC EXPECTATION EXPLORED

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ADDITIONAL EXPECTATIONS

N/A

PRIMARY HISTORICAL THINKING CONCEPT

Historical Perspective

SECONDARY HISTORICAL THINKING CONCEPT

Evidence

OVERVIEW

Students will analyze various primary sources in order to understand how Canadians reacted to the outbreak of war in Europe in 1914. Students will explore through the lens of historical perspective-taking the general reactions of soldiers, women, farmers, empire loyalists, and the government. Students will gain a broad political and military understanding of Canada’s role within the British Empire. Despite Canada’s overwhelming support for the British war effort, students will understand that large segments of the Canadian population were against the war, thus paving the way for future social, cultural, and political conflicts within Canada. This lesson is designed for 2 75-minute periods or 1 ½ 90-minute periods.

MATERIALS

- SMARTBoard
- Computer with Internet Access
- Projector technology
- Chart paper
- Markers
- Primary Source Documents (PSD 2.1 - PSD 2.13)
• Black Line Masters (BLM 2.1 - BLM 2.3)

**PLAN OF INSTRUCTION**

**STEP 1: WARM UP: DIFFERENT POINTS OF VIEW (10 MIN.)**

A) Project **BLM 2.1 “Different Points of View 1”** onto the SMARTBoard. Ask students the following questions:

I. What do they see?
II. How do the perspectives differ?
III. Which perspective do they favour?
IV. Is there a right or wrong perspective?

B) Project **BLM 2.2 “Different Points of View 2”** onto the SMARTBoard. Ask students the following questions:

I. What do they see?
II. Which variables affect each person’s point of view?
III. What do we need to take into consideration when judging each point of view?

**STEP 2: DISCUSSION: FACTORS AFFECTING HISTORICAL PERSPECTIVE (15 MIN.)**

A) Have the class brainstorm some of the factors we need to take into consideration when trying to understand different points of view from the past. Record student responses on the blackboard. Organize the responses into a T-chart with the headings of “DOs” and “DON'Ts.” Encourage student responses with the following questions:

I. Are our beliefs and values the same or different than those of people from the past?
II. Is it right to judge peoples’ actions of the past by today’s moral, ethical, and cultural standards?
III. How important is the historical context?
IV. What is the difference between taking the perspective of an historical actor and identifying with an historical actor?
V. Which variables affect each person’s point of view?
VI. What do we need to take into consideration when judging each point of view?
VII. How do multiple perspectives enhance our understanding of history?

B) Lead the discussion towards introducing (or recalling) the historical thinking concept of “Historical Perspectives” and the 5 associated guideposts. Use **BLM 2.3 “Historical Perspective Guideposts”** as a visual aid during this part of the discussion. Get students to record the 5 guideposts into their notebooks.
C) Instruct students that we will use the remainder of the lesson to examine different Canadian reactions to the outbreak of war in Europe and Canada’s call to arms by Great Britain

**STEP 3: MODELING: PRIMARY SOURCE ANALYSIS (25 MIN.)**

A) Distribute to each student 1 copy of **PSD 2.1 “Not a 20-years war”** as well as two copies of **BLM 2.4 “Primary Document Analysis Worksheet.”**

B) Project **PSD 2.1 “Not a 20-years war”** onto the SMARTBoard. Read the document aloud to the class. Lead an analysis of the primary document by using the worksheet questions as a guide. Prompt students for answers. Record the answers on the blackboard and have students copy the answers onto one of their two worksheets.

**STEP 4: GUIDED PRACTICE/INDEPENDENT ACTIVITY: PRIMARY DOCUMENT ANALYSIS (25 MIN.)**

A) Randomly distribute copies of **PSD 2.2-2.13** to students in the class. Ensure each student has one primary source document. Some students will have the same document. Ensure that shorter primary sources are distributed to students with a lower level of reading and communication skills and that longer primary sources are distributed to students with a higher level of reading and communication skills.

B) Instruct students to independently analyze their primary document by first reading it in full and using the questions on their “**Primary Document Analysis Worksheet.**” Teacher should monitor student progress throughout this session and field questions and/or give guidance when/if necessary.

**STEP 5: SHARING/DISCUSING/TEACHING: CLASSROOM DEBATE (75 MIN.)**

**PART 1: GROUP COLLABORATION (40 MIN.)**

A) Get students to identify whether their primary document illustrates a pro-war or anti-war stance. Students with anti-war stances should congregate in one area of the class and students with pro-war stances should congregate in another area of the class.

B) Students will work together within their respective groups to accomplish the following tasks (each group can be divided in two if the class is large):

   I. Students will each present to their group members a brief synopsis of the primary document they analyzed and discuss questions that may arise. (15 min.)

   II. Students will work together to create a class note on chart paper. The note will summarize either the pro-war or anti-war stance held by
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Canadians in 1914. Instruct students to organize their note according to the 5 Ws:

a. What was the general reaction to war? (Title of note)
b. When was this view expressed?
c. Who were some of the people and institutions that held this view?
d. Where did these people come from in Canada?
e. Why did these people and institutions feel this way (reasons)?

C) Instruct students to copy their group note into their individual notebooks. (15 min.)

D) Each group will post their finished note on the blackboard in order for the other group to copy it into their notebooks. (10 min.)

**PART 2: CLASS DEBATE (35 MIN.)**

A) Students will debate the following question using what they have learned from their primary document analysis: If you were a Canadian living in Canada in 1914 would you have supported the war or been against Canada’s involvement?

B) Divide students into two groups according to their points of view on the debate question. This exercise will work best if both groups are even in numbers. Emphasize that students must make their decision not on how they feel today, but rather how they would have felt in 1914.

C) Students will work within their respective groups to come up with a list of arguments. Each student in the group requires one point to argue. Students will then pick a partner from the other group with which to share their point. This will give students the opportunity to prepare a rebuttal to their partner’s argument.

D) The debate involves the entire class. The debate will begin with a coin toss to see which side goes first. The debate will follow the point-counterpoint format. That is, one student will present their point and their partner will have a chance for rebuttal. Students must make their point in about 30-45 seconds. The teacher will serve as moderator, assess the two sides, and award a point to whom s/he thinks has the better argument. Switch to the other group after each round. The team with the most points at the end of the debate wins!

**ASSESSMENT**

1. Monitor students’ participation in the discussion activities contained in the lesson.

2. Monitor students’ progress during their independent analysis of a primary document.

3. Collect and formatively assess (with descriptive feedback) student responses to their Primary Document Analysis Worksheet (after first day lesson).
4. Formatively assess (with descriptive feedback) each student during the debate. Arguments that attempt to assume the voice of a Canadian from 1914 and arguments supported by relevant evidence indicate that students have achieved or are beginning to achieve an understanding of historical perspective.

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Appendix 1

PSD 2.1  Not a 20-years war

Excerpt from an editorial in the Manitoba Free Press from August 3, 1914 hypothesizing about the possible length of the war.

“Not a 20-years’ war”

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

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

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

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

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

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

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

“Relieved that War has Come at Last.” Vancouver Province, (August 5, 1914), p. 4.
THE DEMON OF WAR

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

## August 8-10, 1914

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

-Private Frank Walker

A rural perspective

“The reaction was very quiet. The people who did the most hurrahing were the people who weren’t going to be affected in the war. The rest of us just more or less sat tight. Of course, our mothers didn’t want us to go. There were three sons in our family and two of us were overseas, so we didn’t do too badly ourselves. In the beginning people accepted the war, but it was quite apiece away from us. There wasn’t the grimness about it that there was, say, in France or these countries right alongside the war …. The rural areas of Canada were a little slow to come to realize there was a war on.”

-Ben Wagner

Financial incentives

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

-Burt Woods

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

Manitoba Free Press

August 11, 1914

The empire is facing a crisis, the equal of which she has never experienced. We ought to approach this with the most solemn [serious] thoughts and the most earnest minds.

I have no sympathy at all with those wild, fanatical, exuberant exhibitions of what seems like an unholy joy at the approach of war. I loathe [hate] it with all my soul. War to me is a horror unspeakable, and I cannot understand a Christian man to whom the thought of war brings any thrill except the thrill of sadness and of horror. But it has come and we must face it....

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

PSD 2.8 The Angel of Death is abroad in Europe

Political cartoon from the August 12, 1914, Grain Growers Guide, a weekly farming journal published by the Prairie Grain Growers’ Associations in Winnipeg, Manitoba. The guide was committed to social reform including the Temperance Movement and fighting for Women’s Rights.
War clouds

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

The Country Homemakers

The Grain Growers’ Guide

August 12, 1914

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

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

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

Indeed, there is reason to hope that within the next decade the mothers of the world will rise up and put an end to war, that they will refuse to bear and rear sons to be shot down in order to settle a dispute between nations, or to gratify the greed of gun making corporations.

Women have never been cowards when it came to serving their country in their country’s need, but when they become legislators they will find a saner method of settling differences of opinion than by sending their sons to rot on the battlefield.

- Francis Marion Beynon

Speech by Prime Minister Robert Borden

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

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

**Memoir of Private Harold R Peat**

Excerpt from the memoir of Harold R. Peat describing the beliefs of the soldiers in August 1914. Peat was a member of the Third Battalion First Canadian Contingent (the First Canadian Contingent was the first division of the CEF sent overseas) and wrote a detailed memoir about his experiences in World War I after returning from the front.

---

**Memoir of Private Harold R. Peat**

1917

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

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

---

Interview with Maria Pawel

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

Paying the price of war

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

In Times Like These

by Nellie McClung, 1914

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

Nellie McClung, In Times Like These (Toronto, ON: McLeod and Allen, 1915), p. 15.
Appendix 2

BLM 2.1 Different Points of View 1\textsuperscript{14}

Reality can be so complex that equally valid observations from differing perspectives can appear to be contradictory.

bryanridgley.com
BLM 2.2  Different Points of View 2

![Comic Illustration](Image)

- Person on island: "BoAT!"
- Person in boat: "LAND!"

---

15
### Historical Perspectives: How can we better understand the people of the past?

**Guidepost 1:** An ocean of difference can lie between current worldviews (beliefs, values, and motivations) and those of earlier periods of history.

**Guidepost 2:** It is important to avoid presentism – the imposition of present ideas on actors in the past. Nonetheless, cautious reference to universal human experience can help us relate to the experiences of historical actors.

**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 different perspectives on the events in which they are involved. Exploring these is key to understanding historical events.
BLM 2.4 Primary Document Analysis Worksheet

| Name: ___________________________ | Date: ___________________________ |

A primary source provides a firsthand account of events recorded during or shortly after the events described occurred. Primary sources can include newspaper articles, government documents, diaries, photographs, and maps.

**Instructions:** Examine your primary document. Remember to consider all aspects of the document, including the motivations of the author and the historical context in which it was created.

<table>
<thead>
<tr>
<th>What kind of document is it? (diary, newspaper, letter, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who created it? What do we know about the author?</td>
</tr>
<tr>
<td>When was it created?</td>
</tr>
<tr>
<td>Where was it created?</td>
</tr>
<tr>
<td>Why do you think it was created?</td>
</tr>
<tr>
<td>What is the author’s point of view about the war and/or Canada’s readiness to send troops?</td>
</tr>
<tr>
<td>Does the document’s author show bias at any point? Where? Cite specific passages.</td>
</tr>
<tr>
<td>Who was the intended audience for this document?</td>
</tr>
<tr>
<td>What do we know about that audience?</td>
</tr>
<tr>
<td>How does this document make you feel?</td>
</tr>
<tr>
<td>List three things you learned from the document:</td>
</tr>
<tr>
<td>List three questions the document raises:</td>
</tr>
<tr>
<td>Where might you find the answers to these questions?</td>
</tr>
</tbody>
</table>
16 Seixas and Morton, The Big Six, 136.
Lesson # 3

Advancements in War Weapons & Technology during WWI
CHC2D
Canadian History since World War 1
Grade 10, Academic

Specific Expectation Explored

B2.1 explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada’s military participation in the war (e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day).

Additional Expectations

B1.2 identify some major developments in science and/or technology during this period, and assess their significance for different groups in Canada.

Primary Historical Thinking Concept

Continuity and Change

Secondary Historical Thinking Concept(s)

Historical Significance

Overview

This resource pack will introduce students to continuity and change on the warfront by examining the development of war technologies. Students will begin by examining photographs of different forms of weapons and war technology, taken during the First World War. These primary source documents are a starting-point for students, who will be encouraged to understand the realities of Canadian life between 1914-1918; the photographic technology used to create these primary source documents demonstrates the degree of change between the past and now. Students will then use iPads to research about different war weaponry, and share their findings to the class. These weapons will then be placed on a timeline in relation to the other weapons investigated by their classmates, allowing students to consider the slow evolution of war arms and technologies. An evaluation of the most powerful and useful war weaponries will also allow students to consider whether old weaponry became obsolete, or if there was still some merit in old weaponry and flaws in newer developments. Students will be prompted to come to an understanding that World War I was pivotal, but also that soldiers continued to hold on to older technologies for a variety of reasons.
MATERIALS

- SMARTBoard
- Computer with Internet Access
- iPads with internet access
- A Box to act as an “Infantry Trunk”
- Tape
- Primary Source Documents (PSD 3.1 – PSD 3.5)
- Black Line Masters (BLM 3.1, BLM 3.2 a-b, BLM 3.3)

PLAN OF INSTRUCTION:

STEP 1: WARM UP – SHORT FILM AND DISCUSSION (10 MIN.)

A) Project the following short clip on the SMART board: Weapons of World War I. This film is a fun animated clip on World War I technologies. It introduces popular weapons such as poisonous gas, machine guns, flamethrowers and mortars. This clip describes the usage of such weapons, weighs their pros and cons, and briefly addresses the continuity of these technologies by making connections to later wars such as the Vietnam and Korean wars.

B) Brief discussion of film: Introduce World War I as a time of rapid change. Prompt students with the following questions:

I. How might World War I have differed to previous wars? How might it have been similar?
II. Had there ever been a war this large fought before?
III. Considering how many countries were involved, do you think this affected the way in which the war was fought?

STEP 2: DISCUSSION: ANALYSIS & DISCUSSION OF WEAPONS AND WAR TECHNOLOGY (15 MIN.)

A) Have students guess the weapons or technology in PSD 3.1-3.5. Prompt students with the following questions:

I. What do you think this item was used for?
II. Does this item remind you of anything? (E.g.: a tank resembling a car)
III. Do you think this was a new piece of technology introduced during WWI?

STEP 3: MODELING: RESEARCHING ON THE iPAD (10 MIN.)

A) Guided research of a weapon selected from the “Infantry Trunk.” Select an item at random. Using an iPad, demonstrate to the students how to research the selected item; for example, inserting “World War I” in the search bar can narrow down
information.

**STEP 4: GUIDED PRACTICE: RESEARCH & THINK-PAIR-SHARE (25 min.)**

A) Divide students into groups of three.

B) Distribute 1 iPad and 3 copies of BLM 3.1 “Weapons from the Infantry Trunk” to each group.

C) Using BLM 3.2 War Weapons and Technology, have each student select 1 piece of technology at random from the “Infantry Trunk,” for a total of 3 pieces per group. For this step, you can alternatively use a hat, or any other item in your classroom; the objective is to engage the students and make the activity more exciting and amusing by having them select an item at random.

D) Have them research and record the following questions on their worksheet:

   I. Which country invented the weapon?
   II. What year was it invented?
   III. What is its design and function? (What was it made from? How did it work?)
   IV. Who had access to this weapon? (All countries? Only some countries?)
   V. What were the benefits of this weapon? (Cost, size, availability, simplicity, effectiveness)
   VI. What were the drawbacks? (Cost, size, availability, complexity, effectiveness)

E) Pair up with another group and complete the following tasks:

   I. Briefly introduce the weapons.
   II. Have their group guess whether or not they was introduced before or during WWI.
   III. Hypothesize any other benefits and/or drawbacks of these particular weapons.

F) Tape their weapons on a timeline on the SMARTBoard, based on their time of invention.

**STEP 5: SHARING / DISCUSSING / TEACHING: NOMINATING “THE DEADLIEST WEAPON” (10 min.)**

A) Between the paired groups, students will select the deadliest weapon from each group, and then share it with the class.

B) Close with the following questions:

   I. What do you think propelled these technological advancements?
II. Do you think the governments anticipated these technological advancements before entering the war?

III. What conclusions can you make based on the timeline? What was the period of most change? What was the period of least change?

IV. Are there any war weapons that were introduced that did not work? Are there any older technologies that stood the test of time over the war?

V. Are there any technologies that are still used in war today?

**STEP 6: INDEPENDENT ACTIVITY: THINKING & INQUIRY (HOMEWORK)**

A) Distribute BLM 3.3 “Advancement in War Weaponry and Technology During WWI.” This worksheet will prompt student to imagine they are off to war and have the privilege of picking a weapon to bring with them. During the war, they have the opportunity to trade this weapon for a newer technology. This worksheet prompts them to consider their decisions based on the analysis we made during Step 4 of this lesson plan.

**ASSESSMENT**

A) Students have the opportunity to share their prior knowledge and learning on the subject. The teacher can also assess the students’ understanding of continuity and change in relation to the war, and in comparing 1914 to today.

B) Students will demonstrate their understanding of war technologies introduced in class for their homework assignment, and be prompted to weigh the pros and cons of these war technologies.

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2 Ibid, 112.
Appendix 1

PSD 3.1 Bayonet¹
PSD 3.2  

Tank

^2
PSD 3.3 \hspace{1em} \textbf{Flamethrower}^{3}
PSD 3.5  Signaling Post\textsuperscript{5}
Appendix 2

BLM 3.1   Weapons from the Infantry Trunk Worksheet

“Weapons from the Infantry Trunk”

1. Name of Weapon

2. Which country invented the weapon?

3. What year was it invented?

4. What is its design and function? (What was it made from? How did it work?)

5. Who had access to this weapon? (All countries? Only some countries?)

6. What were the benefits of this weapon? (Cost, size, availability, simplicity, effectiveness)

7. What were the drawbacks? (Cost, size, availability, complexity, effectiveness)
## War Weapons and Technology

<table>
<thead>
<tr>
<th>Hydrophone</th>
<th>Phosgene</th>
<th>Lee-Enfield rifle</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Big Bertha&quot;</td>
<td>Gewehr 98 Mauser Rifle</td>
<td>Telescopic sight rifles</td>
</tr>
<tr>
<td>Grenade</td>
<td>Mark V tank</td>
<td>Maxim gun</td>
</tr>
<tr>
<td>MP 18 submachine gun</td>
<td>Trench Mortar</td>
<td>MG 08</td>
</tr>
<tr>
<td>Pistol</td>
<td>Rifle Grenade</td>
<td>Lewis Gun</td>
</tr>
</tbody>
</table>
### War Weapons and Technology

<table>
<thead>
<tr>
<th>Mustard Gas</th>
<th>Pigeon</th>
<th>Submarine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeppelin</td>
<td>Artillery Spotting</td>
<td>Trench phone</td>
</tr>
<tr>
<td>Fokker Triplane</td>
<td>Hydrophone</td>
<td>Paris gun</td>
</tr>
<tr>
<td>Artillery Field Gun</td>
<td>Cavalry</td>
<td>Air-to-ground communications</td>
</tr>
<tr>
<td>Naval Mine</td>
<td>Torpedo</td>
<td>Bayonet</td>
</tr>
</tbody>
</table>
Advancements in War Weaponry and Technology during WWI

It is 1914 and it has been announced that your country is at war. Which item will you bring with you?

Pistol  Grenade  Pigeon  Bayonet

Why did you select this item?

You are given the opportunity to trade this item for one of these items:

Zeppelin  Tank  MG 08  Mustard Gas

Do you choose to keep your item, or trade for one of the above?

Why did you make this choice?
LESSON # 4

**French-English Relations and the Conscription Crisis of 1917**

CHC2D

Canadian History since World War 1

Grade 10, Academic

**Specific Expectation Explored**

**B2.1** explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada’s military participation in the war (e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day).¹

**Additional Expectations**

**B2.3** describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada, and analyse some of their causes and consequences.²

**Primary Historical Thinking Concept**

Cause and Consequence

**Secondary Historical Thinking Concept(s)**

Ethical Dimension, Continuity and Change

**Overview**

This lesson explores some of the causes of conflict between French and English Canadians throughout the war period. Students will be introduced to the War Military Act, the Conscription Crisis of 1917, the Easter Riots of 1917, and the political influence of Sir Wilfred Laurier on French and English relations. Students will begin to see how the war divided French and English Canadians and led to conflict. Students will analyze political cartoons, and weigh the reasons for and against conscription against one another. Students will be asked to consider their own opinion on conscription, and to cast their opinion in a vote on ballots distributed in 1917. Students will then learn about conscientious objectors, and be asked to write a letter on behalf of a Canadian citizen with the intention of objecting to service on the warfront. Finally, students will perform an independent reading of a political cartoon that comments on the ethical dimensions of the Conscription Crisis of 1917.
MATERIALS

- Primary Source Documents (PSD 4.1 - 4.4)
- Canadian $5.00 note
- Black Line Masters (BLM 4.1 a.-b.; BLM 4.2 - 4.4)
- CBC’s Canada: A People’s History: Ordeal by Fire: 1915-1929
- Short YouTube Clip Flashback 1995: Referendum
- SMART board with copy of T-Chart from BLM 4.1

PLAN OF INSTRUCTION

STEP 1: WARM UP: WHO IS SIR WILFRED LAURIER? (5 MIN.)

A) Students will be asked to present a $5.00 bill if they have one, and to inspect it. Ask students the following questions to assess previous knowledge of Sir Wilfred Laurier:

   I. Where else have you heard this name before?
   II. Even if you don’t know anything about Sir Wilfred Laurier, what do you make of his commemoration? What does it tell us about him?

B) Briefly touch on Sir Wilfred Laurier’s importance in maintaining relations between French and English Canadians, an issue that we are still faced with in current Canadian politics.

STEP 2: DISCUSSION: THE CONSCRIPTION CRISIS OF 1917 (20 MIN.)

A) Distribute BLM 4.1 “The Conscription Crisis of 1917”

B) Prompt students with the following questions, and have them answer on their worksheet:

   I. Canada has declared war on Russia. Will you volunteer to fight? Why or why not?
   II. Does the government have the right to force you to fight in the war?

C) Analysis of PSD 4.1 “The Trafficker of Human Flesh,” (on the worksheet) which introduces The Conscription Crisis of 1917. Prompt the students with the following questions:

   I. Whose perspective is this cartoon conveyed from?
   II. Who do you think is depicted in the cartoon?
   III. What are their feelings towards conscription?
   IV. What is the message that the cartoon is conveying?

E) Short film Canada: A People’s History: Ordeal by Fire: 1915-19293 – an overview of the relations between French Catholics and English Protestants in Canada prior to
the Conscription Crisis, including recent developments such as the banning of the French language in schools.

**STEP 3: MODELING: CANADIAN OPINIONS TOWARDS CONSCRIPTION (15 MIN.)**

A) Distribute BLM 4.2: “How to Vote Yes”

B) Students will have the opportunity to weigh their own opinion towards conscription, based on their understanding of the short film from the previous step. Have students “vote” using the vote ballot. Their vote will prompt them to formulate an opinion on conscription.

C) Project the T Chart from BLM 4.1 b. on the SMART board. With these opinions in mind, create a comparison chart weighing the reasons for and against conscription. Instruct students to follow along with the T Chart supplied to them in BLM 4.1 b. The instructor can supplement the T Chart with any other important arguments that the students may have missed. Students will use this chart to aid them for the next step of this lesson.

**STEP 4: GUIDED PRACTICE: CONSCIENTIOUS OBJECTORS (15 MIN.)**

A) Introduce PSD 4.3 “Exception Certificate” and briefly explain that the majority of Canadians (94%) tried to exempt themselves from conscription.

B) In groups of 3-4, have students write a letter on behalf of the Canadian citizen provided to them using BLM 4.3 Conscientious Objectors. Students will use the T Chart from Step 3 for guidance.

**STEP 5: SHARING / DISCUSSING / TEACHING: LETTER SHARING (10 MIN.)**

A) Have students share their letters with a partner, beginning with identifying their Canadian citizen and providing the perspective they took. Allow students to provide feedback on classmates’ letters, e.g., Do you think that X’s objection is valid?

**STEP 6: CONSOLIDATION: THE 1995 REFERENDUM (10 MIN.)**

A) Prompt students with the following questions:
   I. Think of a time where you intended to do one thing, but your intentions resulted in something unexpected?
   II. Do you think that the Canadian government intended to aggravate conflict on the home front between French and English Canadians when they sent our troops to war?

B) Connect today’s lesson to current events by showing the short movie clip, Flashback
Before showing the clip, mention to students that these unexpected consequences of World War I are still relevant to Canadian politics today. Gauge students’ background knowledge by asking if anyone had heard of the 1995 Referendum. Briefly explain to students that Quebec had nearly voted in favor of separating from Canada into a sovereign nation.

**STEP 7: INDEPENDENT ACTIVITY (HOMEWORK)**

A) Have students analyze the photograph provided to them in BLM 4: “Voting up the Line”.

**ASSESSMENT**

A) Assess student’s ability to infer meaning on the political cartoon provided as homework.

B) Step 1a and 2c offer the opportunity to assess students’ opinions towards conscription (expressed orally), and whether or not these opinions are rooted in historical understanding.

C) Assess students’ ability to empathize with the historical perspective of various Canadians in 1917, expressed through a role-played personal letter on the topic of conscription.

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2 Ibid.
Appendix 1

PSD 4.1  “The Trafficker in Human Flesh”¹
How to Vote YES

Question:

"Are you in favour of the Government having, in this grave emergency, the same Compulsory powers over citizens in regard to requiring their military service, or the term of the war, outside the Commonwealth as it now has in regard to military service within the Commonwealth?"

YES

NO

IF YOU WANT TO VOTE YES
PUT YOUR CROSS IN THE TOP SQUARE
CANADA.
MILITARY SERVICE ACT, 1917.

EXEMPTION CERTIFICATE.

This is to certify that..........................\textit{Hubert Leonard Clarke},
whose post office address is..................\textit{Morrisburg},
\textit{Ontario},
and whose occupation is..........................\textit{Engineering},
is exempted from being called up for duty as a soldier:
\textit{Until the services of men in Medical Category 'E' are required.}

Date:.....\textit{Jan. 23, 1918}.}

\textit{KINGSTON, ONT.}
“Voting Up The Line”
Appendix 2

BLM 4.1a: The Conscription Crisis of 1917

The Conscription Crisis of 1917

Canada has declared war on Russia. Will you volunteer to fight? Why or why not?

______________________________________________________________________________

Does the Canadian government have the right to force you to fight in the war? Why or why not?

______________________________________________________________________________

“The Trafficker in Human Flesh”
BLM 4.1b: The Conscription Crisis of 1917
BLM 4.2  “How to Vote Yes”
<table>
<thead>
<tr>
<th>You are a farmer, working diligently to harvest your crop in order to contribute to the war effort.</th>
<th>You are a 35-year-old male; you are single and own a business. You have a bad leg that affects your ability to walk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a French Canadian, living in a small town in Northern Quebec.</td>
<td>You are a Canadian man from Lindsay, Ontario.</td>
</tr>
<tr>
<td>You are a young boy, age 17.</td>
<td>You are the wife of a Canadian who has been called to service, and the mother of his 5 children.</td>
</tr>
<tr>
<td>You are a factory worker, working in downtown Toronto. You have moved from the countryside in order to fill positions that were created because of the war effort.</td>
<td>You are a Quaker, a religion based on pacifism (the belief in non-violence).</td>
</tr>
</tbody>
</table>
BLM 4.4: “Primary Source Photograph: Voting Up The Line”

Primary Source Photograph: “Voting Up the Line”

1. What is happening in this photograph?

2. Why do you think the photographer chose this shot?

3. Who are the soldiers in the photograph? Would you guess them to be French Canadian or Anglophones?

4. What do you think the soldiers' opinion is towards conscription?

5. What do you think the photographer’s opinion is towards conscription?
LESSON # 5

The Human Cost of the War

CHC2D

Canadian History since World War 1

Grade 10, Academic

SPECIFIC EXPECTATION EXPLORED

B2.1 explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada’s military participation in the war (e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day).  

ADDITIONAL EXPECTATIONS

B3.1 explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada.

PRIMARY HISTORICAL THINKING CONCEPT

Ethical Dimension

SECONDARY HISTORICAL THINKING CONCEPT(S)

Continuity and Change, Evidence

OVERVIEW

In this lesson, students will listen to the oral histories of war veterans who fought for Canada during WWI. These oral histories are a great source to depict all aspects of war; however, the learning goal for this lesson will be to have students consider the hardships of WWI, and how these hardships created a culture of strife and suffering for Canadians on the warfront. Students will first analyze art created by Canadians visiting the warfront during WWI. In order to understand visual art as a vehicle for the expression of thoughts and emotion, students will begin this lesson by communicating a memory of their own through this medium. They will then listen to the oral histories presented by The Canadian War Museum, and answer questions that pertain to the ethical implications of their interviews. The continuity of war culture will be addressed through postcards that students will write to war veterans who are still alive today. This lesson is designed for 2 75-minute periods.
MATERIALS

- Blank postcards (one for every student)
- Oral Histories of the First World War
- SMARTBoard
- A computer with sound system and internet access
- Blank paper
- Primary Source Documents (PSD 5.1 – PSD 5.8)
- Black Line Masters (BLM 5.1 – BLM 5.2)

PLAN OF INSTRUCTION

STEP 1: WARM UP: EXPRESSION THROUGH ART (15 min.)

A) On a blank piece of paper, have students draw a picture of a memory that serves as an important part of their own life history. Prompt the students with the following guidelines:

I. You can draw anything, as long as it is meaningful for you. It can be something as pivotal as your first day of high school, an important religious rite of passage, or like simply bumping into someone somewhere unexpected, or a meal you ate once and enjoyed.
II. Ask the students to draw a representation of this memory; if they have chosen the right memory, this should be easy as it should still be fresh in their mind.

B) Discuss these pictures with the students, paying special mind to why they found these moments to be so memorable. Prompt them with the following questions:

I. What made this more than a day-to-day moment that one would normally forget?
II. Is this an exciting memory? Or an upsetting one? What kind of emotions does it bring about in you? How does this emotion come across in your depiction?

STEP 2: DISCUSSION: ART & WAR (25 min.)

A) Distribute BLM 5.1 “War Paintings from the First World War.” Have students observe the war paintings in PSD 5.1-PSD 5.5 on the SMARTBoard. Ask students to inquire about the motives of the artist, the message, etc. Prompt students with the following questions:

I. What do you think of the title of the painting?
II. What does it tell us about the experience of war?
III. What emotions do you see evoked in this photo and why?
STEP 3: MODELING: ANALYSIS OF AN ORAL HISTORY (10 MIN.)

A) Listen to PSD 5.6 Oral History: W. E. Curtis, an interview on the Battle of Passchendaele that can be found here, and prompt students to consider the ethical violations he experienced while at war. Discuss Curtis’ recollections of the gunfire, and ask the students to infer what emotions this experience would evoke. Make note of Curtis’ confession regarding these memories as haunting. Other items of importance are the extreme amounts of physical work assigned to the soldiers, who often worked through the night with little to no sleep; the language used by the officers; and the “every man for himself” mentality.

STEP 4: GUIDED PRACTICE: ANALYSING ORAL HISTORIES (15 MIN.)

A) Distribute BLM 5.2 “The Human Cost of World War I”

B) Listen to two more interviews in PSD 5.7 “Oral History: Arthur Raley” and PSD 5.8 “Oral History: R. W. Lindsay” found here and here, and prompt the students to answer the questions listed on the worksheet.

STEP 5: SHARING / DISCUSSING / TEACHING (10 MIN.)

A) Students will have the opportunity to share their answers recorded on BLM 5.2.

STEP 6: INDEPENDENT ACTIVITY: POSTCARDS FOR PEACE (70 MIN.)

A) Introduce students to Postcards for Peace, a project presented by the Government of Canada that coordinates with the Department of National Defense and different Health Care Facilities across Canada to deliver postcards to war veterans. Students can create an artistic cover for their postcard based on their commemoration of the war and modeled after the artwork introduced at the beginning of the lesson, and can write a personal letter to veterans on the back.

B) Addresses for Postcards for Peace can be found here.

ASSESSMENT

A) Students will have the opportunity to create war artwork of their own, and also connect with war veterans who are still alive today, which allows students to internalize the continuity of World War I.

B) Students will draw meaning from the oral histories and respond to questions on BLM 5.1. Collect the worksheets and review student work. Provide formative feedback.

1 Ontario Ministry of Education, Curriculum, 113.
2 Ibid. 114.
Appendix 1

PSD 5.1  “A Cemetery on Vimy Ridge” by F. T. Bush
“A Copse Evening” by A. Y. Jackson
PSD 5.3  “House of Ypres” by A. Y. Jackson
“Air Fight” by John Turnbull
“For What?” by Fredrick Varley (Group of Seven)
**Appendix 2**

BLM 5.1  
**War Paintings from the First World War**

**War Paintings from the First World War**

For each painting, list the title and artist, as well as any additional notes you can make based on our discussion in class.

<table>
<thead>
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<th>Title</th>
<th>Artist</th>
<th>Notes</th>
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</table>
**BLM 5.2 The Human Costs of WWI**

**W. R. Lindsay: The Battle of Vimy Ridge**

At the very moment that the Canadian Corps bombarded the Germans with gas, what do you think W.R. Lindsay was thinking? What kinds of emotions do you think he was feeling, and what kind of expression can you picture on his face?

Why do you think R.W. Lindsay is able to recall these particular memories so clearly? Why these memories?

**Arthur Raley: The Battle of Somme**

What do you find most interesting about Arthur Raley's account? Why?

If you could have Arthur Raley forget one thing about his account, what would it be, if anything? Why?
Oral History: W. E. Curtis

W. E. Curtis’ interview on the Battle of Passchendaele
Oral History: Arthur Raley

Arthur Raley on the Battle of Somme
W.R. Lindsay on the Battle of Vimy Ridge


LESSON # 6

Treaty of Versailles
CHC2D
Canadian History since World War 1
Grade 10, Academic

SPECIFIC EXPECTATION EXPLORED

B2.1 explain the main causes of World War I (e.g., European alliances, rivalries, militarism, and nationalist movements) and of Canada’s participation in the war (e.g., imperialist sentiments in English Canada; Canada’s status within the British Empire), and analyse some of the consequences of Canada’s military participation in the war (e.g., with reference to enlistment; the conscription bill; the development of war industries; the military consequences and the human costs of battles involving Canadian forces; issues facing veterans; Remembrance Day).¹

ADDITIONAL EXPECTATIONS

B2.2 analyse, with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929 (e.g., Canada’s position within the British Empire, Canada’s military participation in World War I, Canada’s separate signing of the Treaty of Versailles, the Halibut Treaty, the Chanak Crisis, the Imperial Conferences).²

PRIMARY HISTORICAL THINKING CONCEPT

Evidence

SECONDARY HISTORICAL THINKING CONCEPT

Cause and Consequence, Continuity and Change, Ethical Dimension

OVERVIEW

Students will examine primary source evidence in order to explore the Treaty of Versailles. Students will gain a basic understanding of the motives, content, response, and effects of the Treaty. Students will be encouraged to see the Treaty as a punishment of Germany and a potential cause of the rise of Adolf Hitler and the Third Reich. This lesson is designed for 2 75-minute periods or 1 ½ 90-minute periods.

MATERIALS

• SMARTBoard
• Computer with Internet Access
• Projector technology
• Primary Source Documents (PSD 6.1 - PSD 6.10)
**PLAN OF INSTRUCTION**

**STEP 1: WARM UP: END OF THE WAR (15 min.)**

A) View the video “John McCrae” from the Canadian Heritage Minutes Collection. Have students reflect as a group upon when they hear McCrae’s poem “In Flanders Fields” most often and when they see poppies most often. Ask the class what they know about the origins of Remembrance Day. Ensure students are aware that Remembrance Day commemorates not only fallen soldiers but also the day that the guns finally fell silent in Europe, at the 11th hour of the 11th day of the 11th month of 1918. On that day Germany signed an armistice with the allied powers. The fighting in Europe ended and the peace negotiations started.

**STEP 2: DISCUSSION: PEACE OR PUNISHMENT? (25 min.)**

A) Project PSD 6.1 “Political Cartoon of Peace Terms, 1919” on the SMARTBoard. Ask students to examine the cartoon and describe what they see to the class. Lead a class discussion based on the following questions:

   I. What were the aims and motives of the victorious powers in drawing up the Treaty of Versailles?
   II. Was the Treaty a fair one? Why or why not?
   III. If you were Germany, how would you feel about accepting peace terms in which you had no input?

B) Record student responses and class conclusions on the blackboard under a heading for each question. Have students record the results of the discussion in their notebooks.

**STEP 3: MODELING: BACKGROUND TO THE TREATY (35 min.)**

A) Display PSD 6.2 “The Big Four at Paris, 1919” on the SMARTBoard. Explain to the students that the main players at the Paris Peace Conference of 1919 were British Prime Minister David Lloyd George, French Prime Minister Georges Clemenceau, American President Woodrow Wilson, and, to a lesser extent, Italian Prime Minister Vittorio Orlando. The Germans were not invited. The Russians did not participate because they signed their own separate peace with Germany, the Treaty of Brest-Litovsk in 1918. Canada and the other Commonwealth countries were not directly involved with the peace negotiations. However, Prime Minister Borden did sign the Treaty of Versailles for Canada, a victory in terms of Canadian autonomy and sovereignty with respect to international relations.

B) Have students write a brief paragraph in their notebooks identifying the Big Four leaders at Paris and their respective countries. Students should also note Canada’s role as a minor power.
C) Display PSD 6.3 “Casualties of World War I” on the SMARTBoard. Highlight for students Canada’s contribution to the war effort. Next, bring students’ attention to the casualty figures for France compared to those of Great Britain, the United States, and Italy. France suffered more than the other allied powers.

D) Have students note in their notebooks which country suffered the greatest amount of casualties amongst the allies and how they think that country would feel towards Germany.

E) Display PSD 6.4 “France: Before & After” on the SMARTBoard. Explain to the students that most of the battles of the First World War were fought on French soil. Many French villages were completely destroyed. Much of France’s infrastructure in the battle zones was damaged or destroyed. France did not have the money to rebuild. France wanted to not only punish Germany but also force Germany to pay for the rebuilding of France. France also feared another German invasion.

F) Have students note in their notebooks 3 motives the French had upon entering the Paris peace talks in 1919.

G) Because of her human and material losses during the war, France occupied perhaps the most influential and intransigent position amongst the Big Four at Paris. The United States, because of their contribution to victory, and Great Britain, because of her contribution to the war, global power, and casualties, occupied somewhat similar positions of power at Paris. Italy was the least influential.

H) Have students return to their brief paragraph about the Big Four and add in a sentence or two describing which country had the most influence, the second most influence, and so on.

**STEP 4: GUIDED PRACTICE: CHANGING GEOGRAPHY (20 MIN.)**

A) Display PSD 6.5 “Map of Europe, 1914” and PSD 6.6 “Map of Europe, 1919” on the SMARTBoard. Give the class 2-3 minutes to analyze each map. As a class answer the following questions:

   I. How much European land did Germany lose?
   II. Which regions specifically and why are they important? (Explain to the students the significance of the Saar, Rhineland, Danzig, Silesia, Alsace-Lorraine, and the Polish Corridor).
   III. To which countries did this land go?
   IV. Who benefitted the most from Germany’s punishment?

B) Record student generated answers on the blackboard. Students record class answers into their notebooks.
C) Display PSD 6.7 “Map of World, 1914” and PSD 6.8 “Map of World, 1919” on the SMARTBoard. Give the class 2-3 minutes to analyze each map. As a class answer the following questions:

I. What land worldwide was lost by Germany?
II. To which countries did this land go?
III. What will the loss of colonies do to the German economy?

D) Record student generated answers on the blackboard. Students record class answers into their notebooks.

STEP 5: INDEPENDENT ACTIVITY: TERMS OF THE TREATY (40 MIN.)

A) Distribute BLM 6.1 “G.A.R.G.L.E.” to the class. Students will follow the instructions on the worksheet and analyze some of the most significant articles of the Treaty of Versailles. Students will work independently during class time to complete this task.

B) Distribute BLM 6.2 “Primary Source Analysis Questions.”

C) Distribute copies of PSD 6.9a-b “German Reply Memorandum” to the class.

D) Have students read the German reply to the Treaty, written by the German Foreign Minister Count Brockdorff-Rantzau. Explain that Germany was allowed to fashion a reply to the treaty draft, but that the Allies summarily rejected its terms. Students will respond to the following questions independently using BLM 6.2 “Primary Source Analysis Questions”:

I. What objections does Germany raise to the treaty?
II. Are these objections valid?
III. Should the Allies have modified the treaty in any way to address these points?

E) Distribute copies of PSD 6.10 “Hitler’s April 17, 1923 Speech” to the class. (Ideally students will already be familiar with the circumstances behind the Weimar Republic. If not, explain to students that the German Kaiser abdicated at the close of World War I, to be succeeded by a democratic republic known as the Weimar Republic. It was representatives of the Weimar Republic who signed the Versailles Treaty.) Have students read the speech and answer the following questions using BLM 6.2 “Primary Source Analysis Questions”:

I. Why is Hitler so angry with the Weimar Republic?
II. What does he blame the Weimar Republic for?
III. What other goals does he link to the elimination of the treaty?
IV. What imagery does he use?
V. What actions is he alluding to at the end?
VI. How might this speech appeal to the emotions of the listener?
VII. Consider how the treaty may have contributed to the rise of Nazism, and by extension, World War II. Would Hitler have been able to give such a powerful speech or to find a receptive audience if the treaty had been different?

**STEP 6: SHARING/DISCUSING/TEACHING: CONSOLIDATING REVIEW (15 min.)**

A) Use the remainder of the class to review as a class students’ answers to their independent primary source analysis. Discuss any questions that gave students difficulty. Ensure there is a general consensus with the answer to each question before moving to the next one. Opinion questions require the use of evidence to back up student responses.

**ASSESSMENT**

1. Monitor students’ participation in the discussion activities contained in the lesson.

2. Monitor students’ progress during their independent analysis of primary documents.

3. Collect and formatively assess (with descriptive feedback) student work on BLM 6.1 “G.A.R.G.L.E.” and BLM 6.2 “Primary Source Analysis Questions.”

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2 Ibid.
3 “John McCrae,” Canadian Heritage Minutes Collection, accessed November 30, 2014, [https://www.historicacanada.ca/content/heritage-minutes/john-mccrae?media_type=41&media_category=35](https://www.historicacanada.ca/content/heritage-minutes/john-mccrae?media_type=41&media_category=35)
Appendix 1

PSD 6.1  Political Cartoon of Peace Terms, 1919

YOU'VE GOT TO SWALLOW IT WHETHER YOU LIKE IT OR NOT!

BIG FOUR PILLS
WORTH MILLION
A BOX
The Big Four at Paris, 1919
## Casualties of World War I³

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PSD 6.4 France: Before & After$^{4,5}$

Ypres

Source: Dr. F.X. O'Connor Fonds, Queen's University Archives

Village of Esnes

Source: Dr. F.X. O'Connor Fonds, Queen's University Archives
PSD 6.5  Map of Europe, 1914

EUROPE, 1914
- Allied Powers
- Central Powers
- Neutral Powers

Scale: 1 inch = 100 miles
Map of Europe, 1919

EUROPE
The National Boundary Realignment Resulting From the First World War.
PSD 6.7  Map of World, 1914

THE WORLD IN 1914
Situation On The Eve Of War

- Great Britain
- France
- Belgians
- Germany
- Italy
- Portugal
PSD 6.8  Map of World, 1919⁹
In accordance with my communication of May 9th of this year, I have the honor to present to your Excellency the report of the Economic Commission charged with the study of the effect of the Peace Terms on the situation of the German population.

"During the last two generations, Germany has been transformed from an agricultural state to an industrial state. While an agricultural state, Germany could nourish forty million inhabitants.

As an industrial State, it can assure the nourishment of a population of sixty-seven million. In 1913, the importation of goods amounted in round figures to twelve million tons. Before the war, a total of fifteen million persons found an existence in Germany by means of foreign commerce and navigation, either directly, or indirectly, by using our foreign raw materials.

Under the terms of the peace treaty, Germany is to give up her Merchant Marine and vessels now under construction suitable for foreign commerce. Likewise, for five years, German shipyards are to construct primarily a tonnage destined for the Allied and Associated Governments.

Moreover, Germany must renounce her Colonies; all her foreign possessions, all her rights and interests in the Allied and Associated countries, in their Colonies, Dominions or Protectorates are to be liquidated and credited to the payment of reparations, and are to be submitted to any other step of economic warfare that the Allied and Associated Powers may see fit to maintain or to take during the years of peace.

When the territorial clauses of the Peace Treaty go into effect Germany will lose in the East the most important regions for the production of wheat and potatoes, and this would be equivalent to a loss of twenty-one percent of the total harvest of these foodstuffs.

Moreover the intensiveness of our agricultural production would be greatly decreased. On the one hand, the importation of certain raw materials indispensable for the production of fertilizer, such as phosphates, would be hampered; on the other hand, this industry would like all other industries suffer from the shortage of coal.

For the Peace Treaty provides for the loss of almost a third of the production of our coal fields; in addition to that loss, enormous deliveries of coal to various Allied countries are imposed on us for ten years.
In addition, in conformity to the Treaty, Germany will cede to her neighbors almost three-quarters of her ore production and three-fifths of her production of zinc.

After this privation of her produce, after the economic repression caused by the loss of her Colonies, of her Merchant Fleet and her foreign possession, Germany will no longer be in a position to import raw materials in sufficient quantities from abroad. As a matter of course an enormous part of German industry would thus be condemned to extinction. At the same time the need to import commodities would considerably increase, while the possibility of meeting this need would diminish to the same extent.

After a very short time Germany would therefore no longer be in a position to furnish bread and work to her many millions of persons forced to earn their daily bread by navigation and commerce. These people would have to emigrate; but this is materially impossible; all the more so, in that many countries, and the most important ones will oppose German immigration. In addition hundreds of thousands of Germans expelled from the territories of the Powers now at war with Germany, and from the Colonies and Territories which Germany must give up will come back to their native country.

The enforcement of the Peace Conditions would therefore logically entail the loss of several million persons in Germany. This catastrophe would not be long in occurring, since the health of the population has been broken during the war by the blockade and during the armistice by the increased vigor of the starvation blockade.

No assistance, however great and of however long duration could prevent these wholesale deaths. The Peace would impose upon Germany many times the number of human lives cost her by this war of four years and a half, (1,750,000 killed by the enemy; almost a million as a result of the blockade.)

We do not think and we do not believe that the delegates of the Allied and Associated Powers are aware of the consequences that will

inevitably follow, if Germany, an industrial nation with a very dense population, closely bound up with the economic system of the world, and obliged to import enormous quantities of food and raw materials, finds herself suddenly thrown into a phase of her development corresponding to the period of her economic construction and the period when her population was the size it was a half century ago.

Those who sign this treaty, will sign the death sentence of many millions of German men, women and children.

I believe that my duty before beginning the discussion of other details of the treaty, lay in bringing to the attention of the Allied, and Associated Delegations, this summary of the problem facing the German people. At your request I hold ready for your excellency the statistical proof.

Kindly accept, etc. Signed: BROCKDORFF-RANTZAU.
Hitler’s April 17, 1923 Speech

Hitler’s Speech

Speech on the Treaty of Versailles (April 17, 1923) Adolf Hitler

With the armistice begins the humiliation of Germany. If the Republic on the day of its foundation had appealed to the country: Germans, stand together! Up and resist the foe! The Fatherland, the Republic expects of you that you fight to your last breath, then millions who are now enemies of the Republic would be fanatical Republicans. Today they are the foes of the Republic not because it is a Republic but because this Republic was founded at the moment when Germany was humiliated, because it so discredited the new flag that men’s eyes must turn regretfully toward the old flag.

So long as this Treaty stands there can be no resurrection of the German people; no social reform of any kind is possible! The Treaty was made in order to bring 20 million Germans to their deaths and to ruin the German nation. But those who made the Treaty cannot set it aside. As its foundation our Movement formulated three demands:

1. Setting aside of the Peace Treaty.
2. Unification of all Germans.

Our movement could formulate these demands, since it was not our Movement which caused the War, it has not made the Republic, it did not sign the Peace Treaty.

There is thus one thing which is the first task of this Movement: it desires to make the German once more National, that his Fatherland shall stand for him above everything else. It desires to teach our people to understand afresh the truth of the old saying: He who will not be a hammer must be an anvil. An anvil we are today, and that anvil will be beaten until out of the anvil we fashion once more a hammer, a German sword!

Appendix 2

BLM 6.1  **G.A.R.G.L.E**

There are 6 key categories of terms in the Treaty of Versailles:

**G** – guilt for the War

**A** – armed forces

**R** – reparations (payments to allies)

**G** – Germany’s lost territories

**L** – League of Nations

**E** – extras

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Instructions:

- Read the summarized articles of the Treaty of Versailles below
- In your notebooks, categorize the Treaty articles under one of the GARGLE subheadings
- Answer the Thinking & Inquiry Questions

<table>
<thead>
<tr>
<th>Article number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-26</td>
<td>The Covenant of the League of Nations - Germany was not allowed to join.</td>
</tr>
<tr>
<td>42</td>
<td>The Rhineland was demilitarised - the German army was not allowed to go there.</td>
</tr>
<tr>
<td>45</td>
<td>The Saar, with its rich coalfields, given to France for 15 years.</td>
</tr>
<tr>
<td>51</td>
<td>Alsace-Lorraine returned to France.</td>
</tr>
<tr>
<td>80</td>
<td>Germany forbidden to unite with Austria.</td>
</tr>
<tr>
<td>87</td>
<td>Lands in eastern Germany - the rich farmlands of Posen and the Polish corridor between Germany and East Prussia - given to Poland.</td>
</tr>
<tr>
<td>100</td>
<td>Danzig made a free city under League of Nations control.</td>
</tr>
<tr>
<td>119</td>
<td>All Germany’s colonies taken and given to France and Britain as 'mandates'.</td>
</tr>
<tr>
<td>160</td>
<td>The German army restricted to 100,000 men.</td>
</tr>
<tr>
<td>181</td>
<td>The German navy restricted to six battleships and no submarines.</td>
</tr>
<tr>
<td>198</td>
<td>Germany not allowed to have an air force.</td>
</tr>
<tr>
<td>231</td>
<td>Germany was responsible for causing all the loss and damage caused by the war.</td>
</tr>
<tr>
<td>232</td>
<td>Germany would have to pay reparations, to be decided later - eventually set at 132 billion gold marks.</td>
</tr>
</tbody>
</table>

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**German losses:**

- 10% of its land
- All of its colonies
- 12% of its population
- 16% of its coal fields
- Half of its iron and steel industry
- Most of its army and navy
- All of its air force

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**Thinking and Inquiry:**

1. In your opinion, was the Treaty of Versailles based on creating peace or punishing Germany?

2. If you were Germany, how would you react to the terms of peace imposed upon you?

3. Of the 6 GARGLE terms, which do you think will cause the most grief for Germany?
**BLM 6.2  Primary Source Analysis Questions**

**Questions for PSD 6.9a/b “German Reply Memorandum”:**

1. What objections does Germany raise to the treaty?

2. Are these objections valid?

3. Should the Allies have modified the treaty in any way to address these points?

**Questions for PSD 6.10 “Hitler’s April 17, 1923 Speech”:**

4. Why is Hitler so angry concerning the Weimar Republic?

5. What does he blame the Weimar Republic for?

6. What other goals does he link to the elimination of the treaty?

7. What imagery does he use?

8. What actions is he alluding to at the end?

9. How might this speech appeal to the emotions of the listener?

10. Consider how the treaty may have contributed to the rise of Nazism, and by extension, World War II. Would Hitler have been able to give such a powerful speech or to find a receptive audience if the treaty had been different?

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