“Through the Lens”:

Exploring Canadian History Through the Lens of Some of Canada’s Most Influential Women and Time Periods

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FACULTY OF EDUCATION COURSE: CURR 335 – 001

LESSON COURSE: Grade 10 Canadian History, Academic

SPECIFIC EXPECTATIONS EXPLORED (throughout all six lessons):

B2.5 - Describe attitudes towards and significant actions affecting ethno cultural minority groups in Canada during this period.
B3.3 - Describe some significant developments in the rights and lives of women in Canada during this period.
C3.1 - Describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period.


ABSTRACT:

This resource pack seeks to “fill in the blanks” in the Grade 10 History Curriculum, and that is; where do women fit in? The curriculum has a heavy focus on the two world wars, and the goal of working within that framework, yet exploring a different historical perspective is what this resource pack seeks to accomplish. The “Big Six” historical thinking concepts; historical significance, historical perspectives, evidence, continuity and change, cause and consequence and the ethical dimensions, are the concepts that this resource pack is built upon. We have taken that framework and created a resource pack about Canadian women’s history within that framework. Furthermore, each lesson gives attention to at least one significant Canadian female historical figure. Instead of being presented information about “women in history” as a general subject, or as a “token piece” to history, this resource pack pursues women’s history at a deeper level. We hope that by focusing attention on not only women in general, but also specific women and their achievements, students will be able to relate to these figures and connect to their learning in a more meaningful manner.

KEYWORDS:

- Women; Historical Significance; Women in Canadian History; Evidence; Aboriginal Women; Cause and Consequence; Black History Month; Black Canadian Women’s History; Continuity and Change; Women in WWI; The Ethical Dimensions; The Person’s Case; Historical Perspectives; Women in WWII; Women in the 20-21st Century.
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LESSON #1:

TITLE:

Introduction to the History of Women

COURSE:

Grade 10 Canadian History, Academic

LESSON LENGTH:

1 – 2 Periods (depending on how much research they have done and how much they have to say about their assigned woman’s historical significance)

SPECIFIC EXPECTATION (S):

B3.3 - Describe some significant developments in the rights and lives of women in Canada during this period.

C3.1 - Describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Perspectives, Evidence

OVERVIEW:

This is an introductory lesson about women’s history, centered on historical significance. While this is a Canadian history course, the first part of this lesson focuses on a young Pakistani girl, a strong, modern female figure that many Grade 10 girls can relate to. During guided practice there is also a focus on female historical figures in general, rather than a specific focus on significant Canadian women. It is important to include this lesson in our resource pack because many students entering a Grade 10 Canadian history class will not have been exposed to many female historical figures prior to this. This lesson asks students to rethink the typical historical narrative, and introduces them to a different historical perspective; a female one. This lesson can be used at the beginning of the semester to introduce the idea of historical significance. It can also be used to introduce the idea that
within the course, there will be many historical perspectives used, either interwoven within typically male-centered topics, or completed as separate topics, focusing on specific women and their achievements, as evidenced by the other lessons in this resource pack.

LEARNING GOALS: (Write on board at beginning of class)

- Students will be introduced to the concept of “women’s history” – in Canada and around the world
- Students will explore the ideas of historical significance and historical perspectives using primary resources
- Students will understand that women played a major role in many significant developments and time periods

MATERIALS:

1. PSD 1.1; PSD 1.2; PSD 1.3; PSD 1.4; PSD 1.5; PSD 1.6; PSD 1.7; PSD 1.8; PSD 1.9; PSD 1.10; PSD 1.11; PSD 1.12; PSD 1.13; PSD 1.14; PSD 1.15; PSD 1.16; PSD 1.17; PSD 1.18; PSD 1.19; PSD 1.20:
   - PSD 1.1 – Photograph of Eleanor Roosevelt
   - PSD 1.2 – The Universal Declaration of Human Rights
   - PSD 1.3 – Photograph of Elsie MacGill
   - PSD 1.4 – Elsie MacGill Quote
   - PSD 1.5 – Portrait of Queen Elizabeth I
   - PSD 1.6 – Speech to the Troops at Tilbury
   - PSD 1.7 – Photograph of Agnes MacPhail
   - PSD 1.8 – Agnes MacPhail Quotes
   - PSD 1.9 – Photograph of Marie Stopes
   - PSD 1.10 – Marie Stopes Essay
   - PSD 1.11 – Photograph of Amelia Earhart
   - PSD 1.12 – Amelia Earhart Quotes
   - PSD 1.13 – Photograph of Rosa Parks
   - PSD 1.14 – Rosa Parks Interview
   - PSD 1.15 – Photograph of Margaret Thatcher
   - PSD 1.16 – Margaret Thatcher speeches
   - PSD 1.17 – Photograph of Indira Gandhi
   - PSD 1.18 – Indira Gandhi Quotes
   - PSD 1.19 – Photograph of Marie Curie
   - PSD 1.20 – Marie Curie Quotes

2. BLM 1.1; BLM 1.2; BLM 1.3:
   - BLM 1.1 – Malala Yousafzai video
     http://curio.ca.proxy.queensu.ca/en/malala-youngest-nobel-peace-prize-
PLAN OF INSTRUCTION:

1) Warm up (10 minutes)

Teacher will play the video clip/news broadcast, “Malala: Youngest Nobel Peace Prize Winner”, BLM 1.1, about Malala Yousafzai, a young girl, originally from Pakistan, who is the youngest winner of a Nobel Peace Prize. Since she was eleven years old, Malala has been fighting for women’s right to education, writing a secret blog that people around the world were able to use as inspiration. She was shot in Pakistan by the Taliban when she was fourteen for speaking about women’s right to education but survived, and continues to be a model to young women all over the world.

Students do not need to take notes on this news broadcast. Play video only from 6:32-15:56:


2) Discussion (10 minutes)

Discuss the video they just watched.

Guiding Questions:

• Any first reactions?
• Have any of you heard of Malala Yousafzai before?
• What is it that she is fighting for?
• Why is what she is fighting for significant? Why is her work (her speech to the UN, her book) significant?
• Can you imagine girls and young women in Canada not being allowed to receive an education because of their gender? (There was a time in history where this was a regular occurrence!)
• Do we think that women in Canada are equal to men in Canada now? What about the rest of the world?
• Can we name any prominent male historical figures? Female historical figures? Canadian historical figures?

Explain to them that while women are much more equal now, in comparison to the past,
there were many individual women who had to fight, just like Malala, to reach the point where we are now, and there is still a long way to go. Can the class name any significant historical women?

Go over the idea that history usually comes from the perspective of “old white guys”, but this course seeks to expand that idea and have them understand that there is more than one “historical perspective”, which also happens to be one of the “Big Six”.

3) Modeling (5 minutes)

Now that we have opened up the ideas of historical significance and historical perspectives, the students’ task will be to do some research into the significance of nine significant female historical figures. Some of these women will be Canadian and some will not be, although throughout the semester, we will be focusing on more Canadian female figures.

Each group will get 1-2 primary resources to examine, and using their cell phones or the iPads provided, it is up to them to “be historians”, figure out who this person was, and look further into what makes her a significant historical figure.

Teacher will model this by using a photograph of Eleanor Roosevelt, PSD 1.1, and the Universal Declaration of Human Rights, PSD 1.2.

Possible Scenario:

Before using technology, can we figure out as a class, who this is? What would we look for when using technology? What details can we find about her life that we think, may have contributed to her later significance? What made her so significant? (Under her lead, the Universal Declaration of Human Rights was created, indicating that every human, regardless of status, race, sex, religion, etc. is entitled to these 30 basic rights).

4) Guided Practice (25 minutes)

Teacher/ a student designated by the teacher will pass out the iPads/laptops and worksheets, BLM 1.2, to the class and split them into nine groups (3-4 students in each group). They will have the next 25 minutes to work on the task modeled by the teacher in their groups.

The women included on the worksheet, BLM 1.2, are:

- Elsie MacGill (PSD 1.3, 1.4)
- Queen Elizabeth I (PSD 1.5, 1.6)
- Agnes MacPhail (PSD 1.7, 1.8)
- Marie Stopes (PSD 1.9, 1.10)
- Amelia Earhart (PSD 1.11, 1.12)
- Rosa Parks (PSD 1.13, 1.14)
- Margaret Thatcher (PSD 1.15, 1.16)
- Indira Gandhi (PSD 1.17, 1.18)
• Marie Curie (PSD 1.19, 1.20)

6) Sharing / Discussing (15 minutes ➔ As long as they need to have a good discussion)

Students will now have a chance to share their research with the class. Each group will speak, showing/reading their primary resources to the class and explain each woman’s significance to history.

Explain that some of these women were Canadian, and for the rest of the semester we will be focusing solely on Canadian women, but this is a chance to see the perspectives of important historical female figures from all over the world, each with a different background and upbringing, but all made a contribution to history in some way.

7) Assessment for/of learning (5 minutes)

Before students leave, have them fill in a “ticket out of class”, BLM 1.3. This can be used as assessment for future learning, as they will be answering a question based on what they would like to know more about, in terms of women’s roles in Canadian history. It can also be used as assessment of learning because they will be answering a question based on what they learned in class today about historical significance.

Assessment as learning will be completed as the teacher walks around the classroom during guided practice time, observing the students working, as well as listening to the students when they share their research to evaluate whether they understand the concept of historical significance – not just what this important female figure did, but why it is important!

8) Accommodations/Modifications

If students need more time to research, work with their groups or discuss, this lesson can be extended over two periods.

Also, if students feel uncomfortable speaking in front of the class, not every group member must speak when they share their research, as long as the teacher knows, through his/her assessment as learning, that all students contributed equally to the research.

Any other accommodations/modifications may occur on a case-by-case basis.
LESSON #2:

TITLE:
Aboriginal Women in Canadian History – Roberta Jamieson

COURSE:
Grade 10 Canadian History, Academic

LESSON LENGTH:
3.5 Periods

SPECIFIC EXPECTATIONS:
B2.5 - Describe attitudes towards and significant actions affecting ethno cultural minority groups in Canada during this period.

B3.3 - Describe some significant developments in the rights and lives of women in Canada during this period.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Evidence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Historical Perspective, The Ethical Dimensions

OVERVIEW:
This lesson will have students discuss and acquire an understanding of what constitutes a valid primary source document, i.e. evidence. Students will look at the status of Aboriginal women as compared to European/ Canadian women and discuss the ethical side to this as well. The lesson will not only focus on Aboriginal women, but parts of the Aboriginal history such as Residential Schools so that students can analyze primary source documents relating to Aboriginal persons and the repercussions on them. We will have a focus on Roberta Jamieson and expand on her experience as an Aboriginal woman to explore Aboriginal women’s experiences in Canadian history in general.

LEARNING GOALS: (Write on board at beginning of class)
• Students will develop an understanding of Aboriginal History and how it relates to Canada and them, personally
• Students will learn how to analyze a primary source document and determine its effects on Aboriginal society and culture
• Students will learn how Aboriginal culture was lost and regained in Canada before and after Residential Schools

MATERIALS:

1. PSD 2.1; PSD 2.2; PSD 2.3; PSD 2.4; PSD 2.5; PSD 2.6; PSD 2.7:
   • PSD 2.1 - Photograph: Emily Carr Painting
   • PSD 2.2 – Photograph: Emily Carr Photograph
   • PSD 2.3 - Photograph: Roberta Jamieson
   • PSD 2.4 - Excerpts from the Indian Act
   • (PSD 2.5 – 2.8 - Videos: Residential School Accounts
     Transcripts for the Interviews are also available, and more interviews are available at:
     http://wherearethechildren.ca/en/stories/)
   • PSD 2.4 -
     http://wherearethechildren.ca/en/stories/#story_1
   • PSD 2.5 -
     http://wherearethechildren.ca/en/stories/#story_2
   • PSD 2.6 -
   • PSD 2.7 -
     http://wherearethechildren.ca/en/stories/#story_4

2. BLM 2.1; BLM 2.2; BLM 2.3; BLM 2.4; BLM 2.5; BLM 2.6:
   • BLM 2.1 - Heritage Minute for Emily Carr
     https://www.historicacanada.ca/content/heritage-minutes/emily-carr
   • BLM 2.2 - Video about Emily Carr
   • BLM 2.3 – Excerpts from Indian Act
   • BLM 2.4 - Understanding Primary Source Documents Worksheet
   • BLM 2.5 – Stephen Harper Residential Schools Apology
     https://www.youtube.com/watch?v=qo5cG-RjE8Y
   • BLM 2.6 - Group Presentation Rubric

3. Projector
4. Screen
5. Laptop
6. Adaptor
7. Possible use of computer lab/laptop cart/iPads/library

PLAN OF INSTRUCTION:

1 & 2) Warm Up & Discussion (30 minutes)

Display PSD 2.1 and ask students who they think painted the picture. If students know the answer, (Emily Carr), ask them who painted this picture and why is this person important. If they do not know the answer, tell the students that it was Emily Carr and get them to guess her nationality. Due to the fact that her paintings have many totem poles and other Aboriginal artifacts, they will most likely guess that she is Aboriginal.

At this point, show PSD 2.2, the photo of Emily Carr. Ask the students why she would have been drawn to painting Aboriginal symbols. In order to keep track of what ideas the students come up with, write them on the board in a mind map.

Watch Emily Carr's Historical Minute, BLM 2.1, and the Canadiana Encyclopedia video, BLM 2.2. Discuss as a class why she decided to paint Aboriginal symbols and why they think her paintings were considered “ugly” when they were first painted.

Guiding Questions:

• Who painted this? Why is this person important?
• What people group do you think this person belongs to? Why?
• Why did they paint Aboriginal symbols? (before and after video)
• Why do you think the paintings were considered ugly when first painted?

After this discussion, put up the picture of Roberta Jamieson, PSD 2.3. Ask students to discuss with their desk neighbour for about two-five minutes, who they think she is, when she was important in Aboriginal culture and why she is. Students may also use their cell phones at this point to try and figure out who she is.

Guiding Questions:

• Who is this?
• Why is she important to Canadian Aboriginal history?
• When was she important in Canadian Aboriginal History?
• Is this a primary source or a secondary source? What is the difference? How do we know?

As a class, discuss what they came up with in relation to her importance and who she is. If no one knows, tell the students who she was. (Roberta Jamieson; First Aboriginal Lawyer and first woman Ombudsman of Ontario. Her Law degree was conferred in 1976 and she was Ombudsman of Ontario from 1989 to 1999).
Now display the Emily Carr painting and the Roberta Jamieson photo side by side, PSD 2.1 and 2.2. Ask students if the photos are primary or secondary sources? What are the differences? How do we know?

As a resource for this section, http://www.collectionscanada.gc.ca/education/008-3010-e.html will be helpful as it outlines what constitutes a primary or secondary source adequately.

3) Modeling (15-20 minutes)

Explain to students that the use of primary and secondary sources is known as “evidence”. Evidence helps historians substantiate what they seek to prove, because history is often left up to interpretation. This means that you need to make sure your sources are valid and support or deny your way of thinking about a certain event. Photographs can be the hardest primary source to validate because they do not offer a solid opinion or date often times, but represent the time period just as well. (Go over again, what is a primary and what is a secondary source).

Display PSD 2.4; Excerpts from the Indian Act. Pass out PSD 2.4 and BLM 2.3; Indian Act Excerpts and the “Understanding Primary Source Documents Worksheet”, BLM 2.4. Have the students read the Indian Act Excerpts and then fill out the Primary Source Documents page together as a class.

4) Guided Practice (75 minutes, if using transcripts and not videos, shorter time frame could be used, 30-40 minutes)

This section will need to be done outside of the classroom in the library, computer lab, with the laptop cart or iPads, or another place where every group can access a computer. This part of the lesson will occur on a separate day, but following the previous part.

Discuss with the students the idea of residential schools and when and how they were started. Explain to the students that they will be working with sources relating to students that were a part of the residential schools, (all female students).

Pass out another copy of the, “Understanding Primary Source Documents”, BLM 2.4. Place students in groups of three or four depending on class size and tell each group the name of the person they will be working with (PSD 2.4 – 2.7). Each person is an Aboriginal woman/survivor. This is not to say that men did not have similar experiences to women in Residential Schools, but this lesson will focus primarily on Aboriginal women’s experiences.

These videos are between 25 to 35 minutes, so give students the full class to watch and discuss their video with their group. From their “Understanding Primary Source Documents” sheet, students will develop a mini five-minute presentation about their Primary source and present it to their peers. The presentation will involve them answering the questions on the sheet and presenting them in a clear and concise way to their peers.

After all groups have presented, as a class, discuss the ethical dimension of the residential schools.
Guiding Questions:

- Was this a good idea for the government?
- What were some of the effects of residential schools?
- Were the residential schools helpful or harmful to the students that attended them?
- What impact does being an Aboriginal girl have on the situation? Does it change your opinions in any way?

After the classroom discussion, show the video of Prime Minister Harper apologizing for the Residential Schools, filmed in 2010, BLM 2.5. Let students think about what this apology means for Aboriginal rights and laws in Canada. Is this apology enough, despite all the suffering Aboriginal people went through during this time? Discuss what the students came up with as a class, asking everyone for their opinion.

Guiding Questions:

- What does this mean for Aboriginal people?
- Is there anything being done to help those that went to residential schools? If so, who is funding it?
- In this lesson we focused mainly on women. What would you like to know about men’s experiences in residential schools?
- What does this mean for the laws in place for aboriginal people?
- Do you think the apology helped? Was it enough? Yes or no? Why or why not?

5) Sharing/Discussing/Teaching (5 minutes x number of groups)

Students will present their group video to the class in a five-minute presentation. A rubric is found under BLM 2.6.

6) Assessment as and of Learning

Assessment as learning will occur as the teacher walks around the classroom during the time students have to work in groups. This will allow the teacher to see who is grasping the material and who needs extra support.

The assessment of learning for this lesson will be the presentation for both of the group activities, based on them answering the questions on the, “Understanding Primary Sources Worksheet”. See BLM 2.6 for rubric.

7) Accommodations/ Modifications

Students can have extra time if needed to complete their group “mini-presentation”. They may also choose not to speak during the presentation, as it will not be evaluated summatively.

Any other accommodations/modifications may occur on a case-by-case basis.
LESSON #3:

TITLE:
Black Women’s History in Canada – Carrie Best

COURSE:
Grade 10 Canadian History, Academic

LESSON LENGTH:
1 ½ - 2 Periods (research and gallery walk will probably occur on separate dates because of the amount of time needed for these tasks)

SPECIFIC EXPECTATION (S):
B2.5 - Describe attitudes towards and significant actions affecting ethno cultural minority groups in Canada during this period.

B3.3 - Describe some significant developments in the rights and lives of women in Canada during this period.

C3.1 - Describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Historical Significance, Continuity and Change, The Ethical Dimensions

OVERVIEW:

This is a lesson on Black women’s history in Canada. We will be focusing on Carrie Best, the writer, journalist and human activist from Nova Scotia, and expanding on Black women’s contributions to Canadian history in general. We will look at the tradition of “Black History Month” because while it should be celebrated every February, many schools do not celebrate Black history during this month. We will examine the causes of Black History Month, “through the lens” of Carrie Best and other prominent Black female historical figures that demonstrate the relevance and “ethical” need for Black History
Month. We will also explore the consequences of Black history month, and more generally, the consequences of having only one month to celebrate an entire history of a race – what are the benefits and what are the implications of this? This lesson can be used to speak about cause and consequence and can be used during Black History Month, but essentially, can be used at any point during the semester to introduce a topic that many Canadians are not very comfortable talking about. It was not only Canadians who participated in slavery or the Civil Rights Movement of the 1950’s -1960’s, and students will see this after experiencing this lesson.

LEARNING GOALS: (Write on board at beginning of class)

• Students will understand the “causes” for Black History Month
• Students will recognize the “consequences of Black History Month
• Students will identify prominent Black women and their achievements, and understand the importance of these women to not only “Black history”, but history in general

MATERIALS:

1. **PSD 3.1; 3.2:**

   - PSD 3.1 – Photograph of Carrie Best
   - PSD 3.2 – “The Greatest Conductor” – Carrie Best Essay
   http://www.parl.ns.ca/carriebest/tubman.html

2. **BLM 3.1; 3.2, 3.3:**

   - BLM 3.1 – “Run and Tell That” – Hairspray the Musical
   https://www.youtube.com/watch?v=X2xkGS5i9ko
   - BLM 3.2 – Carrie Best Website (more information on her life)
   http://www.parl.ns.ca/carriebest/
   - BLM 3.3 – Black Women’s History Worksheet

3. Use of the computer lab/laptop cart
4. Chart Paper
5. Construction Paper
6. Markers
7. Projector
8. Screen
9. Laptop
10. Adaptor

PLAN OF INSTRUCTION:

1) Game/Learning Experience (15 minutes)
Split the class into four teams, we are playing “Alphabet Soup”! Rules are as follows:

- On a piece of construction paper provided your group must write, in a list format, the letters of the alphabet
- I will be giving the class a category, and it is your job to come up with a name/thing that corresponds to the category for every letter – i.e. if the category is food, for the letter “A” you would write “apricot”, for “B” you would write “banana”
- The trick is, you need to come up with something unique because once we take the answers up, if another team has the same name/thing as you, the answer is disqualified
- Seems easy enough, except you also only have five minutes to do so, and the use of cell phones or any other electronic device will get you disqualified!

Tell them their category is…. prominent historical figures, and to make it easier on them, they may use the first or last name for the letters, i.e. William Lyon Mackenzie King could be used for the letters, W, L, M or K. Also, one bonus point is for names of women, and another bonus point is for names of non-white women. Another bonus point will be awarded if they can think of a Canadian historical figure.

Once their five minutes is over, go around the class tallying up points and seeing the names they came up with. Ask them:

- How difficult was it to think of female historical figures, especially non-white female historical figures?
- What was so difficult about it?
- Why do you think it is so difficult to think of non-white male historical figures?
- Why was it difficult to think of Canadian historical figures?
- Can you guess what our topic will be today?

2) Warm up (5 minutes)

Teacher will play the video clip/ song from the modern adaptation of the musical, Hairspray, “Run and Tell That”, BLM 3.1. It is a song about racial segregation and the injustice against African-Americans who just want to be accepted, yet it maintains a very light tone. Children watching this movie and this clip specifically, without the lyrics on the screen, may not actually grasp the true message of the song.

https://www.youtube.com/watch?v=X2xkGS5i9ko

3) Discussion (5 minutes)

After watching the video clip/song, ask the class questions to prompt discussion.

Guiding Questions:

- Any first reactions?
• What musical is this song from? Does anyone recognize it?
• What is this song about?
• What do you think of the tone of the song? Why is this issue treated so lightly?
• What year do you think this movie was referring to/set in?
• Can you guess now what our topic will be today?

3) “Through the Lens” - Modeling (10-15 minutes)

Show students a photograph of Carrie Best, PSD 3.1. Ask students if they have ever heard of her before. Use the laptop and the internet to show them what their task will be, which is to be a “historian” and do research on one prominent Black Canadian woman. Use the website below, BLM 3.2, to explore Best's background, pieces of her writing, quotes, interviews, etc. and write all the information on the blackboard for students to use as an example in their guided practice.

http://www.parl.ns.ca/cariebest/

Best was born just after the turn of the 20th century, but she “maintained that from the beginning she felt a sense of dignity and self-worth that was a foreshadowing of the woman she would become. In her 97 years of living she would defy the odds to become a poet, author, journalist and tenacious crusader. Those efforts as a writer and human rights activist have earned her a place in Nova Scotia and Canadian history”.


Make sure to show them at least one primary source such as her piece, “The Greatest Conductor”, PSD 3.2, which is included on the website above as well. It outlines Best’s thoughts on Harriet Tubman, one of the most prominent African-American women to fight during the American Civil War for Black rights. When they do their guided practice, they must also find a primary source to display to the class. Best’s essay is just one example of a source they could use.

4) Guided Practice (35-40 minutes)

Students will have the rest of the period in the computer lab or in their own classroom with the laptops from the laptop cart to research their own prominent Black female historical Canadian figure, the same way they were shown by the teacher who modeled the life of Carrie Best. They must also find at least one “primary source” to present with their research. This can be a photograph, quote, interview, piece of writing, etc. (They have done work with primary resources all semester)

There will be eight historical figures and the teacher will assign figures to groups of students from this list:

• Marie-Joseph Angélique
• Rosemary Brown
• Anne Clare Cools
• Viola Davis Desmond
• Mary Ann Shadd Cary
• Juanita Westmoreland-Traoré
• Portia White

Once they have completed their research, they must write their findings out with marker on a large piece of chart paper, which will be used for the gallery walk in tomorrow’s class.

They must also, as a group, come up with their own “causes” for Black History Month. This can be researched, or discussed using their research on their prominent female Black Canadian historical figure. (I.e. why would it be important to study/learn about someone like Carrie Best, etc.)

5) Sharing (50-60 minutes)

This part of the lesson will probably begin during a second period. Students will be participating in a gallery walk. They will post their chart papers around the room and use the worksheets provided to them, BLM 3.3, to fill in the information they see as necessary. After about 25 minutes, the lights will turn off, signaling that it is time to reconvene as a group and discuss what we have found/learned.

Each group of students will briefly go over their prominent Black Canadian female historical figure, outlining her main significance. Each group will also go over the primary source they chose that best represents their historical figure. Any questions for that particular group can also be posed during this time.

Students will also have an opportunity to add any new or missed information to their worksheets during this time.

* Most importantly, students will identify what they think are some “causes” for Black History Month – why is it important? Also, what are the consequences for Black History Month, (the study of women such as the ones we have looked at today)? Further discussion on this topic will be left for the end of class.

6) Discussing (15-20 minutes)

Once all the groups have presented their information, discuss the causes and consequences for Black History Month further.

Use: “Think, Pair, Share”:

First have students think about this individually, then talk with a partner, and then use the last ten minutes of class to discuss these questions as a large group

Guiding Questions:
• What are some of the “causes” of Black History Month? (Pride in one’s race, the ability to remember the past, the ability to know who women such as the ones we learned about today are, etc.)
• What are some of the consequences of Black History Month? (Acceptance, racism being abolished, some may think it is a kind of tokenism – why only give a race one month, why not integrate within regular lessons, etc.)

7) Assessment for, as and of Learning

Assessment for learning was done through the “Alphabet Soup” game, in having the class realize that the historical focus is usually on white men.

Assessments as and of learning were done through the gallery walk. By looking at each group’s chart paper and the primary resource they chose to represent their figure, it is easy to see which groups put in more effort into their research and group discussions. Also, through discussion as a class, and by using the Think, Pair, Share activity at the end of class, assessments as and of learning were achieved.

8) Accommodations/Modifications

Only one person needs to write information on the group’s chart paper, meaning that students who need extra time will not feel pressured to be the group’s calligrapher. Also, students also may choose whether or not they feel comfortable speaking in front of the class and sharing their ideas at the end of class. If the teacher has walked around the classroom during guided practice time, he/she will know which students needed more help, and which students were able to grasp the material easily.

If students need more time during the research portion and the gallery walk, they may also arrange to do so with the teacher as the timing of the lesson is flexible.

Any other accommodations/modifications may occur on a case-by-case basis.
LESSON #4:

TITLE:
Women During WWI – Georgina Pope

COURSE:
Grade 10 Canadian History, Academic

LESSON LENGTH:
1.5 – 2 Periods

SPECIFIC EXPECTATIONS:
B3.3 - Describe some significant developments in the rights and lives of women in Canada during this period.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Historical Perspectives

OVERVIEW:
The focus for this lesson is continuity and change. As a class, we will explore women’s roles before, during and after WWI to examine the ever-changing notion of women’s rights in Canada. As well, while women played an important role in World War I, we often only hear about the home front, whereas women were also overseas as well in roles such as nursing, or clerk jobs. This lesson will focus on Women in World War I and their roles on the home front and overseas. There will be a focus on Georgina Pope, a Canadian nurse, helping the war effort overseas during WWI. We will take her experience and expand in order to explore Canadian women’s experiences of WWI in general.

LEARNING GOALS: (Write on board at beginning of class)

• Students understand the changes that occurred in women’s roles after World War I.
• Students are able to identify the roles that women had during the war, both overseas and on the home front.
MATERIALS:

1. PSD 4.1; PSD 4.2; PSD 4.3; PSD 4.4; PSD 4.5:
   - PSD 4.1 – Georgina Pope Photograph
   - PSD 4.2 – Photo of a woman working before the war
   - PSD 4.3 – Farmerettes, during the war
   - PSD 4.4 – Propaganda Poster
   - PSD 4.5 – Propaganda Poster

2. BLM 4.1; BLM 4.2; BLM 4.3; BLM 4.4:
   - BLM 4.1 – “Before, During and After War Comparison Sheet”
   - BLM 4.2 – Supplementary Article (if needed)
   - BLM 4.3 – Slideshow of women’s roles during the War
   - BLM 4.4 – Timeline Activity

3. Projector
4. Screen
5. Laptop
6. Adaptor

PLAN OF INSTRUCTION:

1 & 2) Warm Up & Discussion (30 minutes)

Display photo of Georgina Pope in the class, PSD 4.1. Ask students what they see. Give them a few minutes, (two to five minutes), to look at the photograph for themselves. Again, ask them what they see and write down these answers on the board. Using what they see as a reference, ask students who she is/was. They most likely will not know, so ask them to interpret the photo. Who could she be, without a mentioning/ using her name? Give the students some time to look at the photograph, (two to five minutes), in order to answer the questions themselves. Discuss the questions as a class to see if the students can determine her role in World War I.

Guiding Questions:

- What does her uniform tell us about her?
- What might she do for a job?
- Can we tell the time period by her clothing?
- Is there any other information found in the photo?
- Was this a common job for women of this time period?

When the discussion is over tell students who she is, and what she did. Display PSD 4.1, along with PSD 4.2 and 4.3. Pass out BLM 4.1, “Before, During and After War Worksheet”
to students. Have the students look at the photos and fill in the chart in groups of two or three. The students will comment on clothing, jobs, and rights during this time period. A supplementary article may be given if needed, BLM 4.2. Take up the chart together, and see what students came up with for each section. Discuss the photos as a class.

**Guiding Questions:**

- Are there any similarities between the photos?
- What are some of the differences between the photos?
- Do you think a change occurred in the thinking of women between both photos? Why or Why not?

3) **Modeling (20 – 30 minutes)**

Explain to the students that the discussion/activity they just completed related to *Continuity and Change*. History, like many things, can be looked at as a series of continuity and change events. Though some occur faster than other, there is always a mix of continuity and change in each time period. We as historians must sift through this mass of events and determine what changes, and what remains close to the same, but ultimately remember that they co-exist.

Have the students write down the definitions for “Continuity” and “Change”:

**Continuity:** staying the same; an uninterrupted succession or flow.

**Change:** an alteration; possibly evolutionary erosion or sudden collapse, gradual building, or revolutionary upheaval.

(Definitions provided by Big Six Historical Thinking Concepts, pg.77)

Show BLM 4.3, a slideshow that shows the roles women had during World War I. Discuss with the students the implications this had on women, and what this change could hold for the future. Discuss the time frame that these changes happened within; was it gradual or fairly slow? How does this compare to women’s roles/rights changes before?

4) **Guided Practice (20 minutes)**

Provide students with two propaganda posters, PSD 4.4 and 4.5. Have the students look at the differences between the posters and ask themselves these questions. Have the students write down their ideas on a piece of paper. When they have answered the questions have them discuss their thinking with their desk neighbour (Think, Pair, Share).

**Guiding Questions:**

- Ask students who the intended audience was for the poster?
- What was it created?
- Why do you think this poster might have worked as advertising?
• With the status and roles of women now, would these posters be effective? If yes, why? If no, what would have to change? Why?

5) Independent Activity (35-40 minutes)

Students will be split into groups of three and will create a time line for before, during and after the war period (1910-1922). Students will be encouraged to use visuals (be that drawing or pictures found online) that depict what was happening in the world during this time, specifically with women. Students should try and construct the timeline themselves, and only use textbooks or Google if absolutely necessary, but their notes are a great resource to them. Students should look at fashion trends, worldwide events, changes at home, laws enforced, etc. to get the full timeline completed. The students will not be graded on this assignment, but assessed on their understanding and learning of the changes that occurred during the First World War period, especially changes in women’s roles. The purpose of this “assignment” is to focus on the idea of continuity and change, especially in women’s roles, before, during and after WWI.

(This activity was taken from The Big Six Historical Thinking Concepts, pg. 89)

6) Assessment as and of learning

Assessment as learning for this lesson will occur as the teacher walks around the classroom during the time students have to work in groups. This will allow the teacher to see who is grasping the material and who needs extra support. The assessment of learning for this lesson will be the timeline that the students create. They will not be given a grade, so this is a formative assessment, but the timeline should be a reflection of what they learned in class and have the notable changes in women’s history during this time period. A copy of what should be included in their timeline is accessible in BLM 4.4.

7) Accommodations/ Modifications

Students can have extra time in class if needed to complete their timeline. They may also choose not to speak during group discussion, as it will not be evaluated summatively.

Any other accommodations/modifications may occur on a case-by-case basis.
LESSON 5:

TITLE:

Who is a Person? The Person’s Case – Emily Murphy

COURSE:

Grade 10 Canadian History Academic

LESSON LENGTH:

1.5 Periods

SPECIFIC EXPECTATIONS:

B3.3 - Describe some significant developments in the rights and lives of women in Canada during this period.

C3.1 - Describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

The Ethical Dimensions

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Perspectives

OVERVIEW:

This lesson will discuss the “Persons Case,” where women gained the right to vote, gained the title of “Persons”, and as such, received the same rights as men. Students will use “the ethical dimension” to develop arguments both for and against the decision for women to be considered Persons. This lesson looks at how women were perceived before and after the decision was made. The final journal assignment will assess their learning and give different perspectives based on age and gender. We will be focusing on all five women, but examining the Persons Case and the ethical dimensions through the lens of Emily Murphy; the one who “started it all”.

LEARNING GOALS: (Write on board at beginning of class)
• Students can identify who the main characters in the decision for the Persons Case were, i.e. Emily Murphy.
• Students understand how the roles of women changed before and after the decision on the Persons case.
• Students understand the ethical dimensions of women being considered “Persons”

MATERIALS:

1. PSD 5.1, PSD 5.2, PSD 5.3;
   • PSD 5.1 – Photograph of the Famous Five Monument in Ottawa
   • PSD 5.2 – Photographs of the Famous Five
   • PSD 5.3 – Article “Women Delighted To Hear Decision of Privy Council”

2. BLM 5.1, BLM 5.2, BLM 5.3, BLM 5.4, BLM 5.5;
   • BLM 5.1 – Canadian Celebrities PowerPoint Game
   • BLM 5.2 – Emily Murphy, Mini Biography
   • BLM 5.3 – Article Question Sheet
   • BLM 5.4 – “Letter to the Editor” Assignment and Rubric
   • BLM 5.5 – Exit Slip for Students

3. Projector
4. Screen
5. Laptop
6. Adaptor

PLAN OF INSTRUCTION:

1 & 2) Warm Up and Discussion (30 minutes)

Start the class with a “Name the Canadian Celebrity” game. This activity can be timed through PowerPoint, or self-regulated through flipping the slide every 10-15 seconds or even waiting until most students have written an answer.
Go over the pictures and get students to name the celebrity. Ask students if they knew more of the male or female celebrities. Ask students Why? Ask students to think about all the jobs that men can have. Write all answers on the board. Ask students if this is different for women. If students say no, get students to think about the traditional roles of women, which was a homemaker or full time mom. Ask students what women’s roles were in history, starting with before World War I.

• Note: This should be review from the World War I unit.
Get students to question if there have been any changes in roles, norms, and jobs for both women and men since World War I.

3) Modeling (35 minutes)

Display a photo of the Famous Five and their monument in Ottawa on the screen. Ask students why these women had a monument created and who they think they are. Discuss reasons for the monument as a class. Get the students to talk to their desk neighbour about each question (Think, Pair, Share).

Guiding Questions:

- Why are these women important?
- What were they fighting for?
- When did women get the right to vote in Canada?
- Did all women of all ethnicities get the right to vote at the same time? Why or Why not?
- Was there one event that led to women gaining new rights and freedoms?
- What was the Persons Case?

Show students the Heritage Minute for Emily Murphy. Explain how she was instrumental in the Persons Case. A short information piece is available in BLM 5.2. Get students to take notes in their own binders/notebooks as you talk about the Persons Case and Emily Murphy.

4) Guided Practice (15 minutes)

Organize class into groups of four. Explain to them that they will be reading an article written after the Persons Case decision was made. They will be answering questions based on the article. The answers must be in complete sentences. Hand out PSD 5.2 to students along with BLM 5.3. Give students time to discuss and complete the worksheet.

5) Independent Activity (20-30 minutes)

“Letter to the Editor Assignment”:

Explain to students what the assignment will be. What are the expectations? What does the rubric look like? Students will be writing a “letter to the editor” in regards to the Persons Case. This can be before or after the decision that women are Persons is announced, but the article must be for or against the decision and state why that is their position.

6) Assessment as and of Learning

The assessment of learning for this lesson is the letter to the editor. The assignment will show how a student’s thinking has changed with learning about the Persons Case. This assignment will also show how they are relating what they have learned back to their life and the effects
that this case had on women, and society. A rubric and assignment sheet for the assignment are found in BLM 5.4.

A second assessment, (assessment as learning), will be given as an exit slip after the first period of the class is completed. This will assess what the students know and learned through the discussion and modeling section of the lesson. A copy of this exit slip can be found under BLM 5.5.

7) Accommodations/Modifications

If students require extra time to complete their letter to the editor, this can definitely be arranged, as long as class time is used effectively. They may also type the letter if needed.

Any other accommodations/modifications will be made on a case-by-case basis.
LESSON #6:

TITLE:

Women During WWII – “Ronnie the Bren Gun Girl”

COURSE:

Grade 10 Canadian History, Academic

LESSON LENGTH:

1 – 2 Periods (depending on the discussion/sharing portion at the end of class- never stop good discussion!)

SPECIFIC EXPECTATION (S):

B3.3 - Describe some significant developments in the rights and lives of women in Canada during this period.

C3.1 - Describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period.


PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Significance, Evidence

OVERVIEW:

This is a lesson on the historical perspective of women during WWII, with a focus on Veronica Foster, or “Ronnie the Bren Gun Girl”. We will begin with a focus on Veronica Foster, and use her experience as a starting point to explore women’s perspectives throughout World War II. This is not to say that the rest of the class’ focus on WWII will be void of the topic of women. Yet, this lesson allows the class to focus specifically on women’s roles, and also explore the topic of the home front during WWII, which does not usually receive as much attention as the battles or male political figures. Essentially, this lesson deals with women’s historical perspective of WWII in Canada, which is a perspective that is not typically explored.
LEARNING GOALS: (Write on board at beginning of class)

- Students will see a different historical perspective on WWII; women’s roles on the home front
- Students will use the figure of “Ronnie the Bren Gun Girl” to delve deeper into the perception of women during WWII
- Students will identify and understand the importance of women’s roles on the war front, in the household and in the factories during WWII

MATERIALS:

1. **PSD 6.1; PSD 6.2; PSD 6.3; PSD 6.4; PSD 6.5; PSD 6.6; PSD 6.7:**
   - PSD 6.1 – Original Rosie the Riveter Piece
   - PSD 6.2 – Rosie the Riveter Poster
   - PSD 6.3 – Photograph of Ronnie the Bren Gun Girl
   - PSD 6.4 – “Women of Steel” Propaganda Video
     https://www.youtube.com/watch?v=HgVdUBLb6K8
   - PSD 6.5 – Ration Cards/Books
   - PSD 6.6 – Audio Interview – “Women on the War Front” - Phyllis Holmes
   - PSD 6.7 – Audio Interview – “Women on the War Front” - Carol Duffus

2. **BLM 6.1; BLM 6.2:**
   - BLM 6.1 – “Bomb Girls” Trailer
     https://www.youtube.com/watch?v=7xkj8CXmHh0
   - BLM 6.2 – Rosie the Riveter Song by The Four Vagabonds
     https://www.youtube.com/watch?v=55NCEIsbjeQ

3. iPads/laptops from laptop cart
4. Cell phones (if students have them)
5. Projector
6. Screen
7. Laptop
8. Adaptor

PLAN OF INSTRUCTION:

1) Warm up/ Discussion (5 minutes)

Teacher will play the video clip/trailer for the modern television show, “Bomb Girls”, BLM 6.1. This is a dramatization of the lives of four women who worked in factories during WWII, doing their part to help the war effort.
Students do not need to take notes on this video clip/trailer. Play from beginning to end:

https://www.youtube.com/watch?v=7xkj8CXmHh0

Discuss the video clip they just watched.

**Guiding Questions:**

- Any first reactions?
- Have any of you heard of this television show before?
- What era/ time period is it set in?
- What is historical perspective?
- What historical perspective does this television show focus on?
- Why do you think it is still popular today?
- Who do these women represent?

2) “Through the Lens” (10 minutes)

Teacher will show a photo of Rosie the Riveter; the original, and the iconic one PSD 6.1 and 6.2). Teacher will also play a clip of the “Rosie the Riveter” song, BLM 6.2.

https://www.youtube.com/watch?v=55NCElsbjeQ

**Guiding Questions:**

- Does anyone know who this woman is? (Rosie the Riveter)
- Where is this photo seen today? (Represents feminism, Halloween costumes, posters, etc.)
- What/who do you think she represents? (Women working in factories during the war, strong women, etc.)
- What does the song tell you about her?
- Do any lines from the song stick out to you?

Then, the teacher will show the photograph of Veronica Foster, or “Ronnie the Bren Gun Girl”, PSD 6.3. Ask the same questions. Many more students will know who Rosie is, versus Ronnie, yet they represent the same thing. (Reference the Canadian vs. the American historical perspective).

Explain that this is a photograph of the Canadian, “Rosie the Riveter”. She was a Canadian icon representing the Canadian women who worked in manufacturing plants that produced munitions, etc. during World War II. She became popular after a series of propaganda posters were produced of her working for the war effort, or even dancing the jitterbug or attending a dinner party. The image they are seeing is the most iconic photo of her.

Today, we will be focusing on women during WWII, “through the lens” of Ronnie the Bren Gun Girl, and really, who she represents.

4) Learning Task/Modeling (25 minutes)

Have students create a chart in their own notes with three categories/perspectives: “Women in Factories”, “Women at Home”, and “Women on the War Front”. While we discuss these three perspectives of women’s roles during WWII, students can write any key terms, names of people or information that they feel is significant.

“Women in Factories”:

Play propaganda video for students, “Women of Steel” PSD 6.4. This video was filmed during the period of WWII, 1939-1945, and we will be analyzing it as a primary source. While found through the National Archives, the link below is downloadable:

https://www.youtube.com/watch?v=HgVdUBLb6K8

Stop throughout the video when there is a point that needs to be emphasized/there is a focus on historical perspective. This will be a cue to students that this is important information. Pose questions at different points throughout the video.

Guiding Questions:

• How can we tell this video was filmed during WWII? (Black and white, tells us specific details about the war)
• Who commissioned this video and what is its purpose? (Propaganda video created by the War Man Power Commission, accompanied by various steel plants)
• Who is the speaker/narrator? (A man)
• What is the tone of this video? (Seems forced, very formal, definitely propaganda)
• Is this video from an American or Canadian historical perspective? How can we tell? (Through the sponsors of the video, etc.)
• Even though it comes from an American perspective, can we compare it to the Canadian experience? (Yes, it was almost exactly the same)
• What were some of the jobs that women executed? (Researchers, steel cutters, built ships and airplanes, etc.)
• What were some of the women’s responses when they were asked about working conditions? Do we think this is actually how working women thought, or does the fact that it is propaganda, being narrated by a man, change the perspective?
• What were some of the women’s responses when they were asked why they decided to take a job working in a factory? Do we think this is actually how working women
thought, or does the fact that it is propaganda, being narrated by a man, change the perspective?

- What were some of the women’s responses when they were asked what they would do once the war was over and the men wanted their old jobs back? Do we think this is actually how working women thought, or does the fact that it is propaganda, being narrated by a man, change the perspective?
- Overall feelings of the video?

5) Guided Practice (25 minutes)

“Women at Home” & “Women on the War Front”:

Students will now have a chance to access primary resources on their own. The teacher/ a student designated by the teacher will pass out the iPads/laptops, (to half the class), and students may also use their cell phones. The class will be split in half, and then furthermore, the students will be working in partners.

Half the class will receive examples of ration cards, PSD 6.5. The other half of the class will receive links to audio interviews, PSD 6.6 and 6.7, of women who were clerks or nurses, overseas, working for the Canadian army on the war front during WWII.


The class will examine/listen to these primary resources, discussing with a partner and writing down in their charts, what they feel is important to know about these primary source documents, i.e. key terms, people, what women did at home and on the war front, what historical perspective they come from and why this is important. Then, about halfway into the time allotted for this task, students will switch primary resources with the other half of the class.

6) Sharing / Discussing / Assessment as and of Learning (10 minutes ➔ As long as they need to have a good discussion)

Assessment as learning will be completed as the teacher facilitates discussion/ gets feedback during the “Women of Steel” video. As well, the teacher should be observing the students working, as well as listening to the students’ discussions with their partners about the primary resources during guided practice time to assess that they are grasping the material.

Assessment of learning will also be done orally at the end of class when the teacher asks facilitates another class discussion about what was written in their charts for the different perspectives on women’s roles during WWII: “Women in Factories”, “Women at Home”, and “Women on the War Front”.

Guiding Questions:
• What did the class think was the most important, and what did they think needed to be written down about these women and these perspectives?
• What do they think was women’s most important role during WWII on the home front? Why?
• Why is it important to examine WWII, debatably the most important time period studied in Canadian history classes, from women’s historical perspectives?

7) Accommodations/Modifications

Pausing the “Women of Steel” video at certain intervals allows for students who have trouble summarizing and synthesizing the important information, extra time to do so. Working in partners for the primary source activity/guided practice, also offers students a chance to sound ideas off one another instead of being left to the task on their own. If students would like to work alone, that is also an option.

Students also may choose whether or not they feel comfortable speaking in front of the class and sharing their ideas at the end of class. If the teacher has walked around the classroom during guided practice time, he/she will know which students needed more help, and which students were able to grasp the material easily.

Any other accommodations/modifications may occur on a case-by-case basis.
Appendix
Primary Source Documents (PSD’s)
Eleanor Roosevelt

PSD 1.2 -

“The Universal Declaration of Human Rights”


PSD 1.3 -

Elsie MacGill

PSD 1.4 -

Elsie MacGill speech

http://www.scientech.technomuses.ca/english/about/hallfame/u_i14_e.cfm.

PSD 1.5 -

Portrait of Queen Elizabeth I

![Portrait of Queen Elizabeth I](image-url)

https://www.google.ca/search?q=queen+elizabeth+1&espv=2&biw=1107&bih=621&sour ce=lnms&tbm=isch&sa=X&ei=Zot-VPuaI4OqyQLr4LgBg&ved=0CAYQ_AUoAQ#facrc=_&imgdii=_&imgrc=tb3gHBKpk GTWbM%253A%3BobubWiS_D5AQzM%3Bhttp%253A%252F%252Fupload.wikimedia.o rg%252Fwikipedia%252Fcommons%252F1%252F15%252FQQueen_Elizabeth_I_(%22The_Dit chley_portrait%22)_by_Marcus_Gheeraerts_the_Younger.jpg%3Bhttp%253A%252F%252Fwww.theguardian.com%252FFarranddesign%252Fjjonathanjonesblog%252F2013%252FFebruary%252 FF13%252FFelizabeth-first-portrait-face-age-unhappiness%3B2400%3B3733 (accessed November 28, 2014).
PSD 1.6 -

Queen Elizabeth's: Speech to the Troops at Tilbury


PSD 1.7 -

Agnes MacPhail


PSD 1.8 -

Agnes MacPhail quote

PSD 1.9 -

Marie Stopes

![Marie Stopes](image)


PSD 1.10 -

Marie Stopes - Piece of writing

Amelia Earhart

https://www.google.ca/search?q=amelia+earhart&espv=2&biw=1107&bih=621&source=lnms&tbm=isch&sa=X&ei=E41VIP7Eo6zyATc0YCABA&ved=0CAYQ_AUoAQ#facrc=_&imgdii=_&imgrc=dwHlkuYeF_Xlg9M%253A%3BcmBnv90ij5Tuam%3Bhttp%253A%252F%252Fcp91279.biography.com%252FAmelia-Earhart_A-Daring-Pilot_HD_768x432-16x9.jpg%3Bhttp%253A%252F%252Fwww.biography.com%252Fpeople%252Famelia-earhart-9283280%3B768%3B432, (accessed December 2, 2014).

PSD 1.12 -

Quotes by Amelia Earhart


Interview with Rosa Parks


Margaret Thatcher speeches

Thatcher, Margaret, public speeches, 1991-2014.

Link to speeches: http://www.margaretthatcher.org/speeches/browse.asp?t=6
Indira Gandhi

http://www.greatthoughtstreasury.com/author/indira-gandhi-fully-indir%C4%81
priyadar%C5%9Bin%C4%AB-g%C4%81ndh%C4%AB (accessed November 29, 2014).

Indira Gandhi’s last speech

Marie Curie


Marie Curie quotes

Emily Carr Painting

Carr, Emily. “Big Raven.” Oil on Canvas, c. 1931 (Vancouver Art Gallery).
Roberta Jamieson

Excerpts from Indian Act:

Persons entitled to be registered:

Section 6. (1) Subject to section 7, a person is entitled to be registered if

(c) the name of that person was omitted or deleted from the Indian Register, or from a band list prior to September 4, 1951, under subparagraph 12(1)(a)(iv), paragraph 12(1)(b) or subsection 12(2) or under subparagraph 12(1)(a)(iii) pursuant to an order made under subsection 109(2), as each provision read immediately prior to April 17, 1985, or under any former provision of this Act relating to the same subject-matter as any of those provisions;

(c.1) that person

(i) is a person whose mother’s name was, as a result of the mother’s marriage, omitted or deleted from the Indian Register, or from a band list prior to September 4, 1951, under paragraph 12(1)(b) or under subparagraph 12(1)(a)(iii) pursuant to an order made under subsection 109(2), as each provision read immediately prior to April 17, 1985, or under any former provision of this Act relating to the same subject-matter as any of those provisions,

(ii) is a person whose other parent is not entitled to be registered or, if no longer living, was not at the time of death entitled to be registered or was not an Indian at that time if the death occurred prior to September 4, 1951,

(iii) was born on or after the day on which the marriage referred to in subparagraph (i) occurred and, unless the person’s parents married each other prior to April 17, 1985, was born prior to that date, and

(iv) had or adopted a child, on or after September 4, 1951, with a person who was not entitled to be registered on the day on which the child was born or adopted;

(d) the name of that person was omitted or deleted from the Indian Register, or from a band list prior to September 4, 1951, under subparagraph 12(1)(a)(iii) pursuant to an order made under subsection 109(1), as each provision read immediately prior to April 17, 1985, or under any former provision of this Act relating to the same subject-matter as any of those provisions;

(e) the name of that person was omitted or deleted from the Indian Register, or from a band list prior to September 4, 1951,

(i) under section 13, as it read immediately prior to September 4, 1951, or under any former provision of this Act relating to the same subject-matter as that section, or

(ii) under section 111, as it read immediately prior to July 1, 1920, or under any former provision of this Act relating to the same subject-matter as that section; or

(f) that person is a person both of whose parents are or, if no longer living, were at the time of death entitled to be registered under this section.

**PSD 2.5 –**

Carol Dawson Video


Note: If more videos are needed they can be found at [http://wherearethechildren.ca/en/stories](http://wherearethechildren.ca/en/stories).

**PSD 2.6 –**

Velma Page Video


**PSD 2.7 –**

Rev. Mary Battaja Video


**PSD 2.8 –**

Lorna Rope Video


Carrie Best – “The Greatest Conductor” Essay

Best, Carrie. “The Greatest Conductor.” In That Lonesome Road, Digital Archive.  

Link to Essay: http://www.parl.ns.ca/carriebest/tubman.html
Georgina Fane Pope

Working Woman before World War I

Farmerettes


Blurb found on website with poster:

“Pay issued to an enlisted man was considered enough for that individual but did not include enough to support a family. A monthly separation allowance was provided to the wife of an enlisted man sent overseas, the amount being dependant on rank as was pay. In cases of hardship it was necessary to provide additional support based on the number of eligible dependents. Although the government established the Fund it was supported initially by donations from the population and by grants from different municipal organizations.”

- Archives of Ontario
PSD 5.1 –

Famous Five Monument in Ottawa, Ontario

PSD 5.2 –

Famous Five

Emily Murphy

Louise McKinney

Nellie McClung

**PSD 5.3 -**

“Women Delighted to Hear Privy Council Decision” – Article


(Next Page)
WOMEN DELIGHTED TO HEAR DECISION OF PRIVY COUNCIL:

Tribute Paid Dauntless Group "Who Carried the Day"

GREAT DREAM REALIZED

"Privy Council finds women are persons," she read aloud to her companion on a street car, as she glanced over her newspaper. "Well, aren't they smart—I wonder what they thought we were?" Then she turned over to the baseball news, for yesterday's dispatch from London was of utter apathetic interest to the six-year-old. She will see women Senate accepted as a matter of course, and will give little thought to those who made it possible.

But to the women of an older generation the eagerly awaited decision of the Privy Council was of tremendous importance, and was received with expressions of deep appreciation and thankfulness.

"Oh, the women are just simply delighted," said Mrs. W. L. McFarland, President of the Toronto Local Council of Women. "The National Council felt that our Government was falling behind in not recognizing women as persons, but this decision is a big step in the right direction.

"Why Shouldn't They?"

"Women should make good Senators," remarked Mrs. McFarland. "Why shouldn't they? They have made good in every other field open to them."

"I think it is perfectly splendid and I think these women who carried it through are to be congratulated," said Mrs. J. N. Wood, President of the College Heights Women's Association. She expressed a hope that Canadian women would not forget the great debt they owed to the dauntless little group of women. Mrs. Irene Fairby, Mrs. Louise McKeeley, Mrs. Nellie McClung, Mrs. C. C. Edwards, and Mrs. Emily Murphy, who carried the day.

"I was so thrilled when I picked up the paper that I wanted to shout," said Mrs. Wood.

Twenty years or more she has been deeply interested in the suffrage movement, and in that time Mrs. W. R. Jackson has seen some interesting changes in the status of women. But she was as thrilled over the latest victory as over the first and last night she declared that she was happy to see another dream realized.

"Women do appreciate this, we appreciate it very much," said Mrs. Jackson. And I will be glad to see a woman appointed to the Senate, because I know only a woman of the right kind will be chosen. I'll be happy to sit back and applaud. It is a very fine thing to see something for which we have been working for years achieved at last," commented Mrs. Jackson.

"I am really very surprised," said Mrs. W. R. Lang. "I thought it might easily have gone the other way, but of course, I am delighted."
PSD 6.1 -

The Original, “Rosie the Riveter”

PSD 6.3 -

Ronnie the Bren Gun Girl


PSD 6.4 –

“Women of Steel” Propaganda Video

“Women of Steel,” YouTube videos, 10:01, posted by “WWIIPublicDomain,” August 20, 2013, [https://www.youtube.com/watch?v=HgVdUBLb6K8](https://www.youtube.com/watch?v=HgVdUBLb6K8).
PSD 6.5 -

WWII Ration Cards/Books


**PSD 6.6 -**

Phyllis Holmes Audio Interview (woman on the war front)
Holmes, Phyllis. Interview by The Memory Project. n.d.

Link to Interview: 

**PSD 6.7 -**

Carol Duffus Audio Interview (woman on the war front)
Duffus, Carol. Interview by The Memory Project. n.d.

Black Line Masters (BLM’s)
BLM 1.1 -

Malala Yousafzai news report

Account must be made with Curio to see video.


BLM 1.2 -

Double- Sided Worksheet (Next Page)
### Significant Women in History Worksheet:

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elsie MacGill</td>
</tr>
<tr>
<td>Queen Elizabeth I</td>
</tr>
<tr>
<td>Agnes MacPhail</td>
</tr>
<tr>
<td>Marie Stopes</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Amelia Earhart</td>
</tr>
<tr>
<td>Rosa Parks</td>
</tr>
<tr>
<td>Margaret Thatcher</td>
</tr>
<tr>
<td>Indira Gandhi</td>
</tr>
<tr>
<td>Marie Curie</td>
</tr>
</tbody>
</table>
BLM 1.3 -

Tickets out of Class (Next Page – Print two to a page and cut paper in half)
Ticket Out of Class!

1. You have just begun learning about women’s history, especially in Canada! List 3 things you would like to learn about women’s history later in the semester that we did not cover today.
2. After today’s class, what do you think historical significance is? Name one woman we learned about today and write about why she is significant.
BLM 2.1 -

Heritage Minute for Emily Carr

Heritage Minute. “Emily Carr,” Historica Canada video, 1:00, n.d,
https://www.historicacanada.ca/content/heritage-minutes/emily-carr.

BLM 2.2 -

Emily Carr: Winds of Heaven Video


BLM 2.3 –

Understanding Primary Sources (Next Page)
## Understanding Primary Sources

Name: ___________________________  Date: ________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who created the source? What do I know about the creator?</td>
<td></td>
</tr>
<tr>
<td>When was the source created? (If there is no date, estimate a time frame)</td>
<td></td>
</tr>
<tr>
<td>Why was it created?</td>
<td></td>
</tr>
<tr>
<td>What is the source format? (picture, interview, video, newspaper article, etc.)</td>
<td></td>
</tr>
<tr>
<td>What does the source say?</td>
<td></td>
</tr>
<tr>
<td>What is the historical context of the source? How does the creator/subject/author fit into this historical context?</td>
<td></td>
</tr>
<tr>
<td>How is, what is described in the source different from my life?</td>
<td></td>
</tr>
<tr>
<td>What can I believe from this source? What can I not believe? What else do I still need to know?</td>
<td></td>
</tr>
</tbody>
</table>
BLM 2.4 –

Prime Minister Stephen Harper’s Apology Video


BLM 2.5 -

RUBRIC – Residential School Video Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity/ Volume</td>
<td>Speaks clearly and little of the time.</td>
<td>Speaks clearly and distinctly some of the time during the presentation.</td>
<td>Speaks clearly and distinctly most of the presentation.</td>
<td>Speaks clearly at all times during presentation</td>
</tr>
<tr>
<td></td>
<td>Uses no variety in tone/ expression.</td>
<td>Uses little to no variety in tone/ expression.</td>
<td>Uses slight differences in tone/ expression.</td>
<td>Used a variety of tone/ expression.</td>
</tr>
<tr>
<td>Application</td>
<td>Applied a small amount of their knowledge learned in the class to the presentation in a clear, concise and interesting way.</td>
<td>Applied some of their knowledge learned in the class to the presentation in clear, concise and interesting way.</td>
<td>Applied most of their knowledge learned in the class to the presentation in a clear, concise and interesting way.</td>
<td>Applied all to almost all their knowledge learned in the class to the presentation in a clear, concise and interesting way</td>
</tr>
<tr>
<td>Organization</td>
<td>Information is not presented clearly and does not follow a sequence to make it easy to follow.</td>
<td>Information is presented somewhat clearly and somewhat follows a sequence that is easy to follow.</td>
<td>Information is presented fairly clearly and follows a sequence that makes the presentation easy to follow.</td>
<td>Information is presented clearly and follows a sequence that is easy for the audience to follow.</td>
</tr>
</tbody>
</table>
**BLM 3.1**

Hairspray, “Run and Tell That

“Hairspray, ‘Run and Tell That(with Subtitles),” YouTube video, 4:30, posted by “balthazhulu,” September 13, 2009, [https://www.youtube.com/watch?v=X2xkGS5i9ko](https://www.youtube.com/watch?v=X2xkGS5i9ko)

**BLM 3.2**

Carrie Best website


**BLM 3.3**

Double-Sided Worksheet (Next page)
| Name: __________________________        Date: ______________________________ |
|----------------------------------------|---------------------------------|

**Black Women’s History Worksheet (Gallery Walk):**

<table>
<thead>
<tr>
<th>Marie-Joseph Angélique</th>
<th>Causes and Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosemary Brown</td>
<td></td>
</tr>
<tr>
<td>Anne Clare Cools</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Causes and Consequences</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Viola Davis Desmond</td>
<td></td>
</tr>
<tr>
<td>Mary Ann Shadd Cary</td>
<td></td>
</tr>
<tr>
<td>Juanita Westmoreland-Traoré</td>
<td></td>
</tr>
<tr>
<td>Portia White</td>
<td></td>
</tr>
</tbody>
</table>
BLM 4.1 -

Before, During and After War Comparison Worksheet (Next Page)
## Before, During, and After World War I

<table>
<thead>
<tr>
<th></th>
<th>Before World War I</th>
<th>During World War I</th>
<th>After World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s jobs; what did they do for a living</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s status; How did society see them?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s Rights; What were they allowed to do in political spheres?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s clothing; What were the trends of the period?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Women’s rights during WWI in Canada

By: Tenzin Sungrab

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

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

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

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

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

Back then women must do what they were told to do. Their role should reflect that of a “mother.” They must dress and act appropriately. Women were considered unequal to their male counterparts both legally and socially. But things started to change when the war broke out. Thousands of Canadian women spent their own time raising money for the war effort. Other women who couldn’t work in factories or in other jobs spent most of their
time knitting scarves and socks for the soldiers who were fighting overseas. Women whose husbands, sons and brothers served in the war were given the right to vote. Afterwards, when the war ended, things started to reverse as the gaps left by men then filled by women were given back to men. Women were expected to return to the kitchen and role of housewife once the men began to return home. Women on the home front, native women, and immigrants who worked during the war started to fight for equal rights such as the right to work like the men and they hated being under the control of their husbands. Some women in the war were happy to have their jobs because they had more rights, and the freedom to make their own decisions.

Not all the women got to vote in 1918, except for the women who were wives and mothers of soldiers because of the conscription crisis. Conscription crisis meant that all the men who were able-bodied would be required to join the army and would have no choice. It was no longer based on a voluntary basis only. It happened due to shrinking numbers in 1917, and the death of more and more Canadians in the war. The Canadian government forced people to join the armed forces during the war. But to do this they needed support from voters who wanted conscription as well. The Canadian government saw women related to soldiers as potential supporters, so they gave them the right to vote. All in all, women have gained more respect after the war compared to women’s rights before WW1 because of their hard work during WW1. Immigrants got the right to vote in 1960 and First Nations women got the right to vote in 1967. Although many women lost their jobs when men came back from the war, attitudes changed permanently and partially; women were treated equally as men because of women’s contributions.

CANADIAN WOMEN IN WWI
Photo courtesy of Canadian War Museum
Voluntary Aid Detachment (VADs)

- They provided medical assistance in time of war.
- 38,000 VADs worked as assistant nurses, ambulance drivers and cooks during the War.
- Later in the war they could be sent to the front as letter writers for soldiers that were ill or illiterate.
- They lacked the medical training of nurses but still provided medical assistance to patients.

Source: http://spartacus-educational.com/FWWnurses.htm
Voluntary Aid Detachment Continued

“Recruitment poster seeking women for Great Britain's Voluntary Aid Detachment (VAD). While VADs lacked the formal medical training of nurses, they provided medical assistance to countless patients during the war. By the end of 1917, more than 1,800 Canadian women had become VADs, and at least 500 were sent overseas.”

- Canadian War Museum
Photo Courtesy of Canadian War Museum
Nursing Sisters

- Nicknamed “Bluebirds” because of their blue uniform and white veil.
- Unlike VADs, they were trained nurses before the war.
- All women between the ages of 21 and 38 and almost all were single.
- 3000 Nurses served in the Canadian Army Medical Corps (CAMC) during the First World War.
- They did not work in the front-line trenches, but were often close to it in case of emergencies.
- Nurses returned from War with new and better medical skills which helped them in their profession.
- They were often referred to by Canadians as “Sisters of Mercy” or “Angels of Mercy”.

- Information courtesy of Canadian War Museum Website
Farmerettes

“During the First World War, women of university age volunteered to help in the fields. An article printed in the "Grimsby Independent" in 1917 stated "when the history of this Great War is written, a page should be reserved for these heroic young ladies who are nobly doing their bit." The Young Women's Christian Association (YWCA) brought women enrolled in universities and ladies' colleges to the Niagara Peninsula to harvest fruit crops. The local farmers needed the help of these students because the older women who were already out of school were employed at the munitions factories as part of the war effort. These young ladies, considered to be heroes by many because they harvested the food that fed the soldiers, were known as Farm Service Girls or Farmerettes.”

- Grimsby Museum
Photo Courtesy of Canadian War Museum
Factory Workers

- Women carried out the tasks that men left behind when war broke out.
- They created the munitions for the war effort.
- They were the most visible female workers during the War, which is why they are the most talked about in textbooks.
- Many of these women were married and had children.
- It was cheap to hire them, and they were easily replaceable if any accidents happened.

Information from:
http://www.firstworldwar.com/features/womenww1_four.htm

BLM 4.4 –
Timeline Assignment (Next Page)
Women’s History Timeline

Your Task:

• Create a timeline of women’s history from 1910-1922.
• Be sure to include visuals (either draw or printed)
• Be sure to include
  - Political gains (i.e. right to vote)
  - War time efforts
  - Societal roles (before, during and after war)
  - Clothing styles during the period
• Include anything else you want! (for example people, events that you feel are important)

Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronological, Pictures, Clearly written</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies knowledge of women’s history in a concise and clear manner. Including all required aspects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate language and keywords from the time of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BLM 5.1 –

Celebrity Game PowerPoint (Next Page)
Emily Murphy became the first female judge in 1916. On her first day on the bench a lawyer stated that she should not be a judge because women were not persons according to the British North America Act of 1867. This is despite the fact that women were given the right to vote in federal elections in 1918. Murphy challenged the idea that women were indeed persons and started a campaign to have women declared persons according to the law. She had four other women join her campaign, Henrietta Muir Edwards, Louise McKinney, Nellie McClung and Irene Parlby. After years of campaigning for women to be declared persons, it was found that women were indeed persons in 1929.

BLM 5.3 –

Emily Murphy – Heritage Minute

Heritage Minute. “Emily Murphy.” Historica Canada video, 1:00, n.d., https://www.historicacanada.ca/content/heritage-minutes/emily-murphy.

BLM 5.4 –

Newspaper Article Analysis

Students will be tasked with completing a worksheet similar to that of the Understanding Primary Sources Worksheet.

“Women Delighted to Hear Decision of Privy Council”

1. From just the title what decision do you think women are delighted about?

2. Who wrote the article and why?

3. Which age group was the most delighted by the news? Why?

4. What is the nickname of the group of five women who helped get this campaign passed?

5. What did this decision mean for Canadian women? What rights did they have now that they didn’t before?

6. Do you think it was an important decision?
BLM 5.4 –

Letter to the Editor (Assignment and Rubric - Next Page)
Letter to the Editor Assignment

Your task:

Based on the lesson of women’s rights, and women being declared persons, you are going to write a letter to the editor explaining your view on the issue.

• State if you are for or against the issue and why.
• It can be from a male or female perspective.
• This must be written in a proper letter format (Dear…, Sincerely, …) and in full sentences.
• You may use your notes, pen names, Google (or any other search engine) to create a dynamic and interesting letter.
• Be creative and apply your knowledge!

Don’t forget:

• Full sentences
• Proper format (Dear…, Sincerely,..)
• Introduction, Body and Conclusion
• Your position on the issue and why
• Connection to your life
• Creativity

Due Date: _________________________________
“Letter to the Editor” - RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Limited understanding of Persons Case as they relate to experiences of women in society.</td>
<td>Some understanding though lacking completeness, clarity in relation to the Persons Case and women’s experiences in society.</td>
<td>Clear and comprehensive understanding of Persons Case and women’s experiences in society.</td>
<td>A clear, comprehensive, and balanced understanding of the Persons Case and women’s experiences in society.</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Unclear perspective and very limited understanding of the social context for the Persons Case</td>
<td>Some limited understanding of the social context for the Persons Case.</td>
<td>A clear and critical position evident throughout assignment</td>
<td>A critical analysis of the Persons Case and the effects it had/ will have on society (depending on their position and time of the letter)</td>
</tr>
<tr>
<td>Communication</td>
<td>Language and organization of letter lacks sensitivity of the social context of the time</td>
<td>Somewhat effective use of language and organization of the letter to convey their opinion and the social context of the time.</td>
<td>Consistent and effective use of language and clear organization of the letter in terms of the social context of the time.</td>
<td>Precise use of language, clarity of organization and good stylistic control, illustrating a good understanding of the conventions of written communication.</td>
</tr>
<tr>
<td>Application</td>
<td>Little personal identification with the people of this time</td>
<td>Some awareness of personal connections with people of the time period.</td>
<td>Effective, personalized understanding what happened in society (for both men and women)</td>
<td>High degree of identification with people living during this time period.</td>
</tr>
</tbody>
</table>
BLM 5.5 –

Exit slip (Next Page)

Print two to the page and cut in half!
Answer the questions in full sentences and drop it in the box on the way out.

1. What is one thing that stuck with you about today’s lesson?
2. What is something else about women’s history that you’d like to learn more about?
3. What was your favourite part of today’s lesson? What could change for next time?
BLM 6.1 -

“Bomb Girls” Trailer


BLM 6.2 -

Rosie the Riveter Song, by the Four Vagabonds