The End of World War I - Lesson Plans and Resource Pack

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

OVERALL EXPECTATION EXPLORED: B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective).

ABSTRACT: This course pack is an exploration of key events, personages and concepts, which contributed to Canadian nationhood in the years following WWI. The war changed the lives of all Canadians, and as such, the following four lessons will allow students to become more familiar with a changing Canada. After studying WWI, students will have knowledge of the ways society, politics and the economy were affected by the war and these lessons will allow students to further explore different Canadian perspectives, unique aspects of Canadian culture, and the different roles that people began to play in society after the war. This course pack offers four lessons which focus on the historical thinking concepts of Historical Significance, Cause and Consequence, Historical Perspectives and Continuity and Change. The lessons will also open a space for students to consider Historical Evidence and the Ethical Dimension as they are inextricably linked to topics of identity, nationhood and citizenship. Each lesson contains unique tasks and assessments, which require students to closely engage with Primary and Secondary Sources.

KEYWORDS: Nationhood, Canadian identity, economy, Historical Significance, primary and secondary sources, citizenship, rights, Historical Perspective, the Person’s Case, the Famous Five, evidence, immigration, ethnicity, heritage, cultural contributions, enemy aliens, internment, internment camps, Indigenous Peoples, minority groups, museum exhibit, marginalization, the Group of Seven, Cornelious Kreighoff, the Golden Age of Jazz, bilingualism, Canadian Senate, equality, Stephen Leacock, Chinese Immigration Act, consumerism, Vimy Ridge.

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LESSON # 1

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

OVERALL EXPECTATION EXPLORED: B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

SPECIFIC EXPECTATION: 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 (e.g., with reference to Frederick Banting, Napoléon Belcourt, Billy Bishop, Robert Borden, Samuel Bronfman, Arthur Currie, Marie Lacoste Gérin-Lajoie, Fred O. Loft, Agnes Macphail, Masumi Mitsui, J. S. Woodsworth; the League of Indians, rum runners, the Trades and Labour Congress of Canada, the Vandoos, the Woman’s Christian Temperance Union)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Evidence, Cause and Consequence

TITLE OF STORY: The Greatest Canadian

OVERVIEW: Students will examine the impact and significance of various people on Canada’s nationhood and sense of identity. They will explore the efforts made by different Canadians in politics, society and economics and will determine and provide evidence for why one Canadian of the WWI era is the “Greatest Canadian”. Students will have an opportunity to listen to presentations made by their peers, and rank which Canadian they believe to be the “greatest”. Students will be encouraged to use primary and secondary sources of evidence to discern what makes individuals in society great or not. Students will explore the concept of Cause and Consequence during the activity when they are asked to consider what makes an individual more important to their country. They will also consider the consequences of the actions taken by people in this era.

MATERIALS:

1. Primary Source Documents (PSD 1.1/1.2/ 1.3/1.4/1.5/1.6)
2. Teacher Resources (Appendix 1.1/1.2/1.3/1.4/1.5/1.6/1.7/1.8)
3. Blackline Masters (BLM 1.1/1.2/1.3)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
The teacher will lead a discussion on what makes people “great”. The students will be prompted to discuss “greatness” as it relates to different aspects of society. The teacher can write the following questions on the board:

1. If you were to be remembered for something that you contributed to society, what would it be?
2. Do some individuals of society deserved to be remembered more than others? What makes one individual have a greater impact than the other?

Step 2: Discussion / Modelling (10 minutes)
The students will likely want to offer suggestions on who they think the greatest Canadian is. The teacher will encourage students to share their thoughts and give explanations for the statements they make. The teacher will then show the CBC results on the Greatest Canadian, as voted in the CBC television series *The Greatest Canadian* in 2004. The teacher will then project Appendix 1.1 for students to see. The teacher should ask questions such as:

1. Were you surprised by top 10 list?
2. Do you agree with the way Canada “voted”?

Step 3: Guided Practice (10 minutes)
Students will be provided a list of impactful individuals from the 1914-1929 time period, with a very brief introduction. These individuals have been selected from the curriculum documents and come from a range of backgrounds. Students will be asked to get into groups of approximately three and modifications will be made based on how many students there are in the class. Each group will be instructed to choose an individual and make a case for why they should be the “Greatest Canadian”. This activity will require students to engage with primary and secondary sources to conduct research. See Primary Source Documents (PSD 1.1/1.2/1.3/1.4/1.5/1.6) and Teacher Resources (Appendix 1.2/1.3/1.4/1.5/1.6/1.7/1.8).

Step 4: Group Activity (50 minutes)
Students will select an individual based on the brief introduction and list of who the people are (BLM 1.1) that the teacher has provided them with. Groups who know who they would like first will tell the teacher, and will be allowed to research that individual. The activity will be to tell the class who their person is, and why they might be the Greatest Canadian. The teacher will hand out BLM 1.2 which is a handout with a chart listing the ten influential Canadians. This will allow students to take notes while their classmates present their research findings, and their evaluation of what makes the individual important. The teacher will also give students BLM 1.3, a rubric for their oral presentation. To do this activity, the teacher can use electronic resources that the school may have, or bring students down to the library.

Step 5: Sharing/Discussing/Teaching (10 minutes)
Once students have spent a majority of the class period doing the research aspect, the teacher will engage the students in a class discussion about how they can go about making a good presentation. This will give students ideas for further classes and the work periods they may be given so that they can form a successful and effective presentation. Students will not be required to use media, but effective use of multi-media can be part of the discussion if students are interested. This discussion should include how students, in their research, determined which
sources were reliable or not. This is assuming that in previous lessons the class has talked about what primary and secondary sources are.

ASSESSMENT:

**Assessment For Learning:** The warm-up discussion will act as assessment for learning. The teacher will be able to assess what students know about the topic, and if they have prior knowledge about some of the Canadians that were voted in the CBC Top Ten list. As well, the teacher will be able to assess students’ prior knowledge on significant Canadians while introducing the list of Canadians that are to be researched.

**Assessment As Learning:** Peer evaluation is included in the student evaluation sheet (BLM 1.2), giving students an opportunity to learn and comment on the presentation provided by their peers.

**Assessment Of Learning:** Teachers may assess students based on the rubric provided (BLM 1.3), which should be co-constructed and discussed with students before oral presentations. Quality of presentation, as well as knowledge of the impact of the Canadian they chose will be evaluated.
COURSE: Canadian History since World War I, Grade 10, Academic (CHC2D)

OVERALL EXPECTATION EXPLORED: B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

SPECIFIC EXPECTATION: B3.3 describe some significant developments in the rights and lives of women in Canada during this period (e.g., women's contribution to the war effort, their expanding role in the workplace, and the impact of these on their role in the family and in society; women's role in suffrage, temperance, and other social movements; new political rights; changing social mores in the 1920s and their impact on women; the participation of women in organized sports), and explain the impact of these developments on Canadian citizenship and/or heritage

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

LESSON # 2

TITLE OF STORY: Women after WWI

OVERVIEW: This lesson will explore the Person’s Case and women’s rights in the post-war period. Students will have prior knowledge of the way women’s roles evolved during the war and will be encouraged to use this knowledge to enhance their learning and final task.

MATERIALS:

1. Primary Source Documents (PSD 2.1/2.2)
2. Blackline Masters (BLM 2.1/2.2/2.3/2.4)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
Students will be handed BLM 2.1. This Anticipation Guide will get students thinking about the roles that women had in WWI, and prime them for the kinds of critical thinking the class will be doing about the significance of women. The teacher can ask students to place a (*) beside the statement they find most intriguing.

Step 2: Discussion/Modelling (10 minutes)
The students can then engage with the teacher in a discussion about which statements on the Anticipation Guide they found most intriguing, and why. The teacher can continue discuss different statements with the students to warm up the class.
The teacher will introduce The Person’s Case and give students BLM 2.3. The teacher will ask for a volunteer to read the handout out loud. This will provide context for the following activity and the status of women’s rights at the time.

**Step 3: Guided Practice (20 minutes)**
After reading through the introduction/contextual paragraph with the class, students will each receive a copy of “The Woman Question” Stephen Leacock (PSD 2.1) and Famous Five’s writing (PSD 2.2), and the fillable worksheet (BLM 2.2). The teacher will take this time to answer any questions students may have about the Person’s Case or women’s rights in general.

**Step 4: Independent Activity (35 minutes)**
Students will be prompted to search for strengths and weaknesses in both Leacock and the Famous Five’s statements and develop other possible for either side (based on evidence they have learnt in class). Students will have an opportunity to pretend to be a judge in the Person’s Case and come up with a decision. They will have to justify their decision based on the arguments and the counter arguments they found in the primary source quotations.

**Step 5: Sharing/Discussing/Teaching (15 minutes)**
The teacher will ask students to volunteer their findings, and their final decisions. The students will have a chance to share with the class anything they found was particularly interesting in either Leacock or the Famous Five’s thoughts.

**ASSESSMENT:**

**Assessment For Learning:** The Anticipation Guide (BLM 2.1) will act as assessment for learning. The teacher will be able to assess what students know about the topic and what they are interested in learning more about. As well, during the discussion portion of the lesson, the teacher will be able to assess what students know about the roles of women in WWI. As this lesson is meant to take place after WW1, students should have prior knowledge about how Canada changed during the war to include women in different ways.

**Assessment As Learning:** The teacher will assess student learning informally by asking the students questions throughout the task, and by monitoring discussion to understand where students are at in their understanding.

**Assessment Of Learning:** Worksheets will be collected at the end of the class to see that students are on the right track for learning.
COURSE: Canadian History since World War I, Grade 10, Academic (CHC2D)

OVERALL EXPECTATION EXPLORED: B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

SPECIFIC EXPECTATION: B3.4 describe Canadian immigration policy during this period (e.g., with reference to the 1919 Immigration Act, the Chinese Immigration Act of 1923), and analyse immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada (e.g., the origin of immigrants, why they came, where they settled, the degree to which they integrated into the dominant culture of the time in Canadian society and/or remained distinct, their cultural contributions)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: The Ethical Dimension, Evidence

LESSON # 3

TITLE OF STORY: Immigrants and Minorities in Canada During and After WWI

OVERVIEW: This class will explore the experiences and perspectives of different minority groups and immigrants within Canada and how they were treated. The class will look at primary documents and engage in planning a museum exhibit showcasing the contributions of minority groups to Canada before, during and after WWI. The aim of this lesson is to explore aspects of Canadian history that are often glossed over, and to encourage students to develop different ways of gathering and presenting information that include various perspectives.

MATERIALS:
1. Primary Source Documents (PSD 3.1/3.2)
2. Teacher Resources (Appendix 3.1/3.2/3.3/3.4)
3. Blackline Masters (BLM 3.1/3.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
This warm up will be partially kinesthetic, as students will be asked to go to one of four corners of the room. One corner will represent “strongly disagree” and the other will be “strongly agree”. When a statement is read out loud, students must choose a corner to stand at.
The statements are as follows:
1. Sometimes, I feel like I can’t truly understand those I view as being different from me.
2. We should trust the government to do what is right to keep the country safe.
3. Taking certain actions to keep people safe, at the expense of a smaller amount of people, is reasonable.
4. I can understand why, during a state of war, someone would be distrustful of someone from another country.

**Step 2: Discussion (5 minutes)**
This discussion will be a debrief session from the previous warm-up activity. Students can raise questions or concerns about the statements, and explain why they chose specific corners. This can provide teachable moments for students, as the class and the teacher discuss why believing in some or all of these statements can be problematic. The students will have prior knowledge from lessons about enemy alien internment camps and treatment of Indigenous Peoples and Asian-Canadians during WWI. The teacher will prompt students to recall and discuss what they have learned previously, and what they might still wonder about the experiences of groups that were marginalized during this period. The teacher may have to prompt students to think about the perspectives that are often left out when we learn history.

**Step 3: Modelling (5 minutes)**
The teacher will ask students how certain people(s) and events are remembered in history. This discussion should eventually lead into the idea of museums, where the teacher will then ask again how students think history museums depict certain eras or people.

**Step 4: Guided Practice (5 minutes)**
The teacher will play the video “Why do we have museums” (Appendix 3.1), for the students. The students will be encouraged to ask critical questions about the museums they have visited. The teacher will then explain the activity to the students. Encouraging them to keep an open yet critical mind concerning the contents of museum exhibits, students will be asked to create their own based on a minority group in Canada.

**Step 5: Independent Activity (50 minutes)**
Students will be given BLM 3.1 which will explain the following activity. There will ideally be four groups of six students. Each group will have to create a theoretical museum exhibit on a minority group (Indigenous Peoples of Canada, Black Canadians, Ukrainian Canadians, or Chinese Canadians). The floor plans, the artifacts or artworks that each group could show should be mapped out on a piece of chart paper. Groups will display their map in different corners of the class. In a following class, students will present their blueprint to the class, giving students the chance to learn about each different minority group. This will also be an opportunity for students to describe and justify the choices they made in creating their exhibit, particularly relating to what elements they chose to include or leave out.

Students will also be given primary and secondary source documents as a jumping-off point for their research (Chinese Canadians: PSD 3.1, Indigenous Peoples of Canada: Appendix 3.2, Black Canadians: Appendix 3.3, Ukrainian Canadians: Appendix 3.4 and PSD 3.2). They will also be encouraged to complete their own separate research on the minority group they have chosen.

**Step 6: Sharing/Discussing/Teaching (15 minutes)**
The teacher will ask students to tell the class their preliminary findings and ideas for their museum. The class will discuss perspectives and the ethical dimension of making a museum—particularly a museum about groups of people that have been historically marginalized or
silenced. At the end of the lesson, students will complete an exit card (BLM 3.2) which asks short questions about their experience creating their museum exhibit.

ASSESSMENT:

**Assessment For Learning:** The Four Corners warm-up will allow teachers to include assessment for learning. During the Four Corners discussion, which is based on student participation and discussion, the teacher will be able to see if there are any gaps in student understanding of historical events, or if there are any concepts which many students seem to struggle with.

**Assessment As Learning:** The teacher will assess student learning informally by asking the students questions throughout the task, and by monitoring discussion to understand where students are at in their understanding. The teacher should be available to help the students throughout the task.

**Assessment Of Learning:** At the end of the task, the teacher can evaluate the museum exhibits that students create. Students will be asked to fill out an exit card (BLM 3.2). This exit card will ask students what their group did during the class, what next steps are, and questions they still have. The teacher during the class will walk around and facilitate students during their creative learning process.
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SPECIFIC EXPECTATION: B3.2 describe some significant changes in the arts and popular culture in Canada during this period (e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition), and explain the contributions of some individuals and/or events to these changes (e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Evidence

LESSON # 4

TITLE OF STORY: Canadian Art and Culture in the 1920’s

OVERVIEW: This lesson will look at evidence regarding Canadian culture, and the shifts it underwent in the post-war era. Students will have an opportunity to look at art, music and technological innovations of the 1920’s and use their findings to get a better sense of emerging Canadian identity. Students will go through stations with specific focus questions to get an understanding of how art and culture impacted the development of a uniquely Canadian identity.

MATERIALS:
1. Primary Source Documents (PSD 4.1/4.2/4.3/4.4)
2. Teacher Resources (Appendix 4.1/4.2)
3. Black Line Masters (BLM 4.1/4.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
Snowball activity- Students will write on a piece of paper one aspect of Canadian culture (regarding music, visual art, drama or literature) and throw it in a pile. Each student will pick up an example and read it aloud to the class.

Step 2: Discussion/Modelling (10 minutes)
The class will discuss the snowball activity and address any aspects of culture that were more prevalent than others. The guiding question will be “how did we get where we are now?” The teacher will write the words on the board that the students come up with, and briefly ask the students what they know about 1920’s culture. Finally, the teacher will introduce the students to the forms of culture that will be discussed in the lesson.

**Step 3: Guided Practice (10 minutes)**

Students will be split into 6 equal groups. Each will be given a “passport” (BLM 4.1) that they will take with them to each station to complete the task. The stations will each have a task and a focus question for students to complete in small groups (Appendix 4.2). They will have 15 minutes at each station. The stations will be:

- Music (The Golden Age of Jazz)
- Art (The Group of Seven paintings compared to paintings by Cornelius Kreighoff)
- Technological Innovations of the 1920’s

The teacher should set up the room before the students arrive, in accordance to Appendix 4.1. This will allow the teacher to capitalize on timing, and allow students to have as much time as possible for discussion.

**Step 4: Sharing/Discussing/Teaching (60 minutes total- 15 minutes per station, 15 minutes for discussion)**

After the students have had a chance to complete all the stations in their groups, the teacher will lead a discussion based on the focus questions at each station. The students will have a chance to share their findings and opinions on the stations as well as come up with questions which would further their own learning. They will be encouraged to consider where they found wonder in the lesson, and discuss what they need to learn more about. Ultimately, this lesson should culminate in a discussion about Canadian identity, and how it was forged in the post-war era. The discussion about technological innovations will help students see how Canadian society was changing in the 1920’s and it will set them up for learning about the Great Depression and the 1930’s. The station on Jazz will help students see how Canada was severing ties with Britain in this era, and becoming more American through various different cultural influences. The teacher should guide the discussion and ensure students consider the following focus/inquiry questions:

- Which items do you think are the most impactful on Canadian society in the 1920s? How has this technology impacted our lives today?
- How do the paintings by the Group of Seven differ from the paintings of Cornelius Kreighoff? How do the choices of scene and style demonstrate something uniquely Canadian?
- Why were the ‘20’s labelled the “Golden Years of Jazz”? What did Jazz represent for Canadians? What might new dance crazes tell us about people’s changing worldviews and connections with other countries?

**ASSESSMENT:**

**Assessment For Learning:** The teacher can also assess for learning at the start of and during the lesson with questions and discussion. This discussion, and the completion of the tasks at each station will act as assessment as learning as well as assessment for learning.
Assessment Of Learning: Students will hand in their “passport” at the end of the lesson. The teacher can opt to mark the passports for understanding, completion to simply evaluate if the students are on the right track with the learning. Assessment of learning will also occur during the debrief discussion, where students will have an opportunity to orally demonstrate their learning.
APPENDICES:

1. Primary Source Documents:
   a. PSD 1.1 Letter from a child to Sir Frederick Banting
   b. PSD 1.2 Speech by Napoleon Belcourt
   c. PSD 1.3 Stamp of Billy Bishop
   d. PSD 1.4 Speech by Robert Borden to House of Commons, 1917
   e. PSD 1.5 Quotes by Agnes Macphail
   f. PSD 1.6 Speech by Arthur Currie, 1919
   g. PSD 2.1 “The Woman Question” by Stephen Leacock
   h. PSD 2.2 Quotes from the Famous Five
   i. PSD 3.1 Chinese Immigration Act, 1923
   j. PSD 3.2 Effects of WW1 Internment for Ukrainians
   k. PSD 4.1 Lawren S. Harris, Lake and Mountain 1928
   l. PSD 4.2 Franklin Carmichael, Mirror Lake 1929
   m. PSD 4.3 Cornelious Kreighoff, Clearing near the St. Maurice River 1860
   n. PSD 4.4 Cornelious Kreighoff, Family Outing, Winter, Longueuil 1848

2. Teacher Resources:
   a. Appendix 1.1 “The Greatest Canadian”
   b. Appendix 1.2 Sir Frederick Banting
   c. Appendix 1.3 Billy Bishop
   d. Appendix 1.4 Masumi Mitsui
   e. Appendix 1.5 J.S. Woodsworth
   f. Appendix 1.6 Francis Pegahmagabow
   g. Appendix 1.7 Marie Lacoste Gérin-Lajoie
   h. Appendix 1.8 Fred O. Loft
   i. Appendix 3.1 YouTube Video- Why do we have museums?
   j. Appendix 3.2 Life for Indigenous Peoples, 1914-1929
   k. Appendix 3.3 Life for Black Canadians, 1914-1929
   l. Appendix 3.4 Life for Ukrainian-Canadians, 1914-1929
   m. Appendix 4.1 Canadian Culture in the 1920’s – Teacher Set-Up
   n. Appendix 4.2 Canadian Culture in the 1920’s - Stations

3. Black Line Masters:
   a. BLM 1.1 The Greatest Canadian
   b. BLM 1.2 The Greatest Canadian Chart
   c. BLM 1.3 Rubric
   d. BLM 2.1 Anticipation Guide
   e. BLM 2.2 Stephen Leacock Organization Chart
   f. BLM 2.3 The Person’s Case Handout
   g. BLM 2.4 The Famous Five Quotations Organization Chart
   h. BLM 3.1 Group Activity- Make a Museum!
   i. BLM 3.2 Exit Card
j. BLM 4.2 Canada in the Roaring 1920’s Stations Passport
k. BLM 4.2 Jazz in Canada
ADDRESS
DELIVERED BEFORE THE
QUEBEC CANADIAN CLUB
AT QUEBEC
TUESDAY, MARCH 28th, 1916
BY
The Honorable N. A. BELCOURT, K.C., P.C.

BILINGUALISM

QUEBEC
THE TELEGRAPH PRINTING CO.
1916

ADDRESS DELIVERED
BEFORE THE
QUEBEC CANADIAN CLUB
“Regulation No. 17 has been designed, enacted and enforced with no other object than the gradual proscription of the French language in the primary schools of the Province of Ontario. I say there is no question about that, and if anyone of you will take the trouble to follow me closely, and afterwards, if any doubts remain about the matter, and you will take up the regulation and study it carefully, I am sure you will agree with me.

The regulation treats of the use of French in the primary classes in Ontario in two ways: First, as a means of instruction or communication; and, second, as a subject of study.

Now, as a means of instruction, that is, as a medium of communication between the teacher and the pupil, the use of that language in all schools, in all classes, at all stages, and on every subject is limited to where, in the opinion of the Chief Inspector of the Province, IT IS NECESSARY. In other words, as a medium between the teacher and the pupil, the French language cannot be used with French-speaking children to impart to them any information on any subject whatsoever, unless the Chief Inspector has previously decided that in the case of each particular child the use of the French language is absolutely necessary because the child does not understand enough English to receive instruction in that language. I say without hesitation that if anyone of you will read regulation No. 17 you will come to no other conclusion than that.

And you can imagine how impracticable and impossible it would be for the Chief Inspector, with all his other duties, to examine each individual child in the hundreds of schools in the Province of Ontario to ascertain if such child understands the English language well enough to receive instruction in English.

I told you a moment ago that I would endeavor to give you concrete evidence of what I say.

“The regulation, as I have said, was promulgated in the year 1912. There were then hundreds and hundreds of separate schools in Ontario—corresponding to your dissentient schools in this province—where French had been a subject of study, where French had been used as a means of communication. And the permission to use French as a subject of study, as I have already explained, is confined to these schools. In all schools established after the month of June, 1912, the French language is banished at once, completely and forever; and I propose to prove it to you in a very conclusive way.”

“May I now give you a very independent and impartial opinion as to the effect and nature of this regulation? Within a year after it was promulgated and sought to be enforced, the six inspectors appointed by the Government, for the very purpose of enforcing the regulation, were called to Toronto by the Head of the Department of Education, to make a report of their findings after the regulation had been in force about a year. The six inspectors were three English-speaking and three French-speaking inspectors. They met in Toronto, and, after comparing
notes, made a unanimous report to the Minister of Education, and please remember that this report and the investigation from which it arose were both made at the request of the Minister of Education. The report was unanimous. I shall not quote it all, but only a few lines:

“The inspectors agree that the above regulation (17) has not been effective, for the following reasons:

“IT WAS TAKEN TO MEAN THAT FRENCH COULD NOT BE USED AS A LANGUAGE OF INSTRUCTION AND COMMUNICATION;

“IT WAS REGARDED AS AN ATTEMPT TO GRADUALLY ELIMINATE THE FRENCH LANGUAGE FROM THE ENGLISH-FRENCH SCHOOLS.”

That is not my statement, remember, gentlemen, but the unanimous statement of three English inspectors and three French inspectors charged with the duty of enforcing this regulation.”

Excerpt adapted from:

Sir ROBERT BORDEN: “All citizens are liable to military service for the defence of their country, and I conceive that the battle for Canadian liberty and autonomy is being fought to-day on the plains of France and of Belgium. There are other places besides the soil of a country itself where the battle for its liberties and its institutions can be fought; and I venture to think that, if this war should end in defeat, Canada, in all the years to come, would be under the shadow of German military domination. That is the very lowest at which we can put it. I believe that this fact cannot be gainsaid.

Now, the question arises as to what is our duty. I repeat once more, a great responsibility rests upon those who are entrusted with the administration of public affairs. But they are not fit to be trusted with that transcendent duty if they shrink from any responsibility which the occasion calls for. If the cause for which we fight is what we believe it to be, if the issues involved are those which have been repeatedly declared by all our public men and in all the press of Canada, I believe the time has come when the authority of the state should be invoked to provide reinforcements necessary to sustain the gallant men at the front who have held the line for months, who have proved themselves more than a match for the best troops that the enemy could send against them, and who are fighting in France and Belgium that Canada may live in the future.

No one who has not seen the positions which our men have taken, whether at Vimy Ridge, at Courcellette, or elsewhere, can realize the magnitude of the task that is before them, or the splendid courage and resourcefulness which its accomplishment demands. Nor can any one realize the conditions under which war is being carried on. I have been somewhat in the midst of things at the front, yet I feel that I cannot realize what the life in the trenches means, though I know that I can realize it better than those who have not been as near to the front as I have been. I bring back to the people of Canada from these men a message that they need our help, that they need to be supported, that they need to be sustained, that reinforcements must be sent to them. Thousands of them have made the supreme sacrifice for our liberty and preservation. Common gratitude, apart from all other considerations, should bring the whole force of this nation behind them. I have promised, in so far as I am concerned, that this help shall be given. I should feel myself unworthy of the responsibility devolving upon me if I did not fulfil that pledge. I bring a message from them, yes, a message also from the men in the hospitals, who have come back from the very valley of the shadow of death, many of them maimed for life. I saw one of them who had lost both legs pretty well up to the hip and he was as bright, as cheerful, as brave, and as confident of the future as any one of the members of this House -- a splendid, brave, boy. But, is there not some other message? Is there not a call to us from those who have passed beyond the shadow into the light of perfect day, from those who have fallen in France and in Belgium, from those who have died that Canada may live -- is there not a call to us that their sacrifice shall not be in vain?
I have had to take all these matters into consideration and I have given them my most earnest attention. I realize that the responsibility is a serious one but I do not shrink from it. Therefore, it is my duty to announce to the House that early proposals will be made on the part of the Government to provide, by compulsory military enlistment on a selective basis, such reinforcements as may be necessary to maintain the Canadian army to-day in the field as one of the finest fighting units of the Empire. The number of men required will not be less than 50,000 and will probably be 100,000. These proposals have been formulated in part and they will be presented to the House with the greatest expedition that circumstances will permit. I hope that when they are submitted all the members of the House will receive them with a full sense of the greatness of the issue involved in this war, with a deep realization of the sacrifice that we have already made, of the purpose for which it has been made, and with a firm determination on our part that in this great struggle we will do our duty whatever it may be, to the very end.”

"I think what women really want today is perfect equality with men"

"Woman's place in the modern working world cannot just be considered in terms of economics, but of her mental happiness, which is a vital and fundamental need of every individual."

"I'm no lady, I'm an MP"

"[...] when I was first elected, everything I said was wrong; everything I wore was wrong, everything I did was wrong, to hear comments about them. Bouquets were not thrown at me because I was the only woman in the House. Brickbats were what I got."

"There is only one thing that will check the movement [of farmers from the land] and that is stated in one word, and that word is MONEY. Farmers work 12 hours a day to feed people who work eight hours and still some people call that a square deal. Farmers occupy the same position today economically that the Indian did years ago in trading his furs at the Hudson's Bay post. The dealer, not the producer, fixes the price, both in buying and selling."

“Do not rely completely on any other human being, however dear. We meet all life's greatest tests alone.”

– Agnes Macphail

Adapted from:

Arthur Currie: “[...] I am willing to affirm, remembering the history of the past five years, remembering the day we celebrate, and casting one’s mind into the future and trying to depict what the years hold in store for us, I am willing to affirm that a toast to Canada is one which all true Britishers, whatever their calling, their profession, their race, or their creed may be, will delight to honour. A fair proportion of the gentlemen present tonight are in uniform. Had this gathering taken place a few months ago, the proportion would be much greater. What does this signify? It means that the soldiers of Canada have returned to Canada; have gone home. But not before they wrote the name of Canada in bold, outstanding letters on the World’s Roll of Honour. Not before they had secured for Canada the right to speak as a Nation, admired and respected in the Concert of Nations. These men, who for years fought, suffered, and daily tendered their lives on the battlefields of Europe, for Canada’s sake, with the “Canada” badge on their shoulders, and “Canada” engraved in their hearts as their constant inspiration, can and will maintain their Canadian ideal by becoming useful Canadian citizens.”

“It is now up to Canada – I was about to say the politicians of Canada – to turn to good account in the struggle for prosperity for the Nation the qualities acquired and developed by her name in the field of battle. What are those qualities, and how can they be used? When I assumed command of the Canadian Corps I often preached from a text something like this: “Provided we do not forget the lessons of the war; provided we pay due regard to our intelligence; provided we make proper preparation; there is no position on the Western Front which cannot be successfully assaulted by well-trained, well-disciplined, and well-led troops, attacking on a sound plan. The best thinkers and writers of the day constantly impress upon us that although Germany is today officially a friendly nation, there lies before us other battles which will tax all our powers of endurance, all our patience, all our sound judgement, self-sacrifice, and determination to win. He who runs may read that the Treaty of Versailles has not brought Peace.”

“Yet victory will come sooner and will come easier if we remember a few of the lessons brought but by our experiences in the past. First, to win you must attack. If there are difficulties to be overcome, they must be encountered. If there are dangers to be met, their presence must be recognised. You must assault the citadel of the enemy if you hope to vanquish the foe. A policy of drift must not be tolerated, because in the meantime the enemy is strengthening his position. A policy of wait and see must not be approved, because it ends in confusion, worse confounded. A policy of dilly and dally must not be amused, because it only adds to the fierceness of the final struggle. If theirs is an Irish question, attack it. You may have a Somme, but in the end you will celebrate a Vimy.”

Adapted from:

I WAS sitting the other day in what is called the Peacock Alley of one of our leading hotels, drinking tea with another thing like myself, a man. At the next table were a group of Superior Beings in silk, talking. I couldn't help overhearing what they said--at least not when I held my head a little sideways.

They were speaking of the war.
"There wouldn't have been any war," said one, "if women were allowed to vote."
"No, indeed," chorused all the others.

The woman who had spoken looked about her defiantly. She wore spectacles and was of the type that we men used to call, in days when we still retained a little courage, an Awful Woman.
"When women have the vote," she went on "there will he no more war. The women will forbid it."

She gazed about her angrily. She evidently wanted to be heard. My friend and I hid ourselves behind a little fern and trembled.

But we listened. We were hoping that the Awful Woman would explain how war would be ended. She didn't. She went on to explain instead that when women have the vote there will be no more poverty, no disease, no germs, no cigarette smoking and nothing to drink but water.

It seemed a gloomy world.
"Come," whispered my friend, "this is no place for us. Let us go to the bar."
"No," I said, "leave me. I am going to write an article on the Woman Question. The time has come when it has got to be taken up and solved."

So I set myself to write it.

The woman problem may be stated somewhat after this fashion. The great majority of the women of to-day find themselves without any means of support of their own. I refer of course to the civilised white women. The gay savage in her jungle, attired in a cocoanut leaf, armed with a
club and adorned with the neck of a soda-water bottle, is all right. Trouble hasn't reached her yet. Like all savages, she has a far better time--more varied, more interesting, more worthy of a human being--than falls to the lot of the rank and file of civilised men and women. Very few of us recognise this great truth. We have a mean little vanity over our civilisation. We are touchy about it. We do not realise that so far we have done little but increase the burden of work and multiply the means of death. But for the hope of better things to come, our civilisation would not seem worth while.

But this is a digression. Let us go back. The great majority of women have no means of support of their own. This is true also of men. But the men can acquire means of support. They can hire themselves out and work. Better still, by the industrious process of intrigue rightly called "business," or business, they may presently get hold of enough of other people's things to live without working. Or again, men can, with a fair prospect of success, enter the criminal class, either in its lower ranks as a housebreaker, or in its upper ranks, through politics. Take it all in all a man has a certain chance to get along in life.

A woman, on the other hand, has little or none. The world's work is open to her, but she cannot do it. She lacks the physical strength for laying bricks or digging coal. If put to work on a steel beam a hundred feet above the ground, she would fall off. For the pursuit of business her head is all wrong. Figures confuse her. She lacks sustained attention and in point of morals the average woman is, even for business, too crooked.

This last point is one that will merit a little emphasis. Men are queer creatures. They are able to set up a code of rules or a standard, often quite an artificial one and stick to it. They have acquired the art of playing the game. Eleven men can put on white flannel trousers and call themselves a cricket team, on which an entirely new set of obligations, almost a new set of personalities, are wrapped about them. Women could never be a team of anything.

So it is in business. Men are able to maintain a
sort of rough-and-ready code which prescribes the particular amount of cheating that a man may do under the rules. This is called business honesty, and many men adhere to it with dog-like tenacity, growing old in it, till it is stamped on their grizzled faces, visibly. They can feel it inside them like a virtue. So much will they cheat and no more. Hence men are able to trust one another, knowing the exact degree of dishonesty they are entitled to expect.

With women it is entirely different. They bring to business an unimpaired vision. They see it as it is. It would be impossible to trust them. They refuse to play fair.

Thus it comes about that woman is excluded, to a great extent, from the world's work and the world's pay.

There is nothing really open to her except one thing--marriage. She must find a man who will be willing, in return for her society, to give her half of everything he has, allow her the sole use of his house during the daytime, pay her taxes, and provide her clothes.” [...]

“For when the vote is reached the woman question will not be solved but only begun. In and of itself, a vote is nothing. It neither warms the skin nor fills the stomach. Very often the privilege of a vote confers nothing but the right to express one's opinion as to which of two crooks is the crookeder.

But after the women have obtained the vote the question is, what are they going to do with it? The answer is, nothing, or at any rate nothing that men would not do without them. Their only visible use of it will be to elect men into office, Fortunately for us all they will not elect women. Here and there perhaps at the outset, it will be done as the result of a sort of spite, a kind of sex antagonism bred by the controversy itself. But, speaking broadly, the women's vote will not be used to elect women to office. Women do not think enough of one another to do that. If they want a lawyer they consult a man, and those who can afford it have their clothes made by men, and their cooking done by a chef. As for their money, no woman would entrust that to another woman's keeping. They are far too wise for that.”
Adapted from:
The Famous Five- Quotations

“I believe that never was a country better adapted to produce a great race of women than this Canada of ours, nor a race of women better adapted to make a great country.”
— Emily Murphy

“The purpose of a woman’s life is just the same as the purpose of a man’s life: that she may make the best possible contribution to the generation in which she is living.”
— Louise McKinney

“Canada is destined to be one of the great nations of the world and Canadian women must be ready for citizenship.”
— Nellie McClung

“If women had the vote there would be no need to come twice asking for better legislation for women and children.”
— Henrietta Muir Edwards

“If politics mean…the effort to secure through legislative action better conditions of life for the people, greater opportunities for our children and other people’s children…then it most assuredly is a woman’s job as much as it is a man’s job.”
— Irene Parbly

“This decision marks the abolition of sex in politics…. Personally I do not care whether or not women ever sit in the Senate, but we fought for the privilege for them to do so. We sought to establish the personal individuality of women and this decision is the announcement of our victory.”
— Henrietta Muir Edwards, 1929

“The exclusion of women from all public offices is a relic of days more barbarous than ours.”
— Lord Sankey, 1929

Adapted from:
http://www.famou5.ca/the-famous-five-women/

http://www.famou5.ca/the-persons-case/
Chinese Immigration Act, 1923

13-14 GEORGE V.

CHAP. 38.
An Act respecting Chinese Immigration.
[Assented to 30th June, 1923.]

HIS Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enact as follows:

SHORT TITLE.

1. This Act may be cited as The Chinese Immigration Act, 1923.

INTERPRETATION.

2. In this Act and in any order, proclamation or regulation made thereunder, unless the context otherwise requires,
(a) “Minister” means the Minister of Immigration and Colonization, or the member of His Majesty’s Privy Council of Canada charged with the administration of this Act for the time being;
(b) “Chief Controller” means the chief officer charged under the direction of the Minister, with the duty of carrying the provisions of this Act into effect and having authority over officers of Immigration and others appointed for the purpose or charged with the duty of assisting in carrying out the provisions of this Act;
(c) “Controller” means the Immigration or other officer charged at any seaport or frontier port of entry duly appointed as such and charged with the duty of assisting in carrying the provisions of this Act into effect;
(d) “Officer” means any person appointed under this “Officer” Act for any of the purposes of this Act, whether within or outside of Canada, and any person who is an officer within the meaning of section two, paragraph (b) of The Immigration Act,
(e) “Chinese Immigrant” means any person of Chinese origin or descent entering Canada for the purpose of...
of acquiring Canadian domicile, as defined by section two, paragraph (d) of The Immigration Act; a person shall not be deemed to be of Chinese origin or descent merely because his mother or his female ancestors or any of them are or were of Chinese origin or descent;

(f) "Master" or "Conductor" means any person in command of or in charge of any vessel or vehicle;

(g) "Vessel" means any sea-going craft of any kind or description capable of carrying passengers;

(h) "Tonnage" means the gross tonnage according to the measurement fixed by the Merchant Shipping Acts of the Parliament of the United Kingdom;

(i) "Vehicle" means any ferryboat, boat, railway car, cart, wagon, carriage, sleigh, or other conveyance whatever, however propelled or drawn;

(j) "Rejected" as applied to an immigrant or other person seeking to enter or land in Canada means that such immigrant or other person has been examined by an officer and has been refused permission to land in Canada by the Controller;

(k) "Deportation" means the removal under authority of this Act of any rejected immigrant or other person, or of any immigrant or other person who has already been landed in Canada, or who has entered or who remains in Canada contrary to any provision of this Act, from any place in Canada at which such immigrant or other person is rejected or detained to the place whence he came to Canada or to the country of his birth or citizenship;

(l) The "landing" of a person of Chinese origin or descent from a vessel or vehicle, wherever referred to in this Act, means his lawful admission to Canada under this Act by a Controller or other qualified officer, otherwise than for inspection, examination or other temporary purpose, and shall not be held to apply to the placing of such person in a proper building where he may remain until the provisions of this Act have been complied with, and the Controller or other qualified officer has given his authority for his detention, confinement, or to the temporary landing of any Chinese alien for the purpose of assisting in the landing or unloading of the vessel to which he belongs, or for the purpose of his transfer to another vessel, subject to such regulations as the Governor in Council may prescribe, and such person or alien while in such building or while so employed or waiting such transfer shall, for the purpose of this Act, be held to be on board the vessel by which he arrived;

(m) "Port of entry" means any port, railway station or place in Canada where immigrants, passengers or other persons are examined as to their admissibility to Canada.

ADMINISTRATION.

3. The Governor in Council may—

(a) appoint any officer of the Department of Immigration and Colonization or of the Department of Customs and Excise to be Chief Controller or a Controller;

(b) appoint and fix the salary and remuneration of officers in countries other than Canada for the purpose of enforcing passports or performing other duties under this Act;

(c) assign any duty in connection with the carrying out of the provisions of this Act to any officer or person in the employ of the Government of Canada;

(d) define and prescribe the duties of such officer or person;

(e) make regulations for the carrying out of this Act;

(f) designate certain ports as ports of entry for the admission to Canada of persons of Chinese origin or descent;

(g) make regulations providing for the payment of fees for the furnishing of substitute certificates, endorsing passports and other administrative work in connection with the carrying out of this Act.

4. Every officer shall have authority to administer oaths and take evidence under oath in all matters arising under this Act.

ENTRY AND LANDING.

5. The entry to or landing in Canada of persons of Chinese origin or descent irrespective of allegiance or citizenship, is confined to the following classes, that is to say:

(a) The members of the diplomatic corps, or other Diplomatic government representatives, their relatives and their servants, and consuls and consular agents;

(b) The children born in Canada of persons of Chinese origin or descent, who have left Canada for educational or other purposes, on substantiating their identity to the satisfaction of the controller at the port or place where they seek to enter on their return;

(c) (1) Merchants as defined by such regulations as the Minister may make.

(2) Students coming to Canada for the purpose of attendance, and while in actual attendance, at any Canadian university or college authorized by statute or charter to confer degrees;

who
who shall substantiate their status to the satisfaction of the Controller at the port of entry subject to the approval of the Minister, whose decision shall be final and conclusive; provided that no Chinese person belonging to any of the two classes referred to in this paragraph shall be allowed to enter or land in Canada, who is not in possession of a valid passport issued in and by the Government of China and endorsed (at) by a Canadian Immigration Officer at the place where he was granted such passport or at the port or place of departure.

6. No person of Chinese origin or descent shall enter or land in Canada except at a port of entry.

7. No person of Chinese origin or descent other than the classes mentioned in paragraphs (a) and (b) of section five and sections twenty-three and twenty-four of this Act shall be permitted to enter or land in Canada elsewhere than at the ports of Vancouver and Victoria.

PROHIBITED CLASSES.

8. No person of Chinese origin or descent unless he is a Canadian citizen within the meaning of paragraph (f) of section two of The Immigration Act shall be permitted to enter or land in Canada, or having entered or landed in Canada shall be permitted to remain therein, who belongs to any of the following classes, hereinafter called "Prohibited classes":—

(a) Idiots, imbeciles, feeble-minded persons, epileptics, insane persons and persons who have been insane at any time previously;

(b) Persons afflicted with tuberculosis or leprosy in any form, or with any loathsome disease, or with a disease which is contagious or infectious, or which may be or become dangerous to the public health, whom such persons intend to settle in Canada, or only to pass through Canada in transit to some other country;

(c) Persons who have been convicted of, or admit having committed, any crime involving moral turpitude;

(d) Prostitutes and women and girls coming to Canada for any immoral purpose and pimps or persons living on the avails of prostitution;

(e) Persons who prosecute or attempt to bring into Canada prostitutes or women or girls for the purpose of prostitution or other immoral purpose;

(f) Professional beggars or vagrants;

9. (g) Persons who in the opinion of the Controller or the officer in charge at any port of entry are likely to become a public charge;

(h) Persons of constitutional psychopathic inferiority;

(i) Persons with chronic alcoholism, or addicted to the use of drugs;

(j) Persons not included within any of the foregoing prohibited classes, who upon examination by a medical officer of the Department of Health are certified as being mentally or physically defective to such a degree as to affect their ability to earn a living;

(k) Persons who believe in or advocate the overthrow of the Government of Canada or of constituted law and authority, or who disbelieve in or are opposed to organised government, or who advocate the overthrow of public officials, or who advocate or teach the unlawful destruction of property;

(l) Persons who are members of or affiliated with any organisation entertaining or teaching disloyal ideas or opposed to organised government, or advocating or teaching the disloyal ideas or opposed to organised government, because of his or their official character, or advocating or teaching the unlawful destruction of property;

(m) Persons who have been found guilty of high treason, or treason for an offence in connection with the late war, or of conspiring against His Majesty, or of assisting His Majesty's enemies during the war, or of any similar offence against any of His Majesty's allies;

(n) Persons over fifteen years of age, physically capable of reading, who cannot read the English or the French language or some other language or dialect. For the purpose of ascertaining whether aliens are likely, the immigration officer shall use slips of uniform size prepared by the Commissioner of the Minister, each containing not less than thirty and not more than forty words in ordinary type printed in plainly legible type in the language or dialect the person may designate as the one in which he desires the examination to be made, and he shall be required to read the words printed on the slip in such language or dialect. The provisions of this paragraph shall not apply to persons residing in Canada at the date of the passing of this Act nor to Canadian citizens;

(o) Persons who have been deported from Canada, or the United States, or any other country, for any cause whatsoever.
9. The Minister may authorize the admission to Canada of any person of Chinese origin or descent without being subject to the provisions of this Act, and such admission shall be authorized for a specified period only, but may be extended or cancelled by the Minister in writing.

POWERS OF CONTROLLER.

10. (1) The Controller shall have authority to determine whether an immigrant, passenger or other person seeking to enter or land in Canada or detained for any cause under this Act is of Chinese origin or descent and whether such immigrant, passenger or other person, if found to be of Chinese origin or descent, shall be allowed to enter, land or remain in Canada or shall be rejected and deported.

(2) The examination of persons of Chinese origin or descent applying for admission or entry to Canada shall be separate and apart from the public and in the presence of such persons only as the Controller shall permit.

Provided that if, on the preliminary hearing, the Controller is not satisfied that such person is entitled to remain in Canada, the hearing shall be thereupon adjourned for forty-eight hours or for such longer period as the Controller may see fit, and an opportunity shall be given such person to consult with duly accredited legal council who shall be entitled to represent him upon the hearing and upon all subsequent proceedings.

11. There shall be no appeal from the decision of the Controller, as to the rejection or deportation of any immigrant, passenger or other person found to be of Chinese origin or descent seeking to enter or land in Canada when such decision is based upon a certificate of the examining medical officer to the effect that such immigrant, passenger or other person of Chinese origin or descent is afflicted with any leprous disease, or with a disease which may be or become dangerous to the public health, or that he comes within any of the following prohibited classes, namely, idiots, insane, feeble-minded persons, epileptics and insane persons. Provided always that Canadian citizens and persons who have left Canada with the declared intention of returning thereto under the provisions of section twenty-three hereof and are seeking re-entry in accordance with the provisions of section twenty-four hereof, shall be permitted to land in Canada.

12. In all cases other than those provided for in the next preceding section an appeal may be taken to the Minister against the decision of the Controller if the applicant within forty-eight hours serves written notice of such appeal upon the Controller. Such notice of appeal shall act as a stay of all proceedings until a final decision is rendered by the Minister.

13. Pending the decision of the Minister, the appellant and those dependent upon him shall be kept in custody at an immigrant station unless released upon security as provided for in the next preceding section of this Act.

14. The Controller may at his discretion release any person detained or taken into custody for any cause under this Act pending the final disposition of his case, upon the deposit of money to an amount and under conditions specified by the said Controller.

15. Every person of Chinese origin or descent, brought to Canada by a transportation company and rejected by the Controller, shall be sent back to the place whence he came by the said transportation company and the cost of his maintenance while being detained at an immigrant station, as well as the cost of his return, shall be paid by such transportation company.

16. (1) Every person of Chinese origin or descent deported under the provisions of this Act shall be carried by the same transportation company or companies which brought him into Canada to the part from whence he came to Canada or to the country of his birth or citizenship, without receiving the usual payment for such carriage.

(2) In case such person was brought into Canada by a railway company, such company shall similarly convey him or secure his conveyance without the usual payment for such carriage, from the municipality or locality whence he is to be deported to the ocean port from which he will be carried to the country of his birth or citizenship.

IDENTIFICATION AND REGISTRATION OF CHINESE IMMIGRANTS.

17. (1) The Controller shall deliver to each Chinese immigrant who has been permitted to land in or enter Canada a certificate containing a description and photograph of such individual, the date of his arrival and the name of the port of his landing, and such certificate shall be prima facie evidence that the person presenting it has complied with the requirements of this Act, but such certificate may be contested by His Majesty or by any officer if there is any cause to doubt the validity or authenticity thereof; or of any statement thereon contained; and such contestation shall be heard and determined in a summary manner by any judge of a superior court of any province of Canada where such certificate is produced.
18. Within twelve months after the coming into force of this Act and subject to such regulations as may be made by the Governor General in Council for the purpose, every person of Chinese origin or descent in Canada, irrespective of allegiance or citizenship, shall register with such officer or officers and at such place or places as are designated by the Governor General in Council for that purpose, and obtain a certificate in the form prescribed: Provided that those persons who may, during the time fixed for registration, be absent from Canada with authority to return, may register upon their return.

19. No vessel carrying Chinese immigrants to any port in Canada shall carry more than one such immigrant for every two hundred and fifty tons of its tonnage.

20. (1) It shall be unlawful for the master of any vessel carrying persons of Chinese origin or descent, whether immigrants, passengers, stowaways, officers or crew, to any port in Canada to allow any person of Chinese origin or descent to leave such vessel until a permit as to do so granting that the provisions of this Act have been complied with (be granted to the master of such vessel by the Controller. Should such master permit any such person to leave the vessel without such permit he shall upon demand pay to the Controller a fine or officer in charge at the port of entry one thousand dollars for each such person so permitted to leave the vessel.

(2) No controller at any port shall grant a permit allowing any person of Chinese origin or descent to leave the vessel until the quarantine officer has granted a bill of health, and the controller, after due examination, that no leprosy or infectious, contagious, loathsome or dangerous disease exists on board such vessel; and no permit to land shall be granted to any person of Chinese origin or descent prohibited entry under section eight of this Act.

21. (1) Every conductor or other person in charge of any railway train or car bringing persons of Chinese origin or descent into Canada shall, immediately on his arrival, deliver to the Controller or other officer at the port or place of arrival a report containing a complete and accurate list of all persons of Chinese origin or descent arriving by or being on board of the railway train or car of which he is in charge, and showing their names in full, the country and place of their birth, their occupation and last place of domicile; and he shall not allow any such person of Chinese origin or descent to disembark from such train or car until after such report has been made.

(2) Every master of any vessel bringing persons of Chinese origin or descent to any port or place in Canada shall be personally liable to His Majesty for the production of such persons carried by such vessel to the Controller, and shall deliver to the Controller immediately on his arrival in port and before any of his Chinese crew or passengers disembark, a complete and accurate list of his crew and passengers, stowaways, or other persons, showing their names in full, the country and place of their birth, and the occupation and last place of domicile of each of such immigrants, passengers, or other persons.

(3) If the master or conductor of any vessel or vehicle refuses or neglects to furnish the controller with a complete and accurate list of all persons of Chinese origin or descent, as required by this section, such master or conductor shall be required by the controller or officer in charge, with the approval of the Minister, to pay to the said controller or officer in charge the sum of one thousand dollars for each name omitted from the said list, and no such vessel or vehicle shall be granted clearance pending the determination of the question of the liability to the payment of such fine; and in the event such fine is imposed, while it remains unpaid: nor shall such fine be remitted or refunded: Provided that clearance may be granted prior to the determination of such question upon the deposit of a sum sufficient to cover such fine.

22. Persons of Chinese origin or descent may pass through Canada in transit to any other port or place out of Canada to another port or place out of Canada: Provided that such passage is made in accordance with and under such regulations as are made for the purpose by the Governor in Council.

23. (1) Every person of Chinese origin or descent, who wishes to leave Canada with the declared intention of returning thereto, and who establishes to the satisfaction of
as a member of the crew of any vessel which operates between Canadian and United States ports, shall in order to retain his right of re-entry to Canada on his return with such vessel from such United States ports register with the Registration controller and obtain a certificate of registration, which certificate shall be in the form prescribed and under such regulations as may be made by the Governor General in Council, and shall be produced at any time when demanded by an officer; such registration shall be for a period not to exceed two years and a fee of two dollars shall be charged by the controller for each registration card issued.

(2) Every person who fails to register in accordance with the provisions of this section shall be subject on his return to Canada to the provisions of this Act as in the case of first arrival.

(5) Any transportation company, master, agent, or owner of any vessel who employs or causes such vessel to be manned by a person of Chinese origin or descent without such person having complied with this section shall pay to any controller or officer demanding the same the sum of two hundred and fifty dollars for each such person. Failing the determination of the question of the liability to the payment of such fine, which question shall be decided by the Minister, no such vessel shall be granted clearance: Provided that clearance may be granted prior to the determination of such question upon deposit with the controller or officer in charge of a sum sufficient to cover such fine.

OFFENCES AND PENALTIES.

26. Whenever any officer has reason to believe that any person of Chinese origin or descent has entered or remains in Canada contrary to the provisions of this Act or of the Chinese Immigration Act, chapter ninety-five of the Revised Statutes of Canada, 1909, or any amendment thereof, he may, without a warrant apprehend such person, and if such person is unable to prove to the satisfaction of the officer that he has been properly admitted into and is legally entitled to remain in Canada, the officer may detain such person in custody and bring him before the nearest controller for examination, and if the controller finds that he has entered or remains in Canada contrary to the provisions of this Act or of the Chinese Immigration Act or any amendment thereof, such person may be deported to the country of his birth or citizenship, subject to the same right of appeal as is provided in the case of a person applying for original entry to Canada. Where any person is examined under this section the burden of proof of such person's right to be or remain in Canada shall rest upon him. Where an order for deportation is made
made under this section and in the circumstances of the case the expenses of deportation cannot be charged to the transportation company, such expenses shall be paid by the person being deported if able to pay, and, if not, by His Majesty.

27. (1) Every person of Chinese origin or descent resident in Canada at the date of the coming into force of this Act, who was admitted under the provisions of any Act now or hereafter in force, and did not secure such admission by fraudulent misrepresentation, and does not belong to any of the prohibited classes of persons described in section 8 of this Act, shall be deemed to be entitled to continue to reside in Canada; Provided, however, that any such person who was, subsequent to the 28th day of July, 1917, admitted without payment of the head tax because of his being a merchant and who has ceased to belong to such class, shall pay into the Consolidated Revenue Fund of Canada the sum of five hundred dollars, and if he refuses or fails to make such payment he shall ipso facto forfeit his right to remain in Canada, and may be arrested by any officer without a warrant and brought before a Controller for examination, whereupon he shall be dealt with to all intents and purposes in the same manner and subject to the same provisions as in the case of a person apprehended under section 26 of this Act.

(2) Any person admitted under this Act who at any time after admission ceases to belong to any of the classes admissible under this Act shall, unless he is a Canadian citizen, ipso facto forfeit his right to remain in Canada and may be arrested by any officer without a warrant and brought before a Controller for examination, whereupon he shall be dealt with to all intents and purposes in the same manner and subject to the same provisions as in the case of a person apprehended under section 26 of this Act.

28. The owner of any vessel carrying Chinese immigrants to any port in Canada shall incur a penalty of five hundred dollars for each Chinese immigrant therein carried in excess of the carrying capacity of the vessel as prescribed by section 9.

29. Every master or conductor of any vessel or vehicle or any other person who lands or brings or assists or permits to land in Canada any person of Chinese origin or descent contrary to any of the provisions of this Act shall be guilty of an offence under this Act and liable to a penalty not exceeding one thousand dollars, or to imprisonment for a term not exceeding six months, for each such person.

30. If any transportation company which has brought to Canada any person of Chinese origin or descent who has been rejected by the controller—

(a) refuses to return such person to the place whence he came to Canada;

(b) refuses to pay the cost of his maintenance whilst under detention;

(c) makes any charge against any such person for his maintenance while under detention, or for his return to the place from whence he came, or at any time takes any security from any such person for the payment of such charges;

such transportation company shall be guilty of an offence and shall be liable to a fine of not more than one thousand dollars and not less than one hundred dollars for each offence.

31. If any railway or other transportation company, having undertaken to transport through Canada any person of Chinese origin or descent in transit, fails to comply with any regulations of the Governor in Council in that behalf, such company shall be liable upon summary conviction to a penalty not exceeding one thousand dollars in each case.

32. (1) Every person of Chinese origin or descent who—

(a) lands or attempts to land in Canada contrary to the provisions of this Act;

(b) wilfully makes use of or attempts to make use of any forged or fraudulent certificate, or of a certificate issued to any other person for any purpose connected with this Act;

is guilty of an offence, and liable to imprisonment for any term not exceeding twelve months and not less than six months, or to a fine not exceeding one thousand dollars and not less than three hundred dollars, or to both imprisonment and fine, and shall be deported unless of Canadian citizenship.

(2) Every person who wilfully acts and assists any person of Chinese origin or descent in any evasion or attempt to evade or contrive to evade any provision of this Act is guilty of an offence and liable to imprisonment for a term not exceeding twelve months and not less than six months, or to a fine not exceeding one thousand dollars and not less than three hundred dollars, or to both imprisonment and fine, and shall be deported unless of Canadian citizenship.

33. Every owner or master of a vessel and every railway or transportation company or person who refuses when requested in writing by the controller or chief controller or Minister to take any person on board such vessel or car under the provisions of this Act shall be guilty of an offence and liable to imprisonment for a term not exceeding six months and to a fine not exceeding one thousand dollars, or both.
Chap. 38. Chinese Immigration. 13-14 Geo. V.

34. Any person of Chinese origin or descent who fails to register as required by section eighteen of this Act or any order or regulation made thereunder shall be liable to a fine not exceeding five hundred dollars or to imprisonment for a period not exceeding twelve months, or to both. In any prosecution under this section the accused shall prove that he is not a person of Chinese origin or descent, the onus of establishing that fact shall be upon the accused.

35. Every person who takes part in the organization of any sort of court or tribunal composed of Chinese persons for the hearing and determination of any offence committed by a Chinese person, or in carrying on any such organization, or who takes part in any of its proceedings, or who gives evidence before such court or tribunal, or assists in carrying into effect any decision, decree, or order of any such court or tribunal, is guilty of an offence and liable to imprisonment for any term not exceeding twelve months, or to a fine not exceeding five hundred dollars, or to both; but nothing in this section shall be construed to prevent Chinese persons from submitting any differences or disputes to arbitration, if such submission is not contrary to the laws in force in the province in which such submission is made.

36. Every person who molests, persecutes or hinders any officer or person appointed to carry or assist in carrying the provisions of this Act into effect is guilty of an offence, and liable to imprisonment for a term not exceeding twelve months, or to a fine not exceeding one thousand dollars.

37. Every person who violates any provision of this Act or any order or regulation made thereunder shall be liable to imprisonment for a period not exceeding twelve months, or to a fine not exceeding one thousand dollars.

PROCEDURE.

38. No court and no judge or officer thereof shall have jurisdiction to review, quash, reverse, restrain or otherwise interfere with any proceeding, decision or order of the Minister or of any controller relating to the status, condition, origin, descent, detention or deportation of any immigrant, passenger or other person upon any ground whatsoever, unless such person is a Canadian citizen or has acquired Canadian domicile.


39. (1) All suits or actions under this Act, except for administrative fines, and all prosecutions for contraventions of this Act which are not herein declared to be payable, shall be tried before one or more justices of the peace, or before the recorder, police magistrate or stipendiary magistrate having jurisdiction where the cause of action arose or where the offence was committed, and the provisions of Part XV of the Criminal Code shall apply to all such suits and actions.

(2) In any case where a fine, or imprisonment and a additional fine, is imposed under the provisions of this Act, the sentence may adjudge a term of imprisonment or a further term of imprisonment not exceeding in any case two months, to be served by the offender if such fine is not paid.

40. All pecuniary penalties and revenues from other sources under this Act shall be paid into and form part of the Consolidated Revenue Fund of Canada.

41. Notwithstanding any provision of this Act or any order or regulation made thereunder, any person of Chinese origin or descent who is at the date of the coming into force of this Act on tour to Canada and presents himself for admission within three months from said date, shall be admitted under the provisions of the Chinese Immigration Act or any amendment thereof, be permitted to enter Canada upon payment of the head tax therein provided: Provided that if he belongs to any of the exempt classes herein mentioned he may be admitted exempt from the head tax.

42. Where any fine is imposed upon the owner or master of any vessel under any provision of this Act, such vessel shall not be granted clearance until such fine is paid, or, if not paid, except upon deposit with the Controller of a sum sufficient to cover such fine.

REFEE

43. Chapter ninety-five of the Revised Statutes of British Columbia, 1906, chapter fourteen of the statutes of 1908, chapter seven of the statutes of 1917 and chapter twenty-one of the statutes of 1921, are hereby repealed.

GOTTWA: Printed by F. A. Archibald, Government Printer, for the King's Most Excellent Majesty.

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Retrieved from:

Retrieved from:

Retrieved from:

Retrieved from:

Appendix 1.1

This list can be used to show students who the contemporary “Greatest Canadians” were named, in order to model for them the kind of thinking we would be doing in this lesson.

THE TOP TEN CANADIANS OF ALL TIME

<table>
<thead>
<tr>
<th>Rank</th>
<th>Name</th>
<th>Profession / reputation</th>
<th>Died</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tommy Douglas</td>
<td>NDP leader, “founder” of Canadian healthcare system</td>
<td>1986</td>
</tr>
<tr>
<td>2</td>
<td>Terry Fox</td>
<td>Cancer activist who died during an attempted cross-country marathon</td>
<td>1981</td>
</tr>
<tr>
<td>3</td>
<td>Pierre Trudeau</td>
<td>Liberal Prime Minister of the 70's and 80's</td>
<td>2000</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Frederick Banting</td>
<td>inventor of Insulin</td>
<td>1941</td>
</tr>
<tr>
<td>5</td>
<td>David Suzuki</td>
<td>CBC nature show host, environmentalist</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lester Pearson</td>
<td>Prime Minister, “founder” of modern peacekeeping</td>
<td>1972</td>
</tr>
<tr>
<td>7</td>
<td>Don Cherry</td>
<td>CBC hockey commentator</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sir John A. MacDonald</td>
<td>Canada's first Prime Minister</td>
<td>1891</td>
</tr>
<tr>
<td>9</td>
<td>Alexander Graham Bell</td>
<td>purported inventor of the telephone</td>
<td>1922</td>
</tr>
<tr>
<td>10</td>
<td>Wayne Gretzky</td>
<td>hockey player</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from:

Appendix 1.2

The teacher can provide this information on Sir Frederick Banting for students as well for the assignment, either by showing them the website online or printing it out for them.

Appendix 1.3

The teacher can provide this information on Billy Bishop for students as well for the assignment, either by showing them the website online or printing it out for them.

Appendix 1.4

The teacher can provide this information on Masumi Mitsui for students as well for the assignment, either by showing them the website online or printing it out for them.

Appendix 1.5

The teacher can provide this information on J.S. Woodsworth for students as well for the assignment, either by showing them the website online or printing it out for them.

Appendix 1.6

The teacher can provide this information on Francis Pegahmagabow for students as well for the assignment, either by showing them the website online or printing it out for them.

Appendix 1.7

The teacher can provide this information on Marie Lacoste Gérin-Lajoie for students as well for the assignment, either by showing them the website online or printing it out for them.

Appendix 1.8

The teacher can provide this information on Fred O. Loft for students as well for the assignment, either by showing them the website online or printing it out for them.

Appendix 3.1


“Museums have been a part of human history for over 2,000 years -- but they weren't always like the ones we visit today. J. V. Maranto uncovers the evolution of museums, from the first museum in 530 BC (curated by a princess) to PT Barnum’s freak shows and beyond.”

https://www.youtube.com/watch?v=MHo928fd2wE
Appendix 3.2

This can be used to direct students to what life was like for Indigenous Peoples living in Canada during 1914-1929. This can be printed or students may have access to the internet at school to do their own research.

Appendix 3.3

These can be used to direct students to what life was like for Black Canadians during 1914-1929. This can be printed or students may have access to the internet at school to do their own research.


Appendix 3.4

This can be used to direct students to what life was like for Ukrainian Canadians living in Canada during 1914-1929. This can be printed or students may have access to the internet at school to do their own research.

Appendix 4.1

**Canadian Culture in the 1920’s - Teacher Set-up**

1. Place the desks in 6 equal groups before the students arrive to the class.
2. Half of the students will rotate around the first 3 groups of desks, while the other half will rotate around the second half. Essentially, the same rotation will happen simultaneously in class. This ensures group sizes are not too large. If a class is very small, perhaps only 3 groups will be necessary.
3. Print off 2 copies of Appendix 4.2 (Canadian Culture in the 1920’s- Stations).
4. Cut the paper and place the instructions for one station at each group of desks. (Remember, the two sides of the class should be duplicate)
5. Station 1: requires no additional materials.
6. Station 2: requires either printed copied of the paintings by Cornelious Kreighoff and the Group of Seven (x2 for each station), or laptops where students can google the images. (PSD 4.1, 4.2, 4.3, 4.4)
7. Station 3: requires laptops, iPads or other resource (x2 for each station) where students can watch the YouTube videos for the station. The students will also need the resource on Jazz and the 1920’s (BLM 4.2).
8. After the students arrive in class, distribute the passport document (BLM 4.1) where students can record their findings.
Canadian Culture in the 1920’s- Stations

STATION #1: Consumerism and Technology (Historical Significance)
When the economy was “roaring” in the mid-late 1920’s, so was consumerism. The rise in manufacturing meant that “luxury” items were now more accessible to members of the middle class. This had a major impact on the way Canadians saw themselves and lived their lives.

TASK: Historians have the difficult task of determining the historical significance of people, and events. Read the following list of innovations coming out of the 1920’s, and rank them in order of significance.

Focus Questions: Which items do you think are the most impactful on Canadian society in the 1920s? How has this technology impacted our lives today?

Jungle gyms
Radio/TV Transmission
Traffic lights
Bandaids
Headrest (for cars)
Polygraph (lie detector)
Audiometer (for hearing loss)
Polaroid cameras
Cheeseburgers
Toasters
Liquid-fueled Rocket
Garbage disposal
Penicillin

STATION #2: Pictures Speak a Thousand Words (Continuity and Change)
As Canada emerged from WWI as a different nation, art by Canadian painters in the 1920s started to change as well.

TASK:
- Look at the paintings by the Group of Seven (PSD 4.1, 4.2)
- Compare them to the paintings by Danish-Canadian painter Cornelius Krieghoff (PSD 4.3, 4.4)
- Compare the dates of the Group of Seven with the dates Cornelius Krieghoff paintings
- What is different about the paintings? What does this have to do with Canadian identity after WWI?

Focus Questions: How do the paintings by the Group of Seven differ from the paintings of Cornelius Krieghoff? How do the choices of scene and style demonstrate something uniquely Canadian?
STATION #3: Golden Age of Jazz (Cause and Consequence)
Music, dance and popular culture all changed in the 1920’s. But how did this impact Canadians?

TASK: Read the section on jazz from the Canadian Encyclopedia, and watch the following Youtube clips. In your group, discuss, then make notes on why something as “simple” as music and dance could mean so much for Canadian society.

Focus Questions: Why were the ‘20’s labelled the “Golden Age of Jazz”? What did Jazz represent for Canadians? What might new dance crazes tell us about people’s changing worldviews and connections with other countries?

Watch PART of the following videos:


“Louis Armstrong and His Hot Five “Knee Drops” 1928” YouTube video, posted by “warholsoup100,” June 13 2011, https://www.youtube.com/watch?v=YTelKZHRISg


The Greatest Canadian!

Read the following list of people that had a profound impact on Canada during, and after WWI. None of these Canadians made the Top Ten in CBC’s Greatest Canadian search, but they should not be forgotten!

1. Choose one of the following “Great” Canadians:

**Frederick Banting**: Canadian scientist and Nobel laureate, credited with the discovery of insulin.

**Napoléon Belcourt**: Franco-Ontarian Member of Parliament, fought for the rights of Quebec and French-Canadians.

**Billy Bishop**: Canada’s top flying ace, credited with almost 75 air victories in WWI and Victoria Cross recipient.

**Robert Borden**: Prime Minister of Canada during WWI.

**Arthur Currie**: Officer in WWI, contributed to Canada’s victory at Vimy Ridge.

**Marie Lacoste Gérin-Lajoie**: Quebec feminist, advanced political and social movements for women.

**Fred O. Loft**: early Mohawk activist, founded the League of Indians of Canada.

**Agnes Macphail**: First Canadian woman to be elected to parliament, and a prominent women’s rights activist.

**Masumi Mitsui**: Japanese-Canadian WWI veteran.

**J. S. Woodsworth**: Canadian social democrat, founded what was to become the New Democratic Party of Canada.

**Francis Pegahmagabow**: Most decorated and distinguished First Nations soldier in WWI, acknowledged for his bravery as a sniper.

2. Prepare a 5 minute presentation about the person you chose. Include biographical information for context, but your presentation should focus on:
   - What the person did for the country
   - How the person’s contributions to the country represent a turning point for Canada
   - What social/political/economic advances were made by this person and how that impacts Canadians today
   - How Canada would be different without the person’s contributions

3. Present your findings to the class. Remember, your peers will be able to ask you questions about what you have researched, and you must be able to convince them that this person is the Greatest Canadian!
### THE GREATEST CANADIAN

<table>
<thead>
<tr>
<th>Greatest Canadian Name</th>
<th>A Key Piece of Information from this Presentation</th>
<th>Strengths of the Presentation</th>
<th>Next Steps of Improvement for the Presentation</th>
<th>What I Still Wonder about this Greatest Canadian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
### Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>4 - Excellent</th>
<th>3 - Good</th>
<th>2 - Fair</th>
<th>1 – Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td>- Holds attention of entire audience with the use of direct eye contact, seldom looking at notes - Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</td>
<td>- Consistent use of direct eye contact with audience, but still returns to notes - Speaks with satisfactory variation of volume and inflection</td>
<td>- Displays minimal eye contact with audience, while reading mostly from the notes - Speaks in uneven volume with little or no inflection</td>
<td>- Holds no eye contact with audience, as entire report is read from notes - Speaks in low volume and/or monotonous tone, which causes audience to disengage</td>
</tr>
<tr>
<td><strong>Historical Content/Organization</strong></td>
<td>- Demonstrates full knowledge by answering all class questions with explanations and elaboration - Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</td>
<td>- Is at ease with expected answers to all questions, without elaboration - Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</td>
<td>- Is uncomfortable with information and is able to answer only rudimentary questions - Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</td>
<td>- Does not have grasp of information and cannot answer questions about subject - Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</td>
</tr>
<tr>
<td><strong>Audience Awareness/Understand of Topic Importance</strong></td>
<td>- Demonstrates strong enthusiasm about topic during entire presentation - Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</td>
<td>- Shows some enthusiastic feelings about topic - Raises audience understanding and awareness of most points</td>
<td>- Shows little or mixed feelings about the topic being presented - Raises audience understanding and knowledge of some points</td>
<td>- Shows no interest in topic presented - Fails to increase audience understanding of knowledge of topic</td>
</tr>
</tbody>
</table>

Comments:

Rubric adapted/modified:  
BLM 2.1

Anticipation Guide

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman can do the same work as men, and can do it just as well.</td>
<td></td>
</tr>
<tr>
<td>Women can contribute to the war effort just as much as men.</td>
<td></td>
</tr>
<tr>
<td>Some people should be allowed to vote and others shouldn’t.</td>
<td></td>
</tr>
<tr>
<td>There are some things that women and men are just better at than the opposite gender by nature.</td>
<td></td>
</tr>
<tr>
<td>Being a man in the war took more strength and bravery than being a woman did.</td>
<td></td>
</tr>
<tr>
<td>Women would have enjoyed having to go to work during WW1.</td>
<td></td>
</tr>
<tr>
<td>After marriage, a woman’s focus should be on her family, and not so much on her work.</td>
<td></td>
</tr>
</tbody>
</table>

**SD:** Strongly Disagree, **D:** Disagree, **N:** Neutral, **A:** Agree, **SA:** Strongly Agree
The Person’s Case

Prior to 1929, women in Canada were not considered "persons"—at least not in the fullest legal sense of the word.

Section 24 of the British North America Act (at that time, Canada’s constitution, the source of its highest laws) said that only "qualified persons" could be appointed to the Canadian Senate. The Canadian government had consistently interpreted this phrase as meaning men only. This was based on historical precedent; when the law was written, it had been intended to mean men and should continue to refer only to men.

Naturally, suffragists like Emily Murphy were outraged. This interpretation suggested women were not "qualified persons". Determined and ready to fight, Emily found a way. She discovered a little known provision in the Supreme Court of Canada Act that said any five persons acting as a unit could petition the Supreme Court for an interpretation of any part of the constitution. So on a fine summer’s day on August 27, 1927, she invited four of the brightest and most determined women activists she knew to her Edmonton home. On Emily’s veranda, the Famous Five signed a letter petitioning the Supreme Court to look into the matter of whether the government could appoint a female senator.

“This decision marks the abolition of sex in politics…. Personally I do not care whether or not women ever sit in the Senate, but we fought for the privilege for them to do so. We sought to establish the personal individuality of women and this decision is the announcement of our victory.
— Henrietta Muir Edwards, 1929

The matter quickly became known as the "Persons" Case. It was debated on March 14, 1928, with the Supreme Court eventually ruling that women were not “qualified persons” as it related to Section 24 of the BNA act. One woman, Mary Ellen Smith from British Columbia, reacted to the news saying, “The iron dropped into the souls of women in Canada when we heard that it took a man to decree that his mother was not a person.”

The Famous Five, however, were not daunted. At the time, there was one authority even higher than the Supreme Court of Canada: The Privy Council in England. So they petitioned the Privy Council to rule on the matter. On October 18, 1929, Lord Sankey arrived to a packed courtroom in London to read the Privy Council’s judgement. To the relief and joy of the Famous Five and women across Canada, the Privy Council said that yes, women were indeed persons and could become Senators.

Sankey took things one step further, saying, “The exclusion of women from all public offices is a relic of days more barbarous than ours.” This had reverberations throughout the British Empire (later the Commonwealth), for it clearly asserted that anti-suffragists could no longer suppress women’s rights through clever legal arguments and prejudiced traditions.
BLM 2.4 THE FAMOUS FIVE

Strengths in Argument

Historical Reading:

Weaknesses in Argument
As historians, your task is to delve deeper and explore the ethical dimensions and historical perspectives of our study. We have been looking at the time between 1914 and 1929. What voices need to be heard? Who do we need to know about? What do we need to know about them? Let’s think about the vast number of minority groups and immigrants that lived in Canada.

One way that society is able to reach back to the past is through the use of museums.

Consider the following quote:

“If we truly believe in the power of cultural institutions to impact communities and engage authentically with social justice issues, if we believe in museums’ capacity to bring about social change, improve cultural awareness, and even transform the world, then we must also believe that our internal practices have an impact, and must act according to the changes we seek.”

― Monica O Montgomery (Cultural entrepreneur, museum and media curator, educational activist)

Your job is… drum roll please… to create a museum exhibit! Obviously we do not have the materials nor the architectural skills to actually do this, so we will be building a theoretical museum floor plan. You will get into groups of 5-6 people, and choose a minority group: Indigenous Peoples of Canada, Ukrainian Canadians, or Chinese Canadians. You will be given chart paper to make your final museum display, but it is recommended that you develop a rough copy first. Once this is finished, you will display your chart paper museums in each corner of the class, so that everyone can learn from them.

Considerations:

- What images might you choose to show?
- What piece of text or descriptions might you place in your museum?
- How will you spatially develop your floor plan, so that viewers may go through it in a certain order?
- Will you have art pieces, literature, primary, or secondary sources?
- Consider your audience.
- How will you decide what the most important historical evidence is to show?
EXIT CARD

Immigrants and Minorities in Canada During and After WWI / Museum Activity

1. What did your group accomplish while working on your assignment this class?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. What are your groups’ next steps? Will you delegate roles to group members?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. What questions(s) do you still have about minority groups and immigrants during this time period? Is there further clarification about the assignment you need?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
<table>
<thead>
<tr>
<th>Station #1: Consumerism and Technology (Historical Significance)</th>
<th>Station #2: Pictures Speak a Thousand Words (Continuity and Change)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Station #3: Golden Age of Jazz (Cause and Consequence)</td>
<td>Draw a picture in this box or make notes!</td>
</tr>
</tbody>
</table>
Jazz in Canada

Combining elements of European and African traditions, jazz is a style of music that originated with African Americans in the early 20th century. It is characterized by its improvisatory nature, rhythmic vitality (i.e., “swing”) and emotional expressiveness.

Early History in Canada

The earliest jazz musicians in Canada were of American origin and appeared on vaudeville stages and in cabarets in the mid-to-late 1910s. The Original Creole Orchestra, a New Orleans ensemble that included the cornetist Freddie Keppard, toured the Pantages circuit in Western Canada in 1914 and 1916, and Jelly Roll Morton performed in Vancouver cabarets as early as 1919 and as late as 1921. By then, the American pianists James “Slap Rags” White and Millard Thomas had settled in Montréal, where the size and concentration of the city's black population in St-Henri led to the development of a thriving entertainment scene over the next 35 years (see also Black Music and Musicians in Canada).

Scant evidence survives of the first Canadian jazz bands and musicians. The discographer Jack Litchfield has identified the pianist Harry Thomas as Canada's earliest jazz musician on the basis of the improvisational content of Thomas' ragtime recordings from 1916.

Many Canadian dance, “novelty” or “syncopation” bands in the early- and mid-1920s included American jazz hits of the day as part of broader repertoires. The Gilbert Watson Orchestra of Toronto featured the American trumpeter Curtis Little among its soloists, and included a version of St. Louis Blues among its several 78s made in 1925 and 1926, likely the first by a Canadian band recorded in Canada. Millard Thomas and His Chicago Novelty Orchestra recorded in Montréal in 1924 during a nine-year sojourn in that city. Also in 1924, Guy Lombardo recorded in Richmond, IN, with His Royal Canadians, and in London, ON with his New Princes' Toronto Band. Both records show the influence of jazz.

Musicians in Canada with the improvisatory skills required of the “hot” soloist also included cornetist Jimmy “Trump” Davidson, trombonist Seymour “Red” Ginzler and saxophonist Cliff McKay in Toronto, saxophonists Charlie See and Chick Inge in Vancouver, and saxophonist Adrien “Eddy” Paradis and several American musicians (e.g., the Johnson and Shorter brothers) in Montréal.

Following Millard Thomas's lead, other black musicians from the US and Canada formed bands during the 1930s, including the saxophonist Myron Sutton (The Canadian Ambassadors), the trumpeter Jimmy Jones (Harlem Dukes of Rhythm) and the drummer Eddie Perkins in Montréal, and the pianist Harry Lucas (Harlem Aces) in Toronto.

Adapted from: