A Souvenir From World War One

COURSE: CHC 2D (Grade 10 Academic)

OVERALL EXPECTATIONS EXPLORED: Canada, 1914-1929

B2.2 describe some significant ways in which Canadians cooperated and/or came into conflict with each other at home during this period (e.g., with reference to the social gospel movement, the women’s suffrage movement, labour unions, the Winnipeg General Strike, the Ku Klux Klan), and explain the reasons for these interactions as well as some of their consequences.

ABSTRACT: Using a variety of sources, historical thinking concepts, activities and assignments, these lessons allow for students to use primary sources as significant pieces of evidence in furthering their understanding of Canada, from 1914 to 1929. To establish Historical Perspective, students will be given profiles of different people who would have lived during World War I. The students will analyze each perspective, allowing them to understand how events can change based on your perspective. Using World War I battles, students with examine their Historical Significance to explore what makes something significant enough to influence Canada’s identity. To see the effects of Continuity and Change, students will analyze the Black Soldiers lament and Shimaganish. Students will consider how minorities were affected and treated during World War I, and compare the knowledge to current events today. By looking into war propaganda, students will examine the Cause and Consequences of their own propaganda posters. By incorporating concepts learned in the previous lessons, students will explore how propaganda has influenced Canada’s identity over the course of time.

KEYWORDS: Historical Perspectives; Archduke Franz Ferdinand; Historical Significance; Ypres; Passchendaele; Vimy Ridge; Continuity and Change; Black Soldiers Lament; Second Battalion; Shimaganish; Black Lives Matter; Dakota Pipeline Crisis; Cause and Consequence; Propaganda; Name Calling; Bandwagon; Plain Folks; Glitter; Recruitment; Victory Bonds; Food Rationing

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Lesson 1 of 4

OVERALL EXPECTATIONS:
COURSE: CHC 2D
-Grade 10 Canadian History

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

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

TITLE OF STORY: Exploring the Narratives of Citizens Around the World During World War I

OVERVIEW: This lesson will set the tone for World War I. Students will be given “profiles” of people who lived during World War I, and they are to think about what life may have been like for them during World War I. This lesson is to provide students with the framework to question what is in our history textbooks and to recognize bias.

APPENDICES:
1. Instructions for Teacher
2. Primary Source Documents (PSD 1.1 / PSD 1.2)

PLAN OF INSTRUCTION: 90 Minutes
-See Below Step 1 to Step 6 & Assessment

STEP 1: WARM UP (5 minutes)
- Once students have arrived to class and settled into their seats, we will play for then the following YouTube video1 in its entirety (3min 25sec)
- The video is meant to hook the students interests and explore the idea of the different historical perspectives that would have existed during World War I (i.e. Germany, France, Great Britain, etc)

STEP 2: DISCUSSION (5 minutes)
- Once the video has played out, students are to discuss at their pods of four desks what they think about historical perspectives and how it may determine the level of significance of certain events/battles
- Students are then to consider historical perspectives: does the history of World War I change for every country?
- Students are expected to eventually arrive upon the consideration of the fact that history classes around the world are taught differently (to encourage this deeper thinking, we may prompt with the question: how might the history of World War I be taught to a group of Grade 10 students in Germany? In France?); what is in a Canadian perspective in textbooks, may be pushed to the margins of another country’s textbooks.
- This discussion is to lead into today’s lesson on Historical Perspective and the first lesson on World War I.

STEP 3: MODELING (15 minutes)
- We will begin the lesson by talking about the different factors that contributed to the break World War I started
- This lesson will start off with a quick PowerPoint to set the stage for the rest of the lessons that precede it (please see BLM 1.2 “Introduction to World War I”)
- The PowerPoint explores the 5 different “causes” that contributed to the outbreak of World War I (Militarism, Alliances, Nationalism, Imperialism, Assassination)
- As there is a student with diagnosed ADHD, it is requested by the parents and suggested through the student’s IEP, the student is allowed a “fidget toy” of their choosing. The student is responsible for bringing it with them to each class. After a lesson that may require the student to sit at their desk for a period of time of 15 minutes or greater, the student knows that they are allowed to take a 5 minute body break before resuming classwork.
- Students are provided with a fill-in-the-blank for their study notes (please see BLM 1.3 “Introduction to World War I: Fill in the Blank”)
- As there is a student in the classroom with a Unilateral Hearing Loss, the student has been strategically placed in the classroom—as per the student’s IEP, there has been an FM System installed in the classroom. This is to be used when any direct instruction is used, or when there are group presentations to ensure that the student does not miss out on any essential material.

STEP 4: GUIDED PRACTICE (10 min)
- After the PowerPoint, students are given a worksheet called “The Assassination of the Crown Prince of Austria” (please see BLM 1.4) which is designed as a comic strip for students to visualize the assassination of the Duke Franz Ferdinand and how this is viewed as the “spark” of World War I
-This will be taken up promptly once the students are finished so to move on to the main activity of the class.

**STEP 5: INDEPENDENT ACTIVITY** (35 min)
-Now that the students have an understanding of some of the causes of World War I, it is time to consider the different historical perspectives
-A pod of four desks is assigned a profile of a person who would have participated in or been affected by the events of World War I
-Some profiles are of real people, others are made up--but the experiences would have been real nonetheless. It is more important to engage the students in the concept of Historical Perspectives in order to arrive upon the understanding that perspectives are affected by several different factors in a person’s life
-Students are to read the story of the profile that they have been assigned (please see BLM 1.5-1.8)
-After reading their profile, students are to use the textbook and any outside resources (using the laptop bank that has been taken out from the library for this period) to determine the significance of the events of World War I applicable to their profile
-Students are to use the question guide (please see BLM 1.9) that will be projected on the SmartBoard to help guide their “research”

**STEP 6: SHARING/DISCUSSGING/TEACHING** (15 minutes)
-After the students have extensively researched the potential mindframe and perspective of the profiles they were given, they must discuss their findings with the class
-Students must demonstrate that they understand what historical perspective is, and what this means for different cultures and people in respects to WWI
-Presentations must be 5 minutes
-As previously stated, there is a student in the class who has a Unilateral Hearing Impairment, so as per outlined in their IEP, students will use the FM System when presenting. This has been a part of our classroom culture since September, and students are respectful and open to using the FM System.

**ASSESSMENT:** (5 minutes)
-Students are to hand in their findings and written report they completed in class for their profile
-This will allow us to check to see how they responded to the activity
-Students may have chosen to hand write their findings, while others may have chosen to utilize technology for this portion of the lesson
-If a student chose to use a laptop for their research findings, they may submit them using Google Classroom. Students know that this is an acceptable format for their work. Students
know to upload their work 5 minutes before the end of class and completely shut down their laptop and hook it up to the charging bank

-BLM 1.10 Exit Card:
- Students are to write a 3-5 sentence reflection on the activity describing what they liked and what they didn’t like about the activity.

Appendix 1: Primary Source Documents

PSD 1.1: Map of European Conquest of Africa (Date: 1910)
-Found in BLM 1.2 PowerPoint presentation, slide 8

PSD 1.2: Map of Where the Archduke Was Killed (Date: 1914)³
-Found in BLM 1.2 PowerPoint presentation, slide 10

Appendix 1: Black Line Masters

BLM 1.1: World War I: Global Connections⁴
-Found on YouTube (https://www.youtube.com/watch?v=20iVWP63Kvl)

BLM 1.2: Introduction to World War I⁵
-Found with the following link;
(https://queensuca-my.sharepoint.com/personal/11kvh_queensu_ca_/ layouts/15/guestac cess.aspx?guestaccesstoken=%2fVyTweM8%2b%2fI7UueVtYvr%2b6C81GO7yNln%2b NafWtsg%3d&docid=0dfe4c6caf9d747cc8f74f9881f11fbdc&rev=1)

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⁵ Ibid.
BLM 1.3: Fill in the Blanks Worksheet

**Introduction to World War I: Fill in the Blanks**

**Causes of World War I—Mania**
- ______________________—policy of building up a strong military to prepare for war
- ______________________—agreements between nations to provide aid and protect one another
- ______________________—extreme pride in one’s country
- ______________________—when one country takes over another country economically and politically
- ______________________—of Austrian Archduke Franz Ferdinand

**Militarism**

<table>
<thead>
<tr>
<th>Country</th>
<th>1910-1914 Increase in Defense Expenditures</th>
</tr>
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<tbody>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Britain</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
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</tbody>
</table>

**Nationalism**
- Settlement of the Congress of Vienna ________
  - The principle of nationalism is ignored in the favour of ______________________
- ______________________ and ______________________ remain separate states
- Strong national movements united Italy in _________ and Germany in _________

The French had _____________ Alsace-Lorraine to Germany—huge movement to regain ________
- Tensions between ______________________ and ______________________
- Strong national ideals on either “side”—they __________________ each other

**Imperialism**

- Great Britain, Germany & France: desire for __________________________ because of the fluctuation in manufacturing caused by the __________________________
  - In competition with ________________ for economic expansion
  - Foreshadowing of war: the clash of __________________________ against Britain and France in the northern regions of Africa
  - Middle East: __________________________ is crumbling→ tensions rise between Austria-Hungary, the Balkans, and Russia

**Assassination**

- __________________________ is assassinated on June 28th, 1914 in Bosnia
  - This is viewed as the __________________________ of World War I

**Domino Effect**

- __________________________ declares war on Serbia for the death of Archduke Franz Ferdinand
  - __________________________ pledges their support for Austria
  - Russia pledges support for __________________________
  - Germany declares war on __________________________
  - __________________________ supports Russia
  - In turn, Germany declares war on __________________________
  - On route to France, Germany invades __________________________
  - __________________________ supports Belgium, declaring war against __________________________
The Assassination of the Crown Prince of Austria
BM 1.5: Personal Significance Profile

**Personal Significance Profile**

**Name:** Archduke Franz Ferdinand  
**Gender:** M  
**Age:** 51

**Work History:** Archduke of Austria  
**Income:** I’m wealthy  
**Family Status:** Married, in loving relationship with wife, Sophie  
**Living Situation:** Palace  
**Medical Situation:** Gunshot wound close to your heart  
**Home Country:** Austria

<table>
<thead>
<tr>
<th>Your Story:</th>
<th>Remember! You Are:</th>
<th>ID:</th>
</tr>
</thead>
</table>
| Your wife Sophie is a Czech countess, so she is treated as a commoner in the Austrian court. Sophie can never share your rank ... can never share your splendours, can never even sit by your side on any public occasion. There is one loophole ... your wife can enjoy the recognition of your rank when you are acting in a military capacity. Hence, you decide, in 1914, to inspect the army in Bosnia. There, at its capital Sarajevo, you and your wife can ride in an open carriage side by side .Thus, for love, you are shot to your death. | - Very intelligent and well spoken  
-Madly in love with your wife  
-A father of 3 children  
1. Princess Sophie of Hohenberg  
2. Prince Ernst of Hohenberg  
- Presumptive heir to the Austro-Hungarian throne |
BLM 1.6: Personal Significance Profile

**Personal Significance Profile**

**Name:** John Smith  
**Gender:** M  
**Age:** 17

**Education:** Left school in grade six (age 11)  
**Work History:** Worked on the family farm  
**Family Status:** Engaged; fiancee left at home  
**Living Situation:** Lives with his parents  
**Medical Situation:** Asthmatic  
**Home Country:** Canada

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**Your Story:**

World War One was declared in August 1914, and you were one of the ‘boy soldiers’ that went to enlist. Most of the people in your community think that the war will be over by Christmas 1914, so you leave your fiancee and family to serve your country.

You have a steady job working on your parents farm at home, but you knew that running off to fight the Great War was against your parents wishes. You left a note for your fiancee before you left home, and snuck out at night to enlist in the nearest town.

Now that you are headed overseas as a private, you are regretting your decision because you have heard some of the atrocities of war from your fellow Canadian soldiers. What do you do?

**Remember! You Are:**

- You are uneducated  
- Madly in love with your fiancee  
- Very close with your parents  
- Headed overseas to fight for your country and experience the “adventures” of war

**ID/Assets:**

- Birth Certificate  
- $70 that you stole from your parents savings
BLM 1.7: Personal Significance Profile

**Personal Significance Profile**

**Name:** Antonia Minucci  
**Gender:** F  
**Age:** 20

**Education:** Dropped out of school before graduation  
**Work History:** Works in the household  
**Family Status:** Single; one father, one mother, two older brothers, and two younger sisters (aged 5 & 12)  
**Living Situation:** Lives with parents  
**Medical Situation:** Healthy as a horse  
**Home Country:** Italy

| Your Story:  | Remember!  
|-------------|----------|
| You were an excellent student and really enjoyed school. Unfortunately, you were forced to drop out of school right before you were able to graduate. When the war started, you had to return home because your father and brothers left to fight in the war.  
You are seeing things are changing around you as families are receiving letters home of loved ones lost, and the economy is beginning to fail.  
You feel helpless are you are unable to fight, but want to. What do you do? | -Extremely bright & well educated  
-In charge of raising your two younger sisters while your mother works outside the home  
-Frustrated with the way the war is going |

| ID/Assets:  |  
|-------------|----------|
| • Birth Certificate |
BLM 1.8: Personal Significance Profile

**Personal Significance Profile**

**Name:** Ilse Morgenroth  
**Gender:** Female  
**Age:** 44

**Education:** None  
**Work History:** Works in the home  
**Family Status:** Married; one husband, one son  
**Living Situation:** You live on your own  
**Medical Situation:** Anxiety Ridden  
**Home Country:** Germany

<table>
<thead>
<tr>
<th><strong>Your Story:</strong></th>
<th><strong>Remember! You Are:</strong></th>
<th><strong>ID/Assets:</strong></th>
</tr>
</thead>
</table>
| You have always loved running your home. You have been married to your husband for 24 years, and are madly in love with him. | -Uneducated  
-In love with your husband and missing your son  
-Trying to contact your family to see what you should do with your only true asset (your home) | -Birth Certificate  
-Home |
| You received a recent letter from your son saying he is off to the front line once he completes his training. The last time you heard from your husband was three weeks ago, and you know that he is in an area with a lot of turmoil.  
Someone has come to your door saying you need to lend your home to the war effort. Before he left, your husband told you not to get involved with the war. What do you do? |
### Questions Guide

1. What are some of the personality traits of your profile? Justify your answer.

2. What “side” of the war are you on? How do you know?

3. How was your profile affected by the war?

4. Did you and your group discuss next steps for your profile? If so, what were they?
5. What do you think life was like for your profile after the war?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

BLM 1.10: Exit Card

**Exit Card**

Write a 3-5 sentence reflection on the activity you completed today. How did it make you feel? What did you like about this activity? What didn’t you like about this activity?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________


Lesson 2 of 4

COURSE: CHC 2D
-Grade 10 Canadian History

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

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

TITLE OF STORY: Canadian Identity and The Battles of World War I

OVERVIEW:
This lesson allows the students to engage with the Battles of World War I and has them judge them based on historical significance. It also addresses national identity formation through the analysis of Canada’s participation in the different battles. Student will reflect on the following questions: What makes something historically significant? Who is it significant to?

APPENDICES:
1. Instructions for Teacher
2. Primary Source Documents (PSD 2.1 / PSD 2.2)
3. Black Line Masters (BLM 2.1 / BLM 2.2 / BLM 2.3 / BLM 2.4)

PLAN OF INSTRUCTION: 75 Minutes
-See Below Step 1 to Step 6 & Assessment

STEP 1: WARM UP (5 minutes)
-Discussion Question: Who determines the significance of any important historical event? How does this change our understanding or perspective of our history? Discuss.
-Discussion question will be written on the whiteboard for students to think about as they come into class.
-Once the bell has rung, students will have 5 minutes to discuss this question at their pods (desks grouped in fours)
STEP 2: DISCUSSION (5 minutes)
- Once the students have explored the Discussion Question with their classmates at their pods of desks, the conversation is opened up to the class as a whole.
- Students are expected to, at first provide, very “surface” answers such as government, teachers, authority figures, historical experts, etc.
- Students are then to consider historical significance: does the history of World War I change depending on what side of the battle you are on?
- This discussion will lead into today’s lesson on Historical Significance which will discuss the significance of Canada’s contributions to World War I and how it has shaped the national identity of the country. This lesson will give students the framework to consider what historical significance is and how it is subjective to each and every person.

STEP 3: MODELING (10 minutes)
- Come up with a significant event that has happened in the past 10 years in Canada (Example: The 2010 Canadian Olympic Games in Vancouver)
- I will ask the class a prompting question as to whether or not the event was significant (Example: “Were the Vancouver 2010 Olympics a significant event in Canada’s life?”)
- Demonstrate using evidence to explain why this event was prominent at that specific time
- Students will learn that significance may be contested by other parties (i.e. their native country may not have been successful at the Vancouver 2010 Olympic Games, and therefore it would NOT be significant to them)
- Students will learn that significant events and individuals have an impact on how we live today
  ● Historical events can be significant on several different levels: nationally, provincially, locally, personally, etc.

STEP 4: GUIDED PRACTICE (20 minutes)
- Students are asked to retrieve their laptops and sign on to the Google Classroom account where they will find a link with a full timeline of World War I on their account
- Students will be asked to highlight what they think the most important battles of the war are.
- This is meant to be a quick activity to activate their thinking about historical significance
- Students will recognize that historical thinking is subjective to each person, country, etc.
- This will then segway into the introduction to the three major battles Canada was involved in (Ypres, Passchendaele, & Vimy Ridge)
- This will be done through a PowerPoint (please see BLM 2.1 “World War I: Canada’s Military Contribution”)
- Students will be made aware that these three battles are significant to Canadian history and that historical significance is entirely subjective

As previously stated, the student in our class with diagnosed ADHD is permitted to use a fidget toy during the instructional period to help keep them focused. They will also be permitted to a body break once the instructional period is complete.

STEP 5: INDEPENDENT ACTIVITY (20 minutes)
- Students will be given a handout that lists the three major Canadian battles of World War I.
- See BLM 2.3 “WWI Battle Task”
- Students will have to fill out the chart provided describing each battle, the outcome (was it successful?) and the historical significance (why is it important?)
- Students will then have to write a paragraph response explaining which battle THEY would want to be in and provide three thoughtful reasons as to why they chose this battle.
- Students should follow the proper paragraph format: topic sentence, three supporting details, concluding sentence
- Students are aware of the proper format as we have previously had a lesson on writing conventions before their last essay was due
  - Students may choose to write this paragraph by hand or type it up using a laptop from the bank in the classroom
  - The students who utilize text-to-speech technology know to access this through their Google account provided by the school
- I will circulate to make sure students are on task and to answer questions. I will make sure students can ask for clarification about terms they may not know
- One student from each battle group will then present their findings description, outcome, and historical significance
  - I will record the battles on the board
- Presentation must be 3-5 minutes each

STEP 6: SHARING/DISCUSING/TEACHING (15 minutes)
- Students will discuss which battles are the most significant to the war, and rank the battles in order of most significant to least significant
- Students must demonstrate that they understand what historical significance is, and how Vimy Ridge (the MOST significant war in respects to Canada) has an impact on the way we live today
- Students will reflect on what makes an event significant—in our own lives—and in Canada’s life
- Please see BLM 2.4 “Paragraph Response Handout” for template students may use to write their paragraph on
  - Students may choose to type this response and submit through Google Classroom

ASSESSMENT:
- Students are to hand in their paragraph responses at the end of the period as an exit slip out of the classroom
-We will be looking for students to explicitly state which battle they would want to be involved in and why

**Appendix 2: Primary Source Documents**

**PSD 2.1:** Picture from Second Ypres Battle
-Found in PowerPoint presentation, slide 4

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PSD 2.2: Picture from Passchendaele Battle\(^8\)
-Found in PowerPoint presentation, slide 12

Appendix 2: Black Line Masters

BLM 2.1: World War I: Canada's Military Contribution
-Found with the following link;
(https://onedrive.live.com/view.aspx?resid=40FC5F2D4C89B71B1209&ithint=file%2cpptx&app=PowerPoint&authkey=IAHBQAjGx0tOh6c)

BLM 2.2: Timeline of World War I\(^9\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1914</td>
<td>July 29. Britain warns Canada of deteriorating situation in Europe.</td>
</tr>
</tbody>
</table>

\(^8\) Rider-Rider, William. *Carrying the wounded.* 1917. [http://greatwaralbum.ca/Great-War-Album/Battle-Fronts/Passchendaele](http://greatwaralbum.ca/Great-War-Album/Battle-Fronts/Passchendaele)

- Aug 02. Canada offers Britain troops for overseas service.
- Aug 05. Britain declares war. Canada is automatically at war.
- Aug 06. Britain accepts Canada's offer of troops.
- Aug 19. The first volunteers begin to arrive at Valcartier camp.
- Sept 04. Approximately 32,000 men have assembled at Valcartier.
- Dec 21. Princess Patricia's Canadian Light Infantry arrives in France. The first Canadian unit committed to battle in the Great War.

1915
- Feb 07. 1st Canadian Division begins moving to France.
- Mar 03. 1st Canadian Division is made responsible for 6000m of front near Fleurbaix.
- April 01. 1st Canadian Division is moved north to the Ypres Salient.
- May 05. Lt-Col John McCrae of the Canadian Expeditionary Force composed the well-known poem In Flanders Fields.
- May 25. Second Canadian Division formed in Canada.
- Sept 19. Newfoundland Regiment landed at Suvla Bay in Gallipoli.
- Nov 16. Canadian's launched their first trench raid at Riviere Douve.
- Dec 20. Newfoundland Regiment evacuated from Suvla Bay.
- Dec 25. 3rd Canadian Division formed.

1916
- Apr 06. The Battle of St. Eloi Craters.
- Sept 15. Battle of Courchevel. First use of the tank and the rolling barrage.
- Nov. Sir Samuel Hughes Minister of Militia and Defense is sacked by Prime Minister Borden.

1917
- Apr 09. The Battle of Vimy Ridge.
- June 11. Prime Minister Sir Robert Borden introduced a Military Service Bill.
- Aug 29. Conscription became law in Canada.
- Nov. Prime Minister Borden's Unionists win a majority in the federal election.
- Nov 20. The Battle of Cambrai.
- Dec 06. The Halifax Explosion. French munitions vessel Mont Blanc explodes in Halifax Harbour killing almost 1600 people.

1918
- March 30. Canadian Cavalry attack at Moreuil Wood.
- Aug 08. The Battle of Amiens. The beginning of what is known as Canada's Hundred Days.
- Sept 02. The Battle of the Drocourt-Queant Line.
- Sept 27. The Battle of the Canal Du Nord and Cambrai.
- Nov 02. The Canadian Corps captured the town of Valenciennes in its last major battle of the war.
- Nov 10. The Canadian Corps Reached the outskirts of Mons.
- Nov 11. At 10:58am Private George Price of the 28th Battalion is killed by a sniper. Two minutes later at 11:00am the armistice came into effect. The war was over.

### BLM 2.3: Battle Task Worksheet

| WWI Battles Task |
|------------------|------------------|------------------|------------------|
| **BATTLE**      | **DESCRIPTION**  | **OUTCOME**      | **HISTORICAL**   |
|                  | *(When? Where? How?)* | *(What happened? Was it successful?)* | **SIGNIFICANCE** *(Why is it important?)* |
| Ypres           |                  |                  |                  |
| Vimy Ridge      |                  |                  |                  |
YOUR TASK:
Research the following major Canadian battles and contemplate your answer. In a concise paragraph, rationalize (give 3 thoughtful reasons) why you chose that battle.

__________________________________________________________
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__________________________________________________________
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Lesson 3 of 4

COURSE: CHC 2D
-Grade 10 Canadian History

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

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

TITLE OF STORY: Racism in the 20th and 21st Century

OVERVIEW: This lesson allows the students to look into racism that was seen during the First World War, and has them judge how/if this racism has changed at all today. It also addresses poetry in World War I, and its ability to act as a symbol and outlet for those whose voices may not have been heard. Student will reflect on the following questions: What has changed in terms of racism in our society? What has stayed the same?

APPENDICES:
1. Instructions for Teacher
2. Primary Source Documents (PSD 3.1)
3. Black Line Masters (BLM 3.1 / BLM 3.2 / BLM 3.3)

PLAN OF INSTRUCTION: 75 Minutes
-See Below Step 1 to Step 6 & Assessment

STEP 1: WARM UP (5 minutes)
-On board we will have an image of Propaganda poster from the Canadian government attempting to convince black Canadian men into joining the army (Please see PSD 3.1)

STEP 2: DISCUSSION (15 minutes)
-On Smartboard we will start with an image and have students brainstorm what they see, what they notice, and inferences they can make with this information
-After recording the students’ feedback, we will then provide the students with the image background, setting, and gaps in information
-The information that the students will be given is as followed: “The following image is a propaganda poster that was on display during the First World War. It was posted after weeks of Black men volunteering their services, only to be turned down because of their skin colour. When recruits became scarce, Black men were asked to enlist to only do menial tasks like digging trenches for the ‘real soldiers’.”

-On Smartboard we will then write the word propaganda and have students brainstorm what they already know about it and what buzz words come to mind when they hear the word propaganda

-After recording the students’ feedback, we will then provide the students with a concrete definition, and the word will be added to the class word wall.

-The definition that the students will be given is as followed: “information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.”

**STEP 3: MODELING** (10 minutes)
-Students are given the poem *Black Soldiers Lament* by Captain George Borden (see BLM 3.1)
-We will analyze the poem as a class to identify major the ideas and themes present (please see analysis on BLM 3.1)

-Poem talks about the injustice towards black soldiers who were fighting for Canada

-We will discuss how these soldiers were expected to fight and risk their lives for Canada, but those who had fallen on the battlefield were not given the honour of being recognized as a soldier

**STEP 4: PRACTICE** (15 minutes)
-Students will be given a poem titled *Shimaganish* about the injustices Indigenous soldiers during World War I (please see BLM 3.2)
-Students are to analyze this poem in their groups of four that they are already sitting in

-Should be able to identify similar themes of racism found in the first poem
-Students should be able recognize the differences and similarities between systemic racism in the past, and present

-Working in groups, students are encouraged to use their textbooks and laptops to research more about Indigenous soldiers who fought in the Canadian military

**STEP 5: INDEPENDENT ACTIVITY** (15 minutes)
-Students are asked to consider continuity and change in relation to the explicit racism exhibited throughout World War I as can be seen in the propaganda poster shown during the Warm Up section of the lesson, and the primary source i.e. poems

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While society has moved forward and progressed in a way that veils itself as change, is sometimes just really a continuity of perpetual racism

Continuity and Change invites students to critically look at the world we live in today: what has changed? What has stayed the same? (These are prompting questions that we can ask to allow students to enter into this mindframe)

-Students are then to consider how racism is present in our current society
-Students are expected to touch on current events such as “Black Lives Matter,” and the Dakota Pipeline Crisis (we have talked about these in length as we started this course in September talking about current events, so students have a strong background knowledge on these two causes)

STEP 6: SHARING/DISCUSING/TEACHING (15 minutes)
-Students will be asked to participate in a Socratic Seminar.
-Students will ask questions of one another, on their topics, questions they have, and selected materials they found
-The students’ questions initiate a conversation that continues with a series of responses and additional questions

ASSESSMENT:
-Students will be assessed on their collaborative skills and ability to contribute meaningful comments in Socratic Seminar (formative assessment)
-Students should be able to comment on how systemic racism still exists in our society and answer how it has changed, and how it has stayed the same.
Appendix 3: Primary Source Documents

PSD 3.1: Propaganda Poster (Date:1916)

Recruiting poster for the First World War, 1916. This poster depicts the hypocrisy of the military brass, now desperate for recruits. Previously, they had banned the “coloured” men from their all-White army.

Appendix 3: Black Line Masters

BLM 3.1: Black Soldiers Lament Poem

BLACK SOLDIER'S LAMENT

BY CAPTAIN GEORGE BORDEN
(to the tune of "The Green Beret")

The bugle called and forth we went
To serve the crown our backs for bent
And build what e're that must be done
But we're to fire an angry gun
No heroes we not nay not one, but not considered heroes.

With deep lament we did our job
Despite the shame our manhood robbed
We built and fixed and fixed again
To prove our worth as proud black men
And hasten sure the Kaiser's end

From Scatia port to Seaford Square
Across to France the conflict there
At Villa Lajoux and Place Péronne
For God and King to right the wrong
The number two six hundred strong
Stripped to the waist and sweating chest
Mid-day’s reprieve much needed rest
We dug and hauled and lifted high
From trenches deep toward the sky
Non-fighting troops and yet we die

The peace restored the battle won
Black sweat and toil had beat the Hun
Black blood was spilled black bodies maimed
For medals brave no black was named.
Yet proud were we our pride unshamed

But time will bring forth other wars
Then give to us more daring chores
That we might prove our courage strong
Preserve the right repel the wrong
And proud we'll sing the battle song

BLM 3.2: Shimaganish Poem

SHIMAGANISH

(Dedicated to our bold and courageous Native Soldiers who fell in the wars:
1914 - 1918 and 1939 - 1945)
(Shimaganish means soldier; Kokomis is Grandmother)

Shimaganish,
the vision conjured by authority
that his concerns were yours.
Provoked in you, a battle cry,
and heard only on foreign shores.
But his enemy never broke your treaty,
nor crushed your season's lore.
His enemy did not disease you,
nor your language, did he deplore.

Shimaganish,
still, you marched into civilization's madness
only to be felled on a dreary dawn.
And when your soul whispered, "You are dying,"
your heard overfilled with song.
Then your thoughts traveled to the reservation,
on the land where you were born.
And you offered God a prayer of forgiveness
for all who showed you your scorn.


Lesson 4 of 4

COURSE: CHC 2D
-Grade 10 Canadian History

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

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

TITLE OF STORY: Exploring Propaganda of World War I

OVERVIEW: This lesson will introduce the idea of War Propaganda that was used by the Canadian government throughout World War I. Students will be asked to explain what they already know about propaganda including ways images and words are combined to create effective propaganda images. Students will first demonstrate their learning by analyzing propaganda images from World War I to ensure they understand the 4 different methods of propaganda that will be explained in this lesson (Name Calling, Bandwagon, Plain Folks, Glitter). Next, students will be asked to individually create a First World War propaganda poster that reflects one of the 4 methods previously named.

APPENDICES:
1. Instructions for Teacher
2. Primary Source Documents (PSD 4.1 / PSD 4.2)
3. Black Line Masters (BLM 4.1 / BLM 4.2 / BLM 4.3)

PLAN OF INSTRUCTION: 90 Minutes
-See Below Step 1 to Step 6 & Assessment

STEP 1: WARM UP (10 minutes)
-On the board will be a primary source coming from a propaganda image attempting to men into fighting in the Canadian armed forces
-Please see PSD 4.1 “Canadian Propaganda” for image
-Students are to reflect upon the image in their history journals (they have been writing in these since September)
-Students are encouraged to reflect on the language and imagery used; how does it make you feel? Who is it appealing to? Why?

STEP 2: DISCUSSION (10 minutes)
-This will be the time that the students are able to share some of their responses that they recorded in their journal.
-The students are reminded to think back to the previous lesson where we clearly defined what propaganda is and what its purpose is
-This discussion will segway into our next portion on the lesson in which we dive further into propaganda and what the four different methods of propaganda are and how they are used throughout history, and today

STEP 3: MODELING (20 minutes)
-To ensure that students are engaging with the material through a critical lense, we have assembled an informative PowerPoint presentation (please see PSD 4.2 and BLM 4.1) that explains the purpose of propaganda and the different kinds of propaganda that exist.
-The PowerPoint will discuss the four different types of propaganda and differentiate for the students
-As previously stated, there is a student with diagnosed ADHD in our classroom, the student is allowed access to a fidget toy that helps to keep the student focused during any instructional period in the class
-The student knows that after the lesson is completed, the student is allowed to take a 5 minute body break for themselves
-After we have gone through the PowerPoint as a class, students will be given a handout (please see BLM 4.2 “War Propaganda PowerPoint”) with various Propaganda put out by the Canadian Government throughout World War I.

STEP 4: GUIDED PRACTICE (10 minutes)
-For this portion of the lesson, students will engage in a Think, Pair, Share
  - After receiving the handout, students will be given 5 minutes to “Think” and reflect upon the images in front of them
  - Students will then “Pair” with the student beside them and discuss their thoughts on the propaganda images in front of them
  - The discussion will then be opened up to the class where students will “Share” how they identified each propaganda image (Name Calling, Bandwagon, Plain Folks, Glitter)
  - This is an example of Assessment as Learning as we will be monitoring the students’ progress with the new terms that have been introduced to before moving forward with the Independent Activity.
STEP 5: INDEPENDENT ACTIVITY (30 minutes)
- Once the students feel comfortable with the concepts, explain that they will be making their own First World War propaganda Posters
- Provide the students with a list of potential topics (recruitment, victory bonds, food rationing, etc.), or have them select their own
- Remind students that their poster should have a clear message, and that all aspects of the poster should contribute to that message
- Students are welcome to conduct their own research on their topic so that they understand it in some detail, and can make their poster as historically accurate as possible

STEP 6: SHARING/DISCUSSING/TEACHING (10 minutes)
- Once the students have completed their posters, display them around the classroom
- Have the students talk about their peers’ posters and which they find the most effective and why
  - Ask prompting questions such as:
    - What sticks out to you on these posters?
    - What kind of language is used? How might this be effective?
    - What kind of message is being sent by the poster as a whole?

ASSESSMENT:
Assess the posters based on how well the students have incorporated the concepts discussed in class. Images, colours and terms should all work together to clearly convey a message. Posters should be as historically accurate as possible.
- Please see BLM 4.3 for the rubric for this assignment

EXTENSION ACTIVITY:
For lesson five, students would continue to apply their knowledge of propaganda posters to contemporary issues. Students would consider where they see material that they would consider propaganda in their daily lives. Students would bring in examples to class for discussion and analysis. Students would make propaganda posters about issues such as drinking and driving, smoking, or environmental concerns.
Appendix 4: Primary Source Documents

**PSD 4.1: Propaganda Image (Date: 1917)**

![Propaganda Image](https://docs.google.com/presentation/d/1vu27bqQI_xQdSqma770fg_ta4WKB9HK4ZzduhIx8g2M/pub?start=true&loop=true&delayms=3000)

**PSD 4.2: War Propaganda PowerPoint**
- Found with the following link;
  (https://docs.google.com/presentation/d/1vu27bqQI_xQdSqma770fg_ta4WKB9HK4ZzduhIx8g2M/pub?start=true&loop=true&delayms=3000)

Appendix 4: Black Line Masters

**BLM 4.1: War Propaganda PowerPoint**
- Found with the following link;
  (https://docs.google.com/presentation/d/1vu27bqQI_xQdSqma770fg_ta4WKB9HK4ZzduhIx8g2M/pub?start=true&loop=true&delayms=3000)

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**Footnotes**

12 Patterson, C.J. *Your Chums Are Fighting, Why Aren't You?* 1917. Library and Archives Canada. [https://www.collectionscanada.gc.ca/firstworldwar/025005-3200.017-e.html](https://www.collectionscanada.gc.ca/firstworldwar/025005-3200.017-e.html)
**Propaganda Handout**

Make notes from PowerPoint of each image in space provided.

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**AT THE FRONT!**

Every fit Briton should join our brave men at the Front.

ENLIST NOW.

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**WHY DON'T I GO?**

THE 148th BATTALION NEEDS ME

HEADQUARTERS
127 PEEL ST.
AMbASSADOR'S CO.
**BLM 4.3: Propaganda Poster Rubric**

<table>
<thead>
<tr>
<th><strong>Propaganda Poster Rubric</strong></th>
<th><strong>Excellent</strong></th>
<th><strong>Good</strong></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Needs Improvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poster Content</strong></td>
<td>The poster includes all information relevant to the topic in an organized fashion and includes effective use of sources. The poster shows that the student fully understands the topic.</td>
<td>Poster includes all relevant information; however, it does not utilize the resources and/or is not well-organized. The poster shows that the student understands the topic.</td>
<td>The poster does not have all of the relevant information of the poster. Sources and information are not used in an effective manner, or there is not enough information presented. Information is presented in an unorganized fashion.</td>
<td>The poster is lacking in elements required and in resources used. There are many gaps in information presented.</td>
</tr>
<tr>
<td><strong>Work Quality/Effort</strong></td>
<td>The work done exceeds all expectations and shows that the learner is proud of his/her work. The effort that was put into this task is the best it can be by the learner.</td>
<td>The work was done with good effort that shows what the learner is capable of. It is evident that time was put into this poster and presentation.</td>
<td>Work is done with fair effort, but the quality is still not what the learner is capable of. It is evident that the work was rushed.</td>
<td>Work is done with little effort, quality is not what the learner is capable of. It is evident that the work was rushed and little time was spent on the final product. Work is incomplete.</td>
</tr>
<tr>
<td><strong>Style/Mechanics</strong></td>
<td>The poster has an element of creativity and style, and is not just a list of facts. The poster is presented in a clear and concise manner with full understanding of the subject.</td>
<td>The poster is clear and logical and contains facts as well as very few mistakes. Good clear presentation.</td>
<td>The poster lacks style and reads more like a list of facts than an oral group presentation. The poster lacks neatness and clarity,</td>
<td>The poster lacks a clear understanding of the subject matter and there are many errors. Poster is not creative.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The poster</td>
<td>The poster</td>
<td>The poster seems</td>
<td>The poster does</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
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<td></td>
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</tr>
<tr>
<td>Excellent</td>
<td>Engages the audience with unique and eye-catching content and encourages the audience to seek further information on the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>Engages with the audience to a considerable degree, but lacks to fully catch the attention of its audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>Average to the audience who merely glance at the poster.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Not engage the audience and shows a lack of creativity.</td>
<td></td>
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