Finding a Canadian Voice: An Exploration into Untold Narratives

COURSE: Canadian History Since World War 1, Grade 10 Academic (CHC2D)

UNIT: Canada, 1914-1929

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.

SPECIFIC EXPECTATION EXPLORED: B3.1: explain how some individuals, groups and/or organizations contribute to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada; B3.3: describe some significant developments in the rights and lives of women in Canada during this period and explain the impact of these developments on Canadian citizenship and/or heritage; B3.4: describe Canadian immigration policy during this period, and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada.

ABSTRACT: The objective of this resource pack is to give a voice to some of the lesser told narratives in Canadian history. We have selected four different stories to accomplish this. Using individuals, groups, and events we have structured our lessons to tell these stories following a smaller scale narrative to reveal larger implications, and significance in Canadian history. Each lesson focuses upon one of the Big Six historical thinking concept with the ethical dimension, and evidence weaved throughout. Our resource pack emphasizes discussion, exploration, and the telling of stories to allow students to immerse themselves into the history, and become more effective historical thinkers.

KEYWORDS: Significance; Cause and Consequence; Continuity and Change; Perspectives; Ethical Dimension; Evidence; Identity; Citizenship; Komagata Maru; Immigration; Continuous Passage Act, 1908; Nellie McClung; The Women’s Parliament; Suffragette Movement; The Wartime Elections Act, 1917; Internment; World War One; Propaganda; The War Measures Act, 1914; The Lusitania; Veterans; League of Indians; Frederick Loft; Francis Pegahmagabow; Military Services Act, 1917; Indigenous.

AUTHOR(S): Cora Brancato and Melissa Hennig

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The Ideal Immigrant: An Exploration of the Komagata Maru Incident

COURSE: CHC2D

SPECIFIC EXPECTATION: B3.4: describe Canadian immigration policy during this period, and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Ethical Dimension

LESSON # 1

TITLE OF STORY: The Ideal Immigrant: An Exploration of the Komagata Maru Incident

OVERVIEW: This lesson focuses on the story of the Komagata Maru, a vessel carrying 376 Indian immigrants destined for Canada. Throughout this lesson students will examine Canada’s immigration policy, as well as understand multiple perspectives to discern the significance of the Komagata Maru incident for Canadian identity and heritage. Students will also have to be conscious about placing modern values and morals on this incident. Thus, the ethical dimension will be explored through understanding historical context, as well as contemporary beliefs.

APPENDICES:
1. Primary Sources
   a. PSD 1.1: Komagata Maru Passenger List
   b. PSD 1.2: Continuous Passage Act, 1908
2. Instructions for Teacher
   a. Teacher Instructions 1.1
   b. Teacher Instructions 1.2
   c. Teacher Instructions 1.3
3. Black Line Masters
   a. BLM 1.1: Graphic Organizer
   b. BLM 1.2: Passenger Cards
   c. BLM 1.3: Memoir Assignment
A. Organization of Each Lesson:

PLAN OF INSTRUCTION:

Step 1: Discussion (5 mins)
Students will be asked to think of words that they think best describe Canada’s immigration policy, as well as Canadian Identity more generally. Students will be given three (3) minutes to write all the words they can think of on BLM 1.1 (graphic organizer). The students will then be asked to shout the words that they wrote down, and the teacher will record them on a piece of chart paper at the front of the room.

Using the student generated words, (examples: inclusive, multicultural, accepting, etc.) a discussion can occur about why students chose these words, and how Canadian identity is tied to multiculturalism, and the immigration policies making this multiculturalism possible.

Step 2: The Wonder (15 mins)
Students will then watch the following video (found using the link) from 0:00 to 0:43.


After this short clip the teacher will display the Passenger List (PSD 1.1) from the Komagata Maru where all the students will be able to see it. (Teacher Instruction 1.1) Students will be asked to imagine they are passengers on the Komagata Maru and brainstorm reasons why they would want to come to Canada in 1914. Students will be asked to record their thinking on BLM 1.1. Students will then get a chance to turn and talk with a partner and share their ideas about why Canada would be an attractive destination for an immigrant, or why someone would choose to immigrate. Students will be asked to consider push and pull factors, and what someone would have to give up to make a journey to a new place.

The students will then be asked to share some of their ideas with the class, which will foster a discussion about immigration to Canada in the early 20th century.

Step 3: Modeling (25 mins)

Students will then draw one of the cards from BLM 1.2 to understand the outcome of the journey of the Komagata Maru for the immigrants on board. Students will be told that they represent all the passengers on the Komagata Maru. Students will be read the following statistics.

• 6% could leave the ship and enter Canada (23 out of 376) → 1.5 students in a class of 25 – “If your card says that you could enter Canada please raise your hand. The rest of you were deported. If your card has a blank back please stand, you were deported but avoided punishment on your return.”

• 5% of the passengers were killed upon return (19 out of 376) → 1 student in a class of 25 – “If your card has an X on the back it means you were killed when you were deported back to India. Please stand.”
53% were arrested (200 of 376) → 13 students of 25 – If your card has a * on the back of it, then you were imprisoned upon your return home. Please stand.”

(For more information see **Teacher Instruction 1.2 & 1.3**)

Out of the twenty-five students that began seated, only two will remain seated. Those two represent the only passengers travelling on the Komagata Maru that entered Canada.


Students will be asked to record their initial reactions to this result on **BLM 1.1**. Then they will be asked to shout out the words or phrases that they wrote down, while the teacher records them on the same chart paper with a different color marker. The teacher will make it explicit that we must be careful not be anachronistic, and more than anything try to understand the circumstances in which this event happened, not pass judgement based on modern ethical standards. However, it is interesting how our understanding of Canadian identity and its connection to multiculturalism is so disconnected from the ideals of the past. Some questions that the teacher can use to facilitate this discussion are:

- Why do you think our new words are so different or similar to the old words?
- What does this incident reveal about Canadian immigration policy in the early twentieth century?
- Why do you think the policies were so exclusive?
- Why did the government, and the general population support the deportation of these immigrants?
- What were the conditions or feelings of the time that made this event possible?
- Etc.

Students will then be shown Justin Trudeau’s Apology Video (0:00 to 5:05) for the Canadian Government’s role in the Komagata Maru Incident.


Students will then be asked to share with the class how more details about the incident has shaped their understanding. The class will also discuss the Continuous Passage Act of 1908 (**PSD 1.2**), and how discrimination was built into Canadian Immigration Policy. Students will each be given a copy of **PSD 1.2** and will be encouraged to write some ideas or thoughts in the margins as the discussion occurs.
Step 4: Guided Practice (15 mins)

Students will be asked to look back on PSD 1.1, the Passenger List. Students will be told that the passenger list is not completely accurate, as there were multiple created, with different purposes. Some of the information was lost through the passing of time. Some of these passenger lists include, or exclude information based on the purpose of the list. The list that the students viewed is an attempt at a Master List, however it is still not an original document or completely factual.

Students will be complete a think/pair/share with a partner about how this evidence shapes how they understand this event. Students will use BLM 1.1 to guide their thinking. Students will then share what they have discussed with the class, to conclude that history is constructed through narrative, and the evidence that exists or is lost.

Step 5: Independent Activity (35 mins)

Students will be given a profile found on BLM 1.3. There are five different profiles, and they can be distributed randomly. Students will be asked to complete the activity on BLM 1.3, in which they must write a memoir from the perspective of the profile they were given. The students must also write the significance of the event from the perspective of the profile they are using to guide their writing.

Step 6: Sharing / Discussing / Teaching (next instructional period/when memoir is due)

When the memoir assignment is due, have the students arrange in groups of five. Each member of the group should have used a different profile to guide the writing of their memoir. The students will take turns sharing their experience writing their memoir, and why the Komagata Maru incident is significant from the point of view in which they wrote.

Intended Result: Students should see that the significance of the Komagata Maru incident varies from group to group. Students will thus get a better understanding of the historical significance of the event over a variety of perspectives.

ASSESSMENT (Assessment of Learning)

Students will hand in their memoir for evaluation, on a due date determined by the teacher.
B. **APPENDICES**

**Primary Source Documents**

**PSD 1.1:** this primary source document can be found on the following website:
- http://komagatamarujourney.ca/km_passengers

**PSD 1.2:** Continuous Passage Act, 1908

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7-8 EDWARD VII.

CHAP. 32.
An Act to amend the Immigration Act.
[Assented to 10th April, 1908.]

II. Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows—

1. Subsection 1 of section 33 of The Immigration Act, chapter 32, of the Revised Statutes, 1908, is hereby repealed and the following is substituted therefor—:

“33. The Governor in Council may, by proclamation or order, whenever he considers it necessary or expedient, prohibit the landing in Canada of any specified class of immigrants or of any immigrants who have come to Canada otherwise than by continuous journey from the country of which they are natives or citizens and upon through tickets purchased in that country.”

OTTAWA: Printed by the Sargent Printer to the King’s most Excellent Majesty.
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**Teacher Instructions**

**Teacher Instruction 1.1**
Have PSD 1.1 loaded on a device that can connect to a smartboard or projector. PSD 1.1 will need to be displayed for the students while they are completing BLM 1.1. Only show the list to the students, not the text above, just so they have a general idea of what the passenger list would look like. For greater effect, scroll down the list to show the students how many people were aboard the Komagata Maru.

- If students need more inspiration when writing their memoirs, each of the names on the passenger list is clickable, and will reveal more information about that individual. Students completing a memoir from the perspective of a passenger may find this a useful start to guide their writing.

**Teacher Instruction 1.2**
Each of the students will need a card from BLM 1.2. The cards are designed for a class of twenty-five (25) students, therefore depending on how large or small the class is, the Passenger Cards can be modified using the percentages provided.

- For Example, in a class of 30 the following would be true:
  - 0.06 x 30 = 2 students with cards indicating they could enter Canada.
  - 0.05 x 30 = 2 students with cards indicating they were killed upon return to India.
  - 0.53 x 30 = 16 students with cards indicating they were imprisoned upon return to India.
  - All calculations were rounded up for greater effect.

**Teacher Instruction 1.3**
The Passenger Cards (BLM 1.2) are designed to be printed front and back with the first page being the front, and the second page as the back, so they must be printed double sided. The cards need to be cut out, folded in half, and then placed in a bag where students can draw them during the class at random.
**BLM 1.1: Graphic Organizer**

<table>
<thead>
<tr>
<th>Write down as many words or phrases that you can think of that describe modern Canadian identity or modern Canadian immigration policy:</th>
<th>Write down as many words or phrases that you can think of that explain why immigrants would want to travel to Canada (think of push and pull factors):</th>
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<td>Write down as many words or phrases that you can think of that describe Canada’s treatment of the immigrants on the Komagata Maru:</td>
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<td>The passenger list for the Komagata Maru has been edited, and produced multiple times for different purposes. How does this affect how you understand this event?</td>
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<td>Why would someone want to remove or add information to the passenger list?</td>
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</table>
Komagata Maru Incident Memoir

Your task is to write a memoir using the following profile to guide your writing:

1. You are a passenger on the Komagata Maru who could return to Canada. You left Canada for a short while, but had already lived and worked in Canada before boarding the Komagata Maru, so you were granted entrance into the country. You work on a small farm as a laborer, and are single.

Specifically, you will write a minimum 250-word memoir in which you will describe who you are, what you think of the Komagata Maru, what your role has been in the incident (or lack thereof), as well as the significance of the incident for you.
Komagata Maru Incident Memoir

Your task is to write a memoir using the following profile to guide your writing:

2. You are a passenger on the Komagata Maru who was immigrating to Canada to exercise their right as a citizen of a British Colony to move to another British colony, and work as a farmer in your new home. You spent two months on the Komagata Maru awaiting a decision. You were deported back to India, and detained upon arrival.

Specifically, you will write a minimum 250-word memoir in which you will describe who you are, what you think of the Komagata Maru incident, what your role has been in the incident (or lack thereof), as well as the significance of the incident for you.
Komagata Maru Incident Memoir

Your task is to write a memoir using the following profile to guide your writing:

3. You are a reporter covering the Komagata Maru. Most of the newspapers are printing stories that are against allowing the passengers on the Komagata Maru entrance into Canada. You agree with this popular opinion.

Specifically, you will write a minimum 250-word memoir in which you will describe who you are, what you think of the Komagata Maru incident, what your role has been in the incident (or lack thereof), as well as the significance of the incident for you.
Komagata Maru Incident Memoir

Your task is to write a memoir using the following profile to guide your writing:

4. You are a member of the Sikh community in Vancouver who prepares food, and supplies for the passengers on the Komagata Maru. You are committed to offering as much support as you can to all of those on board.

Specifically, you will write a minimum 250-word memoir in which you will describe who you are, what you think of the Komagata Maru incident, what your role has been in the incident (or lack thereof), as well as the significance of the incident for you.
Komagata Maru Incident Memoir Assignment

Your task is to write a memoir using the following profile to guide your writing:

5. You are a Canadian citizen living in Vancouver, and watching the Komagata Maru incident unfold. You are sceptical of the growing number of immigrants entering Canada from Asia, and of the growing Asian communities in your city.

Specifically, you will write a minimum 250-word memoir in which you will describe who you are, what you think of the Komagata Maru incident, what your role has been in the incident (or lack thereof), as well as the significance of the incident for you.
Rubric for Memoir Assignment

<table>
<thead>
<tr>
<th>Categories</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Knowledge and understanding – subject-specific content acquired in each grade/course, and the comprehension of its meaning and significance (understanding)</td>
<td>The student demonstrates knowledge of the Komagata Maru Incident, and their given profile, by using little specific detail.</td>
<td>The student demonstrates knowledge of the Komagata Maru Incident, and their given profile, by using some specific detail.</td>
<td>The student demonstrates knowledge of the Komagata Maru Incident, and their given profile, by using specific detail.</td>
<td>The student demonstrates knowledge of the Komagata Maru Incident, and their given profile, by using a great deal of specific detail.</td>
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<tr>
<td>Knowledge of Content</td>
<td>The student demonstrates knowledge of the Komagata Maru Incident, and their given profile.</td>
<td>The student demonstrates knowledge of the Komagata Maru Incident, and their given profile, by using some specific detail.</td>
<td>The student demonstrates knowledge of the Komagata Maru Incident, and their given profile, by using specific detail.</td>
<td>The student demonstrates knowledge of the Komagata Maru Incident, and their given profile, by using a great deal of specific detail.</td>
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<tr>
<td>Understanding of Content</td>
<td>The student demonstrates little understanding of the Komagata Maru for Canadian history.</td>
<td>The student demonstrates a clear understanding of the Komagata Maru for Canadian history. The student uses no specific examples from their profile.</td>
<td>The student demonstrates a clear understanding of the Komagata Maru for Canadian history. The student somewhat defines how the event is significant for their profile.</td>
<td>The student demonstrates a clear understanding of the Komagata Maru for Canadian history. The student clearly defines how the event is significant for their profile.</td>
</tr>
<tr>
<td>Thinking – The use of critical and creative thinking skills and/or processes</td>
<td>The student analyzes their profile but does not come to conclusions about how the event would be significant from their perspective.</td>
<td>The student analyzes their profile to come to conclusions about how the event would be significant from their perspective using no specific evidence or ideas.</td>
<td>The student analyzes their profile to come to conclusions about how the event would be significant from their perspective using some specific evidence or ideas.</td>
<td>The student analyzes their profile to come to conclusions about how the event would be significant from their perspective using much specific evidence or ideas.</td>
</tr>
<tr>
<td>Use of Processing Skills</td>
<td>The student uses creative thinking processes to write in the perspective of their profile, creating a believable narrative.</td>
<td>The student uses creative thinking processes to write in the perspective of their profile, creating a somewhat believable narrative. The student does not use specific details about their ‘character’ and the Komagata Maru.</td>
<td>The student uses creative thinking processes to write in the perspective of their profile, creating a believable narrative. The student uses some specific details about their ‘character’ and the Komagata Maru.</td>
<td>The student uses creative thinking processes to write in the perspective of their profile, creating a believable narrative. The student uses a great deal of specific details about their ‘character’ and the Komagata Maru.</td>
</tr>
<tr>
<td>Use of Conventions, vocabulary and terminology of the discipline in oral, visual, and written forms.</td>
<td>The student uses proper grammar and spelling with many errors.</td>
<td>The student uses proper grammar and spelling with some errors.</td>
<td>The student uses proper grammar and spelling with few errors.</td>
<td>The student uses proper grammar and spelling with no errors.</td>
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<tr>
<td>Expression and organization of ideas and information in oral, visual, and written forms.</td>
<td>The student does not organize work in a thoughtful way, and is missing a clear introductory sentence, specific detail, and a clear concluding sentence. The student does not meet the 250-word minimum.</td>
<td>The student organizes work in a thoughtful way, but is missing one or more of the following components: including an introductory sentence, specific detail, and a concluding sentence. The student meets the 250-word minimum.</td>
<td>The student organizes work in a thoughtful way including an introductory sentence, specific detail, and a concluding sentence. The student exceeds the 250-word minimum.</td>
<td>The student organizes work in a thoughtful way including an introductory sentence, specific detail, and a concluding sentence. The student exceeds the 250-word minimum.</td>
</tr>
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</table>
The Women's Parliament: Canada's Suffragette Movement

COURSE: CHC2D

SPECIFIC EXPECTATION: B3.3: describe some significant developments in the rights and lives of women in Canada during this period and explain the impact of these developments on Canadian citizenship and/or heritage.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

LESSON # 2

TITLE OF STORY: The Women's Parliament: Canada’s Suffragette Movement

OVERVIEW: This lesson focuses on the story of Nellie McClung as a spokesperson for the rights of women in Canada in the early 1900s. While recognizing the importance of McClung’s efforts, students will also understand that the consequences for Canadian women sparked by McClung’s actions were the result of many historical actors, and conditions of the time, not just a single individual.

APPENDICES:
1. Primary Sources
   a. PSD 1.1: Wartime Elections Act, 1917
   b. PSD 1.2: “The Canadian Mother”
   c. PSD 1.3: “The Canadian Elections”
2. Instructions for Teacher
   a. Teacher Instruction 2.1
   b. Teacher Instruction 2.2
   c. Teacher Instruction 2.3
3. Black Line Masters
   a. BLM 2.1: Canadian School Teachers in the Early Twentieth Century: A Case Study of Women in Canada
   b. BLM 2.2: The Women’s Parliament
   c. BLM 2.3: Nellie McClung: History Maker?
A. Organization of Each Lesson:

PLAN OF INSTRUCTION:

Step 1: Warm up (6 mins)

Student’s will each get a copy of BLM 2.1 (see Teacher Instruction 2.1) which has several facts about teachers in Canada in the early twentieth century. Students will have three (3) minutes to look at these facts on their own, and then three (3) minutes to turn and talk with a partner about the facts. The students will be encouraged to write down what they discuss in point form. Students can also highlight interesting facts, or things that surprise them. Student’s will be asked to focus particularly on what this information tells them about the rights and roles of women in early twentieth century Canada.

Step 2: Discussion (14 mins)

Students will be asked to share their findings from the first activity, and discuss the focus question:

• What does this information tell you about the rights and roles of women in early twentieth century Canada?

Students will watch the following video from 2:07 to 4:47, which gives the students some context about Nellie McClung, her life, and her beliefs.


As a class, students will be asked to discuss Nellie McClung’s role as a teacher, and why this may have sparked her desire to change women’s rights and roles in Canada? What else may have influenced her?

Step 3: Modeling (30 mins)

The students will conduct a Mock Parliament, much like Nellie McClung performed in Manitoba in 1914. Select four students to be the main actors/actresses in the play. Three of these students will be play Nellie McClung (as there is a lot of script) and one will be the narrator. Inform the rest of the class that they are all the audience of the play, men and women, who have purchased tickets to see this event. Also, select four students to be Premier Roblin. The students will watch or perform in the play using the script provided. (BLM 2.2)

After the students, have finished reciting their ‘Mock Parliament,’ have them answer some prompting questions. (BLM 2.2) (see Teacher Instruction 2.2)

• What do you think the purpose of this play was?
• What is your impression of the play?
• Who are the most important ‘historical actors,’ whom made this play a success?

Students will then be shown a heritage minute to consolidate their understanding of McClung, and get another representation of what the Mock Parliament would have looked like.


Then the students will have a bit more time to think about the prompting questions, and fill in the gaps in their responses. As a class discuss the responses to the prompting questions, allowing the students a chance to reflect on different perspectives and the fact that multiple people or actors play a role in historical change.

Intended Result: Students will recognize that consequence is the result of the work of multiple people, as well as other factors occurring at the time.
**Step 4: Guided Practice (15 mins)**

In groups of two (2), students will complete an activity in which they will recognize cause and consequence as the result of several factors, individuals, and groups, not simply by a single element. Students will have a much more critical understanding of historical events as the result of many conditions not a simple cause and effect relationship.

Students will be asked to consider Nellie McClung. To what extent did her actions make history happen or was it the Political Equality League and other groups of people that had the most influence? What about the larger social forces at play, such as war, laws, and religion? Did conditions affect McClung’s actions? Did McClung’s actions affect conditions?

(Questions adapted from Dr. Peter Seixas and Tom Morton, The Big Six: Historical Thinking Concepts (Toronto: Nelson, 2013), 131.)

Students will use the triangular diagram in BLM 2.3 (see Teacher Instruction 2.3) to examine three different events, and place them where they think they best fit using 1, 2 and 3 as symbols to identify each event. Students must discuss their reasoning with their partner, and decide whether each event is the result of an individual (McClung), a group, by conditions/social factors, or the interplay of a combination of these elements.

**Event 1:** Premier Roblin is defeated in the 1915 election.
**Event 2:** Women in Manitoba get the provincial vote.
**Event 3:** Canadian women get the federal vote due to the Wartime Elections Act (1917).

**Step 5: Independent Activity (15 mins)**

Students will then use some time individually to write their explanations for where they placed each of the events in the cause and consequence activity. Students will get the chance to communicate the reasoning behind where they placed each of the events, and explain how the event was caused or the result of an individual, group or conditions/social factors. Students will use their group discussion as a guide for their writing, and make sure they provide specific evidence and reasoning behind the placement of each event.

**Step 6: Sharing / Discussing / Teaching (15 mins)**

Students will be asked to share their placement, and reasoning behind their placement of each of the events. This will lead into a class discussion on these events, and how a single event can be the result of several factors. The students will also be prompted to discuss how the events affect those who have caused them. Make this complex relationship explicit with the students.

**ASSESSMENT (Assessment for Learning)**

Students will hand in the cause and consequence activity (BLM 2.3) at the end of class. This will allow the teacher to get a better understanding of how students are looking at cause and consequence, as well as gauge their understanding of the women’s suffragette movement in Canada, and the factors that made it possible. This will allow for reflection on what the students have taken away from the learning, and where to go moving forward, as well as possible topics to cover in more details.
B. APPENDICES:

1. Primary Source Documents:
http://eco.canadiana.ca/view/oocihm.9_07190/2?r=0&s=1
PSD 1.2: “The Canadian Mother”

“Good bye and God bless you my boy! While you are away I will do my duty and cast my ballot for the union government which will stand by you. You shall not be deserted”

Vote - Union - Government

THE CANADIAN ELECTIONS.

TO THE OVERSEA FORCEs:—

SIR WILFRID LAURIER IS PLEDGED:—

(1) To take a Referendum on Conscription within a few weeks after taking office.

The Referendum will not cause any delay, and it will secure a United Dominion.

(2) To reinforce the Army immediately to the full extent of the resources of the Dominion.

(3) To protect the interests of the soldier’s dependents until they return home.

(4) To provide for the returning soldier by the State, and not by public philanthropy.

(5) To give the soldiers the first claim on Government appointments and to insist upon their former position, being available.

(6) To conscript the personal wealth of the State, as well as its manhood.

IN FORTY YEARS OF POLITICAL LIFE SIR WILFRID LAURIER HAS KEPT EVERY PLEDGE GIVEN TO THE PUBLIC. YOU CAN TRUST HIM AGAIN.

Mark your Ballots for the Opposition thus:

3 I VOTE FOR THE OPPOSITION.
JE VOTE POUR L’OPPOSITION.

X OVER.

**Teacher Instructions 2.1**
Enough copies of BLM 2.1 must be printed for the class. There are two copies of the information per page so each BLM 2.1 must be cut in half prior to the instructional period.

**Teacher Instruction 2.2**
When answering the questions in BLM 2.2, inform the student that played the narrator in the Mock Parliament that they can take the stance of an audience member, when they are answering the question ‘what was your impression of the play?’

**Teacher Instruction 2.3**
During the Cause and Consequence Activity (BLM 2.3) students will be given a copy of the Wartime Elections Act (PSD 1.1) and the Propaganda Posters (PSD 1.2, & 1.3) to examine, and use to help with their placement of the events in the activity.
Canadian School Teachers in the Early Twentieth Century: A Case Study of Women in Canada

What does this information tell you about the rights and roles of women in early twentieth century Canada?

- By 1900, most school teachers were women.
- Female teachers could be paid less than male teachers, and many communities preferred to pay the lower rates.
- Females would often make half the amount of money that male teachers made:
  - On average in Canada a female teacher would make a salary of $246 compared to the salary of a male teacher which was $486 in 1901.
  - In Manitoba (in 1901) a male teacher would make $487, and a female teacher would make $410.
- The appearance of female teachers was controlled by social standards that made sure that they dressed appropriately illustrating a commitment to chastity and their career. Often the length of their skirts, and the amount of skin that they could show was regulated by these standards for working women.
- The activities of teachers outside of school were also monitored and regulated. Teachers were meant to lead a moral lifestyle free from drinking, smoking and staying out late.
- Teachers often had to live with the families of students, or rent within a household in the community. Teachers lived in bunkhouses, sheds, barns, tents, or cabins, depending on the circumstance, often under the supervision of other community members.
- Once a female teacher got married, they were no longer allowed to work. Women were meant to stay at home once married, to care for their household and children.

**References**

BLM 2.2: The Women’s Parliament

Narrator:
The Political Equity League was formed in 1912 by a group of Manitoban Women looking to make some improvements for the rights of women, as well as their working conditions in Manitoba. They were unsuccessful in convincing the premier, Roblin, that women should get the vote, so on January 28, 1914 the group held a Mock Parliament. The following is an excerpt from Nellie McClung’s book Purple Springs, which was published in 1921. It is a fictional tale, but includes many details reminiscent of McClung’s own life and beliefs, including a replica speech of the one that McClung gave as the premier during the Mock Parliament.

Nellie McClung #1:
"Gentlemen of the Delegation"

"I am glad to see you!"

"Glad to see you—come any time, and ask for anything you like. You are just as welcome this time as you were the last time! We like delegations—and I congratulate this delegation on their splendid, gentlemanly manners. If the men in England had come before their Parliament with the frank courtesy you have shown, they might still have been enjoying the privilege of meeting their representatives in this friendly way."

"But, gentlemen, you are your own answer to the question; you are the product of an age which has not seen fit to bestow the gift you ask, and who can say that you are not splendid specimens of mankind? No! No! any system which can produce the virile, splendid type of men we have before us today, is good enough for me, and” … "if it is good enough for me—it is good enough for anybody."

Nellie McClung #2:
"But my dear young friends," … "I am convinced you do not know what you are asking me to do;" … "you do not know what you ask. You have not thought of it, of course, with the natural thoughtlessness of your sex. You ask for something which may disrupt the whole course of civilization. Man's place is to provide for his family, a hard-enough task in these strenuous days. We hear of women leaving home, and we hear it with deepest sorrow. Do you know why women leave home? There is a reason. Home is not made sufficiently attractive. Would letting politics enter the home help matters. Ah no! Politics would unsettle our men. Unsettled men mean unsettled bills—unsettled bills mean broken homes—broken vows—and then divorce."

Man has a higher destiny than politics," … "what is home without a bank account? The man who pays the grocer rules the world. Shall I call men away from the useful plow and harrow, to talk loud on street corners about things which do not concern them. Ah, no, I love the farm and the hallowed associations—the dear old farm, with the drowsy tinkle of cow-bells at even tide. There I see my father's kindly smile so full of blessing, hardworking, rough-handed man he was, maybe, but able to look the whole world in the face…. You ask me to change all this."

Nellie McClung #3:
"I am the chosen representative of the people, elected to the highest office this fair land has to offer. I must guard well its interests. No upsetting influence must mar our peaceful firesides. Do you never read, gentlemen?"… "do you not know of the disgraceful happenings in countries cursed by manhood suffrage? Do you not know the fearful odium into which the polls have fallen—is it possible you do not know the origin of that offensive word 'Poll-cat'; do you not know that men are creatures of habit—give them an inch—and they will steal the whole sub-division, and although it is quite true, as you say, the polls are only open once in four years—when men once get the habit—who knows where it will end—it is hard enough to
keep them at home now! No, history is full of unhappy examples of men in public life; Nero, Herod, King John—you ask me to set these names before your young people. Politics has a blighting, demoralizing influence on men. It dominates them, hypnotizes them, pursues them even after their earthly career is over. Time and again it has been proven that men came back and voted—even after they were dead.”

<table>
<thead>
<tr>
<th>What arguments did McClung use in her role as the premier?</th>
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<tr>
<th>What is your impression of the play (from the perspective of your assigned role: McClung, audience member, Roblin)? What is your personal impression of the play?</th>
</tr>
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<tr>
<th>What was the purpose of the play? Who are the most important 'historical actors,' whom made this play a success?</th>
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http://www.gutenberg.org/cache/epub/10221/pg10221-images.html
BLM 2.3: Nellie McClung: History Maker?

Individuals affect the course of history. So, do groups of people. In the background are the conditions that set the stage for events to happen. Which of these three has the most influence on the course of history? How does each affect the others?

To what extent did Nellie McClung’s actions make history happen or was it the Political Equity League and other groups of people that had the most influence? What about the larger social forces at play, such as war, laws, and religion? Did conditions affect McClung’s actions? Did McClung’s actions affect conditions?

Examine the following historical events associated with Nellie McClung:

**Event 1:** Premier Roblin is defeated in the 1915 election.
**Event 2:** Women in Manitoba get the provincial vote.
**Event 3:** Canadian women get the federal vote due to the Wartime Elections Act (1917).

1. With a partner, study these three historical events, paying close attention to causal factors.
2. Decide to what extent each event was the result of McClung’s efforts or a group effort, or the effect of conditions. Decide if conditions affect people’s actions, and vice versa. Place a 1, 2 and 3 on the diagram to show the combination of factors that you believe fits each event.
3. Now individually, write down your reasons for each placement on a separate piece of paper. Why did you choose to place each event where you did? Be ready to share your reasoning with the class.

War Time Fears: Anti-German Sentiment on the Homefront

COURSE: CHC2D

OVERALL EXPECTATION: B.3: 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.

SPECIFIC EXPECTATION: B3.4: describe Canadian immigration policy during this period, and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identity and heritage in Canada.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspective

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Ethical Dimensions

LESSON # 3

TITLE OF STORY: Canada’s Anti-German Sentiment

OVERVIEW: This lesson entails the story of a young German man who was arrested and detained due to his enemy-alien status, and the experiences of interned civilians during this time period. This story relates directly to the specific expectation because it provides insight into one of the immigrant groups that came to Canada and their experience here. It calls into question what a true Canadian citizen is, because despite having civilian status they were treated as enemies. Historical perspective is the primary historical thinking concept because it is necessary in order to understand the context under which Germans were detained; ethics are also called into question here and students will explore whether or not this could be argued as being ethical.

APPENDICES:
1. Primary Source Documents:
   a. PSD 3.1: “Germany Warns Against Travel in Allies’ Ships” News clipping
   b. PSD 3.2: “Toll of Lusitania Victims Laid to German Murder List” News clipping
   c. PSD 3.3: “1,300 Die as Lusitania Goes to Bottom” News clipping
   d. PSD 3.4: Voting Ballot
   e. PSD 3.5: News clippings re: Berlin name change
   f. PSD 3.6: Photograph of damage to Kaiserhof Hotel
   g. PSD 3.7: Photograph of guard outside Kaiserhof Hotel
   h. PSD 3.8: War Measures Act – Chapter 206
2. Black Line Masters:
   a. BLM 3.1: Primary Source Document Graphic Organizer
A. Organization of Each Lesson:

PLAN OF INSTRUCTION:

Step 1: Warm up (10 mins)
Teacher will start by reading a prompt that will have students visualize what it would be like to move to a new country where you think you are welcome, only to be put into an internment camp and watch your culture get attacked. Details will be left out for students to fill-in.

Prompt:
Imagine that you and your family have moved across the ocean to a new country because yours is no longer desirable and safe. The country you are moving to has promised your family land, agricultural work, citizenship, safety and overall wellbeing. You will be able to speak your language, practice your religion, maintain your culture and enjoy the standard of living you desire. Many other families in your town and country are also moving here, so you know you will not be alone.

At first, your move to the new country is good – your parents are able to farm and work, and you have made friends at school. This blissful existence quickly comes to an end when war breaks out and your new country is sent to fight overseas. Even though the war is far from your country, it still feels like you are under attack. In the town, stores run by your people are vandalized – the glass broken, furniture damaged, items stolen. At school, all the books in your language are tossed away and you are not allowed to speak it anymore. Your parents lose all of their customers simply because of their identity, and your family is struggling to get by. Your mothers tells you that the only reason your people are being treated this way, is because of who they are and not because they have done anything wrong while in this country.

Everything gets worse when your father and older brother are arrested at your home and taken far away to a prisoner camp. The only news you have of them is that they are being forced into hard labour and treated as though they are criminals. They are not well fed, live in dirty conditions and are inadequately provided for. You are no longer treated like a citizen of this country, and you fear for your own safety.

Student Task:
Ask students to write down how they feel/what they think as you read to them. When you are done reading, ask students who they think they were imagining and why they think this. (Possible responses: a Native/Aboriginal person, a Jewish person, a Japanese person, a Ukrainian/German)

Step 2: Discussion (5 mins)
Tell students that the group of people being discussed in the passage was Germans who had immigrated to Canada before the war. Instruct students to raise their hand if they think that was wrong to do (take note of who raised their hand for later on). Explain that because Germany was an enemy to the Allies during World War One, even those who had been living in Canada for years became perceived as enemies on the home front.

Step 3: Modeling (15 mins)
Show students the image on PSD 3.1 and ask them to share their thoughts about what they see/read.
Prompts: What does the headline tell us about German activities? What is the warning that is given? How does the language evoke an emotional response?

Background Knowledge:
- Due to the war at sea, Germany had warned Allies that any of their ships (passenger or not) were at risk of attack
- After the war broke out in 1914, Germans faced food and supply shortage because of blockades from Britain’s Royal Navy
- In retaliation, the German Navy employed their U-boat (Unterseeboot) and declared the seas around the British Isles as a war zone in 1915
• The warnings were placed next to notices about the Lusitania’s voyages, but no one thought they would have the audacity to attack a passenger vessel
• On May 7, 1915 the Lusitania was headed for Ireland with 1,300 passengers and 700 crew
• A U-boat unleashed a torpedo and within 18 minutes the ship had sunk, killing apx 1,200 people
• The U.S. and Britain declare the act as having broken international law
• Anti-German sentiment spreads through Canada and the U.S. as a result


Step 4: Guided Practice (10 mins)
Show students the image in PSD 3.2 and ask them to silently think about what the headline tells us about German activity at the time.

Prompts: How does the language used portray Germans? What do you think has happened based on this headline and the previous news article?

Think-Pair-Share: students will share their thoughts with their elbow partner. Open the floor to class-wide contributions about what students see in the image.

Step 5: Independent Activity (40 mins)
Jigsaw: Break students into groups of 4 and give each group a different set of Primary Source Documents and each student a worksheet (BLM 3.1). Group 1: PSD 3.3; Group 2: PSD 3.4 and 3.5; Group 3: PSD 3.6 and 3.7; Group 4: PSD 3.8; Group 5: PSD 3.9. Instruct students to answer the questions on their sheet by analyzing their set of primary source documents. After 15 minutes, mix up the student groupings so that the new groups have one person from each of the original groupings. Each student will share with their group what they learned from their primary source document.

Step 6: Sharing / Discussing / Teaching (15 mins)
Show students images from Fort Henry as an internment camp for Germans (PSD 3.10). Tell them that across the country, German prisoners were put to work completing hard labour and in some cases, building national sites like Banff. Explain that while we may disagree with this because of our present views and ideas, the time period we are looking at was rife with fear and suspicion.

Create a T-Chart on the board with the headings: “Why it was OK” and “Why it was NOT OK.” Using students’ names with popsicle sticks on them, fill in the t-chart based on reasons why interning Germans could be understood as acceptable and reasons why it is not ethical to do.

ASSESSMENT: (Assessment for Learning)

Likert Scale Exit Slip– on the board, show students the following diagram:

| Strongly Disagree | Disagree | Agree | Strongly Agree |

Instruct students to place themselves on the scale and to justify their stance in 2 sentences. This can be done as an exit slip for students at the end of the period.
PSD 3.1

German warns against travel in Allies’ ships

Tells U.S. Public all such vessels are likely to be destroyed.

Passengers risk their own lives

Washington holds notice does not relieve Kaiser from responsibility.

Notice!

Travellers intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German government, vessels flying the flag of Great Britain, or any of her allies, are liable to destruction in those waters, and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

Imperial German Embassy.
Washington, D.C., April 22, 1915.
Original ballot from June 1616 vote to change the name of the City of Berlin.

CITIZENS OF BERLIN WANT NAME CHANGED

Mass Meeting in City Hall Was Practically Unanimous.

3 DISSENTING VOICES

Resolution Appealed to the City Council to Move in the Matter.

Postoffice Changes Name to “Kitchener”

(Special Despatch to The Globe)

Ottawa, Aug. 31.—The Postoffice Department has officially gazetted the new city of Kitchener, Ont. Notice was sent out to-day to all postmasters, advising them that, since the city heretofore known as Berlin, Ont., has by proclamation of the Lieut-Governor of Ontario, been renamed Kitchener, the name of the postoffice is therefore automatically changed from Berlin to Kitchener. Letters addressed to Berlin, Ont., will be forwarded, of course, for some time yet, but the public is asked to adopt the new name from now on.
Damage to the interior of the Kaiserhof Hotel bar after the riot.

Image C-07552 courtesy of the Royal B.C. Museum and Archives  Photograph By Royal B.C. Museum - See more at: http://www.timescolonist.com/life/islander/the-night-victoria-rioted-1.1930205#sthash.esBZbC5z.dpuf
Police keep the peace outside the Kaiserhof Hotel the day after the riot.

Image C-07553 courtesy of the Royal B.C. Museum and Archives  Photograph By Royal B.C. Museum - See more at: http://www.timescolonist.com/life/islander/the-night-victoria-rioted-1.1930205#sthash.esBZbC5z.dpuf
CHAPTER 206.

An Act to confer certain powers upon the Governor in Council in the event of War, Invasion, or Insurrection.

SHORT TITLE.

1. This Act may be cited as the War Measures Act. Short title. 1914 (2nd session). c. 2, s. 1.

EVIDENCE OF WAR.

2. The issue of a proclamation by His Majesty, or under the authority of the Governor in Council, shall be conclusive evidence that war, invasion, or insurrection, real or apprehended, exists and has existed for any period of time therein stated, and of its continuance, until by the issue of a further proclamation it is declared that the war, invasion or insurrection no longer exists. 1914 (2nd session). c. 2, s. 4.

POWERS OF THE GOVERNOR IN COUNCIL.

3. The Governor in Council may do and authorize such acts and things, and make from time to time such orders and regulations, as he may by reason of the existence of war, invasion or insurrection deem necessary or advisable for the security, defence, peace, order and welfare of Canada; and for greater certainty, but not so as to restrict the generality of the foregoing terms, it is hereby declared that the powers of the Governor in Council shall extend to all matters coming within the classes of subjects hereinafter enumerated, that is to say:

(a) Censorship and the control and suppression of publications, writings, maps, plans, photographs, communications and means of communication;
(b) Arrest, detention, exclusion and deportation;
(c) Control of the harbours, ports and territorial waters of Canada and the movements of vessels;
(d) Transportation by land, air, or water and the control of the transport of persons and things;

R.S., 1927.
Chap. 206. War Measures.

(e) Trading, exportation, importation, production and manufacture;
(f) Appropriation, control, forfeiture and disposition of property and of the use thereof.

2. All orders and regulations made under this section shall have the force of law, and shall be enforced in such manner and by such courts, officers and authorities as the Governor in Council may prescribe. and may be varied, extended or revoked by any subsequent order or regulation: but if any order or regulation is varied, extended or revoked, neither the previous operation thereof nor anything duly done thereunder, shall be affected thereby, nor shall any right, privilege, obligation or liability acquired, accrued, accruing or incurred thereunder be affected by such variation, extension or revocation. 1914 (2nd session), c. 2, s. 6.

4. The Governor in Council may prescribe the penalties that may be imposed for violations of orders and regulations made under this Act. and may also prescribe whether such penalties shall be imposed upon summary conviction or upon indictment, but no such penalty shall exceed a fine of five thousand dollars or imprisonment for any term not exceeding five years, or both fine and imprisonment. 1914 (2nd session), c. 2, s. 10.

5. No person who is held for deportation under this Act or under any regulation made thereunder, or is under arrest or detention as an alien enemy, or upon suspicion that he is an alien enemy, or to prevent his departure from Canada, shall be released upon bail or otherwise discharged or freed, without the consent of the Minister of Justice. 1914 (2nd session), c. 2, s. 11.

6. The provisions of the three sections last preceding shall only be in force during war, invasion, or insurrection, real or apprehended. 1914 (2nd session), c. 2, s. 3.

PROCEDURE.

7. Whenever any property or the use thereof has been appropriated by His Majesty under the provisions of this Act, or any order in council, order or regulation made thereunder, and compensation is to be made therefor and has not been agreed upon, the claim shall be referred by the Minister of Justice to the Exchequer Court, or to a superior or county court of the province within which the claim arises, or to a judge of any such court. 1914 (2nd session), c. 2, s. 7.

8.

R.S., 1927.

8. Any ship or vessel used or moved, or any goods, wares or merchandise dealt with, contrary to any order or regulation made under this Act, may be seized and detained and shall be liable to forfeiture, at the instance of the Minister of Justice, upon proceedings in the Exchequer Court of Canada or in any superior court. 1914 (2nd session), c. 2, s. 8.

9. Every court mentioned in the two sections last preceding may make rules governing the procedure upon any reference made to, or proceedings taken before, such court or a judge thereof under the said sections. 1914 (2nd session), c. 2, s. 9.

OTTAWA: Printed by FREDERICK ALBERT ACLAND, Law Printer to the King's Most Excellent Majesty.

War Museum Order # 19720121-086. 01/1918 - BRITISH EMPIRE UNION: 346 STRAND, LOND W.C.2; Printed by THE GLOBE PRINTING CO Ltd, Scutton Street, Finsbury E.C.2
German Internment in Photographs

BLM 3.1 Primary Source Analysis

Source (title):

Subject being portrayed/discussed:

Attitudes towards subject:

What does it reveal about the time period?

What surprised you?

What bias is presented?

What perspective is missing?

Name: ______________________
Indigenous Soldiers: Veterans or Victims

COURSE: CHC2D

OVERALL EXPECTATION: B.3: 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.

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

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

LESSON # 4

TITLE OF STORY: Indigenous Soldiers: Veterans or Victims

OVERVIEW: In this lesson students will explore the treatment of Indigenous Veterans upon their return to Canada after World War One. They will call into question whether or not the discrepancies in treatment were fair or not, and look at how the League of Indians worked to improve conditions for Indigenous Veterans and their families/communities. By considering the treatment and attitudes towards Indigenous in Canada today, students will determine whether or not there has been change or continuity.

APPENDICES:

1. Primary Source Documents:
   a. PSD 4.1: Excerpts from a Letter from Frederick Loft to Chief Murray
   b. PSD 4.2: Military Services Act of 1917 (paraphrased)
   c. PSD 4.3: National Indigenous Veterans Monument
2. Instruction for Teacher:
   a. Teacher Instruction 4.1
   b. Teacher Instruction 4.2
   c. Teacher Instruction 4.3
3. Black Line Masters:
   a. BLM 4.1: Student Worksheet
   b. BLM 4.2: Saskatchewan First Nations artist puts beaded spin on traditional war veteran symbol” - News Article
A. Organization of Each Lesson:

PLAN OF INSTRUCTION:

Step 1: Warm up (15 mins)
Break students up into two groups and tell them that with the materials and tools provided to them, they have to individually build a 3-D cube. In one of the groups (A), give them only sheets of paper, scissors and tape and give the other group (B) popsicle sticks, cardboard, glue, tape, scissors and decorative materials. As the students work, give praise to group B, and encourage group A to work harder. If you feel it is okay, take some materials away from group A or give group B special permissions like use of cellphones. After 15 minutes, tell the students to present their finished cubes for judging. Reward the members of group B and instruct group A to clean up everyone’s mess.
* see Teacher Instruction 4.1

Step 2: Discussion (5 mins)
Ask students to share what it felt like to be in their respective groups – what was fair, what was unfair? Prompt them to discuss what it felt like when the activity was over and group A had to clean up everyone’s mess while group B enjoyed some relaxation.

Step 3: Guided Practice (10 mins)
Body Break & Brainstorm – read statements out loud to students (as well as a written version on the board) and tell them that if they agree with the statement, they need to stand up and shout “I agree!”
* see Teacher Instruction 4.2

Statements:
- All men and women who contributed to the war effort should be honored and treated with respect
- A decorated war veteran should be well taken care of when he/she returns home
- No war veteran should receive less than another based on race, age or religion

Introduce students to Francis Pegahmagabow, the most decorated First Nations in Canadian history:

Francis was born in Nobel, Ontario, raised in the Ojibwe tradition. Though First Nations were excluded from conscription, Francis enlisted to fight in World War One and joined the 23rd Regiment, becoming the first member of the 1st Canadian Infantry Battalion. He earned himself a reputation as a deadly sniper, killing 378 enemies on the battlefield and capturing 300 prisoners. He received the Military Medal in 1916 for his efforts in the Battle of the Somme, earned his first bar in 1917 for his contributions to Passchendale and his second bar in 1918 at Scarpe. He was honored with the British War Medal, Victory Medal and the 1914-1915 Star.


Ask students what they think his life was like when he returned home to his community – create a brainstorming map on the board. After they have shared their thoughts, tell them that Francis returned to poverty and persecution, never receiving the same benefits and treatment that other veterans were promised solely because he was a status Indian.

Step 5: Group Activity (30 mins)
Relay Race – put students into groups of 5 (5 students in each) and arrange it for a relay race (Teacher Instruction 4.1). Give each student a copy of the handout (BLM 4.1) for primary documents. Print 5 copies of PSD 4.1, PSD 4.2 and PSD 4.3, and place one copy of each on the Primary Document Station desks. Instruct groups that each student will be responsible for looking at one primary document and filling out the associated section. In order to do so, they will need to go to the primary document station and in 5 minutes...
get all the information they can before “tagging” a team member to do the next section/document. The documents cannot be brought back to their group’s home base and must remain on the Primary Document Station desk.

**Step 6: Sharing (15 minutes)**
Ask students if they think the aims of the League of Indians were justified or not and why they think what they do.

**Step 7: Discussing (20 minutes)**
Show them the image of beaded poppies (and the accompanying article if there is time) and discuss how Indigenous veterans still do not feel as though they have received equal recognition for their contributions.


**ASSESSMENT: (Assessment for Learning)**
3-2-1 Exit cards: on cue cards, students will write down 3 things they found out, 2 effects Indigenous veterans had on Canada, and 1 question they still have.
* Use student responses to determine if they have grasped the overall concepts or require more clarifications; ensure that their ‘1 question’ gets answered in following lessons.
Military Service Act

Enlistment remained voluntary for all Canadians until 1917, when the *Military Service Act* (MSA) was passed, introducing conscription to males of military age. Reactions to the MSA were immediately forthcoming from Indian Nations themselves. Some Indians spoke out against the Act, believing that since they did not have the same rights and privileges of citizenship as other Canadians, they should not be conscripted. However, they also said that if they were given the same legal rights as non-Indian people, they would be willing to share the responsibilities and burdens of the Act. Despite this offer, regulations were passed by order-in-council on January 17, 1918, exempting Indians from conscription to combat service.

National Aboriginal Veterans Monument in Ottawa, Ontario
Artist: Noel Lloyd Pinay
TEACHER INSTRUCTIONS:

4.1: Warm up
This activity helps students to understand what it would feel like to contribute to your country in the same way (making the cube) but to be given different treatment and weapons solely based on your cultural identity. The reason you will praise students in group B is because they are representing non-Indigenous soldiers/veterans, whereas students in group A are being treated unfairly as were the Indigenous soldiers/veterans. 
* This can be as dramatic as you are comfortable with.

Considerations: if a student identifies as First Nations, Métis or Inuit consider placing them in the group that they would be better equipped to handle. The same should be done for any students who are sensitive and cannot handle “mistreatment” even in an imaginative setting.

Alternatives: use what resources are available to you for the cube-making component; students can create anything so long as there can be two “levels” of treatment and supplies.

4.2: Guided Practice
This activity will help access prior knowledge about the treatment of veterans in our society and assist in their understanding of why the League of Indians was created. The ‘body break’ brainstorm is intended to raise student’s energy levels and engagement, it is done best when students first push their chairs out so that there is room to stand and sit easily.

Considerations: if any students have mobility issues, instead ask them to raise their hand or flash a card rather than sit and stand.

4.3: Group Activity
Adding a competitive element to this primary document analysis will encourage student engagement and participation. Students can be arranged in ability-based grouping or in groups of their choosing, depending on the classroom culture. The physical layout should look something like this:

Considerations: if any students have mobility issues, bring the primary document station to their group instead.
**BLM 4.1 Primary Resources Relay Race**

**Instructions:** Send one student at a time to find the answers to the following questions. You cannot move on to the next question until the prior one has been completed. Primary Source Documents must not be brought to your group’s table. The last question is solely based on your opinion.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Loft argues that service in the war gives Aboriginal men the right to what? (Primary Resource #1 pt.1)</td>
<td>Right to claim and demand more justice and fair play. Sacred rights of justice, freedom and liberty.</td>
</tr>
<tr>
<td>What are the first and second aims of the League of Indians? (Primary Resource #1 pt.2)</td>
<td>1. to claim and protect the rights of all Indians in Canada 2. absolute control in retaining possession of lands</td>
</tr>
<tr>
<td>How would the League of Indians improve the conditions for Aboriginal communities? (Primary Resource #1 pt.3)</td>
<td>- better educational advantages - land for farming and working</td>
</tr>
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<td>Under what circumstances were Aboriginal men willing to be subject to the burdens of the Military Services Act? (Primary Resource #2)</td>
<td>How does the National Aboriginal Veterans Monument honour Aboriginal war veterans? (Primary Resource #3)</td>
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<td>If they were given the same legal rights as non-Indians, they would be willing to share the responsibilities of the MSA.</td>
<td>Opinion: Which &quot;primary resource&quot; is most insightful?</td>
</tr>
<tr>
<td>Answers will vary (solely for student feedback)</td>
<td>- golden eagle as the Creator’s messenger - thunderbird/eagle as spirit of Aboriginal people - four sacred animals facing four directions</td>
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Saskatchewan First Nations artist puts beaded spin on traditional war veteran symbol

KERRY BENJOE, REGINA LEADER-POST, REGINA LEADER~POST 11.08.2015

Poppies are more than just a flower to be worn once a year. They are a symbol of peace said Vanea Cyr.

The First Nations artist and educator is putting her own spin on the traditional little, red, felt poppy that is sold throughout the month of November.

“I think the beaded poppy is a little bit more representational for First Nations culture,” said Cyr. “I think it’s just a nice touch that First Nations can take as their own.”

Sitting in her home, she has a few beaded poppies for those who have been placing orders for them… [section removed]

As a teacher, one benefit is the beaded poppies provide an opportunity for her to talk about Remembrance Day and the contributions of First Nations soldiers.

Cyr said that although First Nations veterans are proud to have served their country, it is still a dark piece of history.

First Nations soldiers by Treaty are exempt from service so they volunteered to serve, but in doing so they gave up their rights as a status Indian.

Once the wars ended, First Nations soldiers were not granted the same benefits as all other Canadian soldiers such as vocational or educational training, housing and other re-establishment provisions. In 2002, First Nations veterans and their widows received compensation.

Cyr said things have changed but knowing that bit of history just makes the contributions of First Nations soldiers even more special.

Although she opts to wear a beaded poppy for Remembrance Day, Cyr still supports the annual poppy campaign.

“I will always have a regular poppy and so do all of my students,” said Cyr. “I also make sure I make a good donation too.”

Nov. 8 is Aboriginal Veterans Day.

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