Exploring Canadian History from WWI until 1929

Course: CHC2D Canadian History Since World War I

Specific Expectations Explored: B. Canada, 1914-1929
B2. Communities, Conflict and Cooperation
B2.1 explain the main causes of World War I and of Canada’s participation in the war, and analyse some of the consequences of Canada’s military participation in the war.
B2.2 analyse with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929
B2.4 explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period.
B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period, and explain their impact.

Abstract:
This resource pack focuses on the big six concepts of history: Historical Significance, Cause & Consequence, Evidence, Continuity & Change, Ethical Dimensions and Historical Perspectives. The resource pack targets Grade 10 Academic History from 1914-1929. The big six concepts are used to fulfill the specific expectations of B2.2 and B2.4 through the following four lessons:

1. The historical significance of Vimy Ridge to Canadian Identity
2. Indigenous Perspectives in the First World War
3. The Winnipeg General Strike
4. Changing Roles of Women in the 1920s

Lesson one will examine the historical significance of Vimy Ridge to Canada’s identity in WWI. Students will first examine the meaning of historical significance. During this lesson, students will examine photographs from Vimy Ridge. Students will then examine a secondary source presenting two different perspectives on the historical significance of Vimy Ridge.

Lesson two will examine historical perspectives. In this lesson students will use research skills to examine the significance of the contributions made by Indigenous groups within Canada during the First World War. Students will also question how the war affected the lives of minorities within the dominion of Canada. Students will examine the historical perspectives of indigenous peoples, their contributions to the war efforts and the impact of the Great War on their lives.

Lesson three will examine cause and consequence through the lens of labour history. This lesson will look at labour history, in particular the Winnipeg General Strike of 1919. Students will look at the causes and consequences of this event. During this lesson students will
independently read a short text and respond to corresponding questions. During this lesson students will examine various primary documents including photographs and newspaper articles.

Lesson four will examine Canadian women in the 1920s and how their roles in society changed, along with how they continued to fight for more rights. During this lesson Flappers will be examined, as well as the Famous Five and how they fought for the rights of women to be seen as “persons” under the law through the Person’s Case.

**Keywords:**
Vimy Ridge; Historical Significance; Roles of Indigenous peoples; Experience of Indigenous Veterans; Timber Wolf Battalion and Brock’s Rangers; Contributions of Indigenous women; Historical Perspectives; Labour Unions; Winnipeg General Strike; Roles of Women; Flappers; Person’s Case;

**Authors:** Alexia Khorsandi, Emily Labine, Laura O’Krafka
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Lesson # 1: Vimy Ridge and its Significance to Canada’s Identity

Specific expectations: B. Canada, 1914-1929  
B2. Communities, Conflict and Cooperation

B2.2 analyse with reference to specific events or issues, the significance of Canada’s participation in international relations between 1914 and 1929

Primary historical thinking concept explored: Historical Significance

Secondary historical thinking concepts explored: Evidence, Continuity and Change

Overview: This lesson will examine the significance of Vimy Ridge to Canada’s identity in WWI. Students will first examine the meaning of historical significance. During this lesson, students will examine photographs from Vimy Ridge. Students will then examine a secondary source presenting two different perspectives on the historical significance of Vimy Ridge. We will then complete a fold the line activity where students will choose the perspective they agree with most. Then, students will complete an exit card detailing their opinion on the historical significance of Vimy, with reference to the 100 year anniversary occurring next year.

Appendices:
1. Primary Sources: (PSD 1.1 / PSD 1.2 / PSD 1.3 / PSD 1.4)
2. Black Line Masters: (BLM 1.1 / BLM 1.2 / BLM 1.3 / BLM 1.4 / BLM 1.5)

Ideas adapted from: From Vimy to Juno- Juno Beach Centre.

Class/Grade/Subject: CHC 2D - Canadian History Since World War 1  
Class Length (Min.): 90 min

Learning skills:
- Collaboration
- Independent Work

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<td>- Introduce students to the idea of historical significance. What do you think of when I say historical significance? Provide students with link to AnswerGarden.com</td>
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(BLM 1.1) to brainstorm as a class the meaning of historical significance. Can you think of specific events that are significant to Canadian history? Why are they significant?
- Begin by asking students’ what prior knowledge they have of Vimy Ridge. Who was involved, where does it fit in within the context of Canada’s contribution in WWI? Think/pair/share with a partner.

**Delivery of New Ideas – Learning Tasks**

- Introduce students to images from Vimy. Ask students to go to the following website:
  [http://www.vimyfoundation.ca/learn/ww1-colourization-project/](http://www.vimyfoundation.ca/learn/ww1-colourization-project/)
- There are the original black and white images as well as the newly coloured images (Students can see a contrast between the two)
- Go over the first image as a class together. What can we learn from this image? Who are in the main actors in the photographs? Do you have any questions looking at this photograph? Analyze as a class together. Model to students your expectations when they look at their own primary sources (Questions they should be asking as they look at the primary sources)
- Provide students with several primary resources (PSD 1.2 / PSD 1.3) and secondary resources (BLM 1.2) to explore Vimy Ridge
- Students should work in groups of 3-4 and should explore the question of Vimy’s significance by looking at the resources
- All students should then complete the Vimy Worksheet in their groups (BLM 1.3)

- There are differing opinions on Vimy’s significance to Canada’s history. Ask students to independently read BLM 1.4 “Birth of a Nation” and “Mythmaking”
- After reading, ask students which perspective do you agree with most? After looking at primary source documents in the previous activity, is there a perspective that you agree with?
- Fold the line activity:
  - Ask students to form a line, with one side if they agree with “Mythmaking”, other side if they agree with “Birth of a Nation”, middle of the line will be if they are indifferent. Then start folding the line from the middle (i.e. the person who agrees most with “Birth of a Nation” on one side and another person who agrees most with “Mythmaking” on the other side will go together to form a pair)
  - Ask students to have conversation with partner defending their position
(each student will have two minutes to present their position)

Consolidation – Wrap Up

- Give students exit card: We are coming up on the 100th anniversary of Vimy Ridge. Why is it essential for Canadians to still remember the battle at Vimy? What is it’s significance to Canada’s identity?
- Ask students if they have any more “wonders” about Vimy Ridge and its significance in Canadian history
- What are some things you still want to learn about Vimy Ridge?
- This should be completed within the last 15 minutes of class
- Students should aim to have 3-5 sentences for a response.

Assessment (For, As, Of)

- Students will be assessed diagnostically on their background knowledge of Vimy Ridge and historical significance. This will be an assessment for learning, as I am gauging background knowledge on historical significance and students’ knowledge on Vimy Ridge.
- Investigating primary sources as well as secondary sources on the significance of Vimy will be a formative assessment. This will be an assessment for learning to allow students to gain practice examining primary and secondary sources. This activity will allow students to gain knowledge about Vimy through their own research. The fold the line activity will also be a formative assessment where students will be able to apply their knowledge gained from the passage readings and the evidence they previously collected from both primary and secondary source documents to defend their position on Vimy Ridge.
- The exit card will allow students to apply their knowledge gained from the lesson to analyze the historical significance of Vimy. This will be an assessment as learning as students will have the opportunity to reflect on their learning and can describe if they have any more “wonders” about Vimy.

Instructional Strategies

General Instructional Strategies

- Think/pair/share in groups- looking at resources together in groups of 3-4 to find out more about the significance of Vimy Ridge
- Primary source analysis of photographs of Canadian soldiers at Vimy Ridge
- Fold the line activity/debate on Vimy Ridge from the perspective of “Birth of a Nation” vs. “Mythmaking”- consolidating our knowledge on if Vimy Ridge is a historically significant event in the formation of Canadian identity
- Independent work- Students will need to complete independent work reading “Birth of a Nation” and “Mythmaking.” Students will also need to independently complete an exit card before leaving class.

## Resources

- Students will need to use computers or some form of electronic device to view the primary and secondary source documents
- The projector will need to be used to project students’ answers on AnswerGarden
- Provide students with a print out copy of BLM 1.3 and 1.4
- Use projector for Exit Card (This will be shown for the last 15 minutes of class)
Lesson Plan #2: Role of Indigenous Peoples in the First World War

Specific expectations:
B. Canada, 1914-1929
B2. Communities, Conflict and Cooperation
B2.1 explain the main causes of World War I and of Canada’s participation in the war, and analyse some of the consequences of Canada’s military participation in the war.
B2.4 explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period.
B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period, and explain their impact.

Primary historical thinking concept explored: Historical Perspectives

Secondary historical thinking concepts explored: Historical Evidence, Continuity and Change

Overview: In this lesson students will use research skills to examine the significance of the contributions made by Indigenous groups within Canada during the First World War. Students will also question how the war affected the lives of minorities within the dominion of Canada. Students will examine the historical perspectives of indigenous peoples, their contributions to the war efforts and the impact of the Great War on their lives.

Appendices:
1. Primary source documents (PSD 2.1)
2. Black line masters (BLM 2.1, 2.2)

Ideas adapted from: Indigenous and Northern Affairs Canada

Class/Grade/Subject: CHC 2D - Canadian History Since World War I
Class length (Min.): 90 min

Learning skills:
- Collaboration
- Organization
- Responsibility
### Instructional Strategies and Learning Activities

#### Getting Started – Hook

Compile a class list having students brainstorm ways in which Canadians contributed to war efforts.

Class discussion with the following prompts:
- What was life like for minorities during the war?
- Prior to the war what were living conditions like for Indigenous peoples?
- How did the lives of Indigenous peoples differ from the majority of the Canadian population?

#### Delivery of New Ideas – Learning

With the use of the smartboard, students will be shown a photo of Moo-che-we-in-es poster (PSD 2.1).

Do a think-pair-share with the following questions:
- Who is the audience?
- Who created the poster?
- What messages are in the poster (implicit and explicit)?
- Which symbols are in the poster?

Class discussion
- Are there any stereotypes depicted in the poster? Which? What does this suggest about Canadian society?
- Why would the Canadian Patriotic Fund create this poster?
- Is this an effective poster? Why or why not?

Individual work
- Have students read the following webpage and respond to corresponding questions. (BLM 2.1) iv

Group work
- Have students form groups of 2 to 3 and assign each group a Canadian province
- With the use of laptops have students research the various first nations peoples which lived in this province
- Create a graphic organizer on chart paper and include the following information:
- Which nations lived in this province?
- Important facts about these communities
- Short description of their situation at this time
- Their attitudes towards the First World War
- How the war impacted their lives
- Any contributions made towards the war effort
- Reasoning for their actions and attitudes

**Gallery walk**
- Post chart paper around the room and have students circulate to other posters. Have students write down three interesting things that they have learned from each chart.
- Class discussion regarding new things that students have learned through this activity.

**Think-pair-share**
- How does it change your understanding of history by incorporating the perspectives of various Canadians?
- Which voices are often omitted from Canadian narratives? Does this change our understanding of our national identity?
- Why would indigenous peoples contribute to the war efforts when they were not benefiting from rights that other Canadians were?
- Do injustices still exist for Indigenous peoples in Canada today?

**Consolidation – Wrap Up**

**Exit Card (BLM 2.2)**
Have students summarize their learning by listing two contributions made on the battlefront, two contributions made on the home front as well as two new facts that they have learned.

**Assessment (For, As, Of)**

Assessment for learning will take place with the original brainstorming activity and class discussion pertaining to Indigenous peoples in Canada at the beginning of the 20th century. Assessment as learning will occur during the class discussions and circulation throughout research time. Assessment of learning will occur through exit card, reviewing the posters and final class discussion.
**General Instructional Strategies**

- Gallery walk
- Research in groups
- Think-pair-share
- Class discussions

**Resources**

- Laptops
- Chart paper and tape
- Exit card
- Questions handout
- Smartboard
Lesson #3 Winnipeg General Strike

Specific expectations:
B. Canada, 1914-1929
B2. Communities, Conflict and Cooperation
B2.4 explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period.

Primary historical thinking concept explored: Cause and Consequence

Secondary historical thinking concepts explored: Historical Significance

Overview: This lesson will look at labour history, in particular the Winnipeg General Strike of 1919. Students will look at the causes and consequences of this event. During this lesson students will independently read a short text and respond to corresponding questions. During this lesson students will examine various primary documents including photographs and newspaper articles.

Appendices:
1. Primary sources: (PSD 3.1 / PSD 3.2/ PSD 3.3/ PSD 3.4/ PSD 3.5/ PSD 3.6)
2. Black line masters: (BLM 3.1)

Ideas adapted from: Canadian Museum of History

Class length (min.): 90 minutes

Learning Skills:
● Collaboration
● Independent work

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<td>Getting Started – Hook</td>
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<tr>
<td>- Introduce students to the Winnipeg General Strike by showing them the Heritage Minute video: <a href="https://www.youtube.com/watch?v=0stBqPP5VaA">https://www.youtube.com/watch?v=0stBqPP5VaA</a></td>
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<tr>
<td>- J.S. Woodsworth was just one of the thousands of Canadians who participated in the General Strike</td>
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<td>- Debrief after video: Do students have any prior knowledge of the strike? Who were the main participants in the strike? What are causes of strikes? Are there long term</td>
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<td><strong>consequences of strikes?</strong> What is a union? How does the formation of unions change a workplace?</td>
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<td><strong>Delivery of New Ideas – Learning Tasks</strong></td>
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**Resources**

- Print off worksheet on Winnipeg General Strike
- Six pieces of chart paper for gallery walk
- Students will need to have access to computer to read history museum webpage
- Projector and speakers to watch the Heritage Minute video
Lesson Plan #4: Changing Roles of Women in the 1920s

Specific expectations: B. Canada, 1914-1929
B2. Communities, Conflict and Cooperation
B2.4 explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period.

Primary historical thinking concept explored: Continuity and Change

Secondary historical thinking concepts explored: Historical Significance, Cause and Consequence

Overview: This lesson will look at Canadian women in the 1920s and how their roles in society changed, along with how they continued to fight for more rights. During this lesson Flappers will be examined, as well as the Famous Five and how they fought for the rights of women to be seen as “persons” under the law through the Person’s Case.

Appendices:

3. Primary source documents (PSD 4.1/ PSD 4.2/ PSD 4.3/ PSD 4.4/ PSD 4.5)
4. Black line masters (BLM 4.1/BSM 4.2/BLM 4.3)

Ideas adapted from: Mr. Morrison’s Canadian History website (Peterborough, Victoria, Northumberland and Clarington Catholic School Board)

Class/Grade/Subject: CHC 2D - Canadian History Since World War I
Class length (Min.): 90 min

Learning skills:
- Responsibility
- Independent Work
- Organization
- Self-Regulation

Instructional Strategies and Learning Activities

Getting Started – Hook

- Begin with a video clip from YouTube (Women’s suffrage parody of Lady Gaga - Bad Romance) https://www.youtube.com/watch?v=co6qKVBciAw
- KWL Chart
- Write chart on board and ask students to copy it onto a piece of paper
- Give students 5 minutes to complete the sections “What they know” and “What they want to learn”
- Discuss their answers as a class and as they are providing answers fill in the chart on the board

Delivery of New Ideas – Learning Tasks

- Present a brief powerpoint presentation to the students outlining the main ways in which women changed their roles in society during the 1920s (Appendix: BLM 2.1)
  - Include Flappers, female activists and how women were fighting for more rights
  - Have students fill in the answers on the associated worksheet (Appendix: BLM 2.2)
- Have students read together the passage on the Person’s Case (Appendix: BLM 2.3)
  - After reading it outloud together, have the students answer the associated questions individually, then later take up the answers as a class
- Assign each student a picture of a woman from the 1920s, and have them analyze their clothing and how they are presented, and come up with an answer for what role this woman may have had in 1920s society. (Appendix: PSD 2.1/PSD 2.2/PSD 2.3/PSD 2.4/PSD 2.5)
  - After determining the role that the woman in their picture may have played, have the students each write a letter or a journal entry as if they were this person

Consolidation – Wrap Up

- As a class, have students complete the “What they learned” section of their KWL chart

Assessment (For, As, Of)

- Students will be assessed diagnostically at the beginning of the lesson through the use of the “What we know” and “What we want to learn” sections of the KWL chart and class discussions at the start of the lesson.
- Students will be assessed using self-evaluation through the completion of the “What we learned” section of the KWL chart at the end of class.
- Students will be assessed formatively through the letters/journal entries they will create using the photographs of women in the 1920s and the questions they
The letters/journal entries and answers to the Person’s Case questions are to be collected by the teacher at the end of the lesson.

### Instructional Strategies

#### General Instructional Strategies

- Individual thinking followed by a group discussion
- Graphic organizer
- Reading together as a class
- Direct teaching
- Individual work
- Primary source analysis

### Resources

- Computer (with speakers) and projector
- Chalkboard and chalk or Smartboard
- Handouts:
  - Note associated with powerpoint lesson
  - Person’s Case analysis and questions
  - Pictures of women from the 1920s (primary source document)
- Lined paper
- Pens and pencils
Appendix 1: Vimy Ridge and It’s Significance to Canada’s Identity

PSD 1.1
Canadian Soldiers Returning from Vimy Ridge

[Image]

PSD 1.2
WWI Colour Project Photographs of Canada at Vimy
http://www.vimyfoundation.ca/learn/ww1-colourization-project/

PSD 1.3
Photos of the Battle of Vimy Ridge

PSD 1.4
Canadian War Museum Primary Source Documents- Paintings

BLM 1.1 AnswerGarden
https://answergarden.ch/402359
(Students will have this link to type their answer in)
BLM 1.2
Secondary Source Resources for students to explore while filling out BLM 1.3:
1. Historica Canada- Vimy Ridge Heritage Minute (Video)xii
   https://www.youtube.com/watch?v=rH0Gx3OFFyk

2. Canada at War Battle of Vimy Ridge (Also includes video footage)xii
   http://www.canadaatwar.ca/page9.html

3. The Battle of Vimy Ridge Fast Facts and Canadian National Vimy Memorialxiii
BLM 1.3

Historical Significance of Vimy Ridge

Instructions: Investigate the primary and secondary resource documents. Answer the following questions independently.

1. How was Vimy Ridge a defining moment in Canadian history?

2. What made this battle different than others with regards to the Canadian military?

3. How did Vimy Ridge present Canada with a different role with regards to their relation to the British army?

4. What are the lessons we have learned from Vimy?

5. What links does Vimy have to today?
“Birth of a Nation” and “Mythmaking” Readings

Instructions: Read “Birth of a Nation” and “Mythmaking.” Which perspective do you agree with most? When you’re done reading, form a line, one end being that you completely agree with “Birth of a Nation” and the other “Mythmaking.”

Birth of a Nation
The victory at Vimy Ridge was greeted with awe and enthusiasm in Canada, and the battle quickly became a symbol of an awakening Canadian nationalism. One of the prime reasons is that soldiers from every region of Canada — fighting together for the first time as a single assaulting force in the Canadian Corps — had taken the ridge together. As Brigadier-General Alexander Ross would famously say of the battle: "... in those few minutes I witnessed the birth of a nation." The triumph at Vimy also led, two months later, to Byng's promotion out of the Corps, and to his replacement by Arthur Currie — the first Canadian commander of the Corps.

Vimy also became emblematic of Canada's overall sacrifices in the First World War — especially its 60,000 war dead — sacrifices that convinced Prime Minister Robert Borden to step out of Britain's shadow and push for separate representation for Canada and the other Dominions at the Paris peace talks after the war.

The sense of national pride and confidence sparked by Vimy was fueled in subsequent decades by the construction of a massive limestone memorial atop Hill 145 on Vimy Ridge, inscribed with the names of the 11,285 Canadians who died in France in the First World War with no known grave. The soaring white monument, on land given to Canada by France, has drawn
pilgrims for nearly a century, perpetuating Vimy's iconic image as the place where Canada came of age.

Mythmaking
In recent decades a new generation of scholars has begun to question the iconic status of the battle, arguing that Canadians' understanding of Vimy Ridge is the result of mythmaking.
Vimy was a proud moment for Canada. But in spite of the impressive victory there, the battle was strategically insignificant to the outcome of the war. No massive Allied breakthrough followed either the assault on the ridge or the wider Battle of Arras of which it was a part. As historian Andrew Godefroy writes in *Vimy Ridge, a Canadian Reassessment*, "To the German army the loss of a few kilometres of vital ground meant little in the grand scheme of things." The war would rage on for another 19 months after Vimy, taking the lives of many of the Canadians who had survived and triumphed there. Other Canadian battles, such as the 1918 victory at Amiens, had greater impact on the course of the war, but are far less known.

Some historians have also noted the fact that Vimy wasn't purely a Canadian accomplishment. Not only was Julian Byng, the Canadian Corps commander, a British officer, but so were dozens of other officers in the Corps, including Major Alan Brooke (later Field Marshall, chief of the Imperial general staff in the Second World War) who was instrumental in planning the artillery barrages at Vimy. And while most of the infantry that attacked the ridge were Canadian, they would not have been able to go up the slopes of the ridge without the British artillery, engineers and supply units that supported them.

It has also been argued that Vimy was mythologized in Canada because it occurred on Easter Monday, giving the battle religious significance. "Once the battle was identified with the rebirth of Christ," writes historian Jonathan Vance in *A Canadian Reassessment*, "it was only a small step to connect Vimy with the birth of a nation. With the provinces represented by battalions from across the country working together in a painstakingly planned and carefully executed operation, the Canadian Corps became a metaphor for the nation itself."
BLM 1.5 Exit Card

Exit Card                Name: ________________________

Instructions: Answer the following questions before you leave. You should aim for 3-5 sentences for your response. You must hand this in before the end of class.
We are coming up on the 100th anniversary of Vimy Ridge. Why is it essential for Canadians to still remember the battle at Vimy? What is it’s significance? Do you have any more “wonders” about Vimy Ridge and its significance in Canadian history?
Appendix 2: Indigenous Perspectives during WWI

PSD 2.1

Canadian Patriotic Fund Poster, 1916\textsuperscript{xv}
BLM 2.1 Questions

War Effort Contributions of Indigenous Peoples

**Instructions:** Read “Aboriginal contributions during the First World War” by Indigenous and Northern Affairs Canada online and complete the following questions for your notes. https://www.aadnc-aandc.gc.ca/eng/1414152378639/1414152548341.

1. How many Indigenous peoples served in the Canadian forces? Were they voluntary or forced to serve?

2. Did Indigenous peoples serve with other units or in separate units? Explain.

3. What were the roles of Indigenous soldiers?

4. What efforts were done on the homefront?

5. How did attitudes change regarding contributions made by Indigenous peoples?

6. What was the *Military Service Act* and how does it relate to Indigenous peoples?

7. Which traditional skills could be used? Why was this significant?

8. Briefly explain how attitudes of communities differed across the country

9. How did women contribute to the war effort?

10. Briefly describe the post-war experience of Indigenous Veterans and explain how this differs or is similar to the experiences of other veterans.
BLM 2.2 Exit Card

Name: ________________________

Exit Card

Instructions: Complete the following questions and submit at end of class.

1. List two contributions made on the battlefront by Indigenous Peoples in Canada.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. List two contributions made on the homefront by Indigenous Peoples in Canada.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. List two new facts that you have learned.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Appendix 3: The Winnipeg General Strike

PSD 3.1 The New York Times Newspaper article on Winnipeg General Strike

Winnipeg is tied up by general strike

Movement Approved by Returned Soldiers—Mayor Asks Government’s Help.

Special to The New York Times.
WINNIPEG, Manitoba, May 16.—The general sympathetic strike ordered yesterday by the Winnipeg Trades and Labor Council to aid the building trades and metal workers, and which involves sixty unions with 32,000 members, is in full effect. Moreover, it has the approval of the returned soldiers, a factor which is said to be receiving consideration by the Government at Ottawa. Mayor Gray, who has been striving to effect a settlement, wired the Government tonight that the situation was precarious and urged the Minister of Labor to come west at once.

All troops in the city have been detailed for duty by General Kitchen, and mounted forces from outside will be brought in if necessary. The firemen are out, but the police so far remain on duty.

The tie-up was made almost complete today when all the telephone girls left their switchboards and the web pressmen and stereotypers joined the strikers, leaving the city without telephones or newspapers.

The Canadian Pacific telegraphers go out tomorrow, or will at least refuse to handle Winnipeg business, the object being to isolate Winnipeg from the outside world. All unions except the Typographical are now out.

Following a conference between the City Council and the Strikers’ Committee today it was announced by the latter that they had instructed the opening of restaurants and the organization of bread and milk depots to prevent undue suffering.

R. E. Russell, business agent of the strikers, said:

"There will be no more newspapers until we decide to let them appear. We know the effect that a newspaper has in molding public opinion, and that in the past such opinion has been molded against our class. We realize that had we left the press open it would have taken advantage of the hard situation by trying to show the public that the strikers were weakening in their position by the opening of food depots. We want the civic authorities to realize that there is no indication on our part of weakening. We intend to keep the strike effective, but we are also willing to do anything toward eliminating undue hardship."

There has been no disorder up to tonight, but many Winnipeggers were in the bread and milk lines today. Nearly all the department stores remain open, but there has been a great rush for food supplies. Automobiles are in great demand owing to the absence of street cars. The city is still supplied with electric light, gas, and water. The staffs of theatres and movie houses received permission to return to duty from the Trades Council.
PSD 3.2 The Morning Bulletin newspaper article on Strike from 1919.

PSD 3.3 One Big Union (also known as the Giant fist) Political Poster.
Solidarity, June 30, 1917. The Hand That Will Rule the World—One Big Union.

PSD 3.4 Strike Leader in Victoria Park
PSD 3.5 Workers in a sympathetic strike on May 20, 1919 in Brandon, Manitoba

PSD 3.6 Protesters tipping over a streetcar
BLM 3.1

**Winnipeg General Strike Questions**

Instructions: Reading can be found on the Canadian Museum of History website with page titled “Labour’s Revolt: Winnipeg General Strike.” Respond to the following questions.

How many workers went on strike?

______________________________________________________________________________

When did the workers go on strike and how long did it last?

______________________________________________________________________________

What impact did this strike have on the city of Winnipeg?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What was the cause of the Winnipeg General Strike?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What is the significance of One Big Union (OBU)?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What is the lasting impact of the Winnipeg General Strike?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Have labour relations changed or remained the same?

______________________________________________________________________________
Appendix 4: Canadian Women in the 1920s

Primary Documents

PSD 4.1 Four women dressed in the iconic fashions of the 1920s

PSD 4.2 Woman in the 1920s wearing flapper-style clothing

PSD 4.3 Women fighting for the right to vote
PSD 4.4 Bobbie Rosenfeld in the 1928 Olympicsxxv

PSD 4.5 Nellie McClungxxvi
Canadian Women in the 1920s

1920s Flappers

The term “flapper”
• The term “flapper” first appeared in Great Britain after World War I
• It was there used to describe young girls, still somewhat awkward in movement who had not yet entered womanhood.

A new woman
• smoked, drank, danced, and voted
• cut their hair, wore make-up, and went to parties
• From post World War I feminism, they freed themselves from stuffy Victorian ways and became the new “modern” woman
• The flapper engaged in frivolity and recklessness

A new woman
• During the war, the boys had fought against both the enemy and death in far away lands; the girls had bought into the patriotic fervor and aggressively entered the workforce. During the war, both the boys and girls of this generation had broken out of society’s structure; they found it very difficult to return.
• They found themselves expected to settle down into the humdrum routine of American life as if nothing had happened.
• Young women decided that they were not willing to waste away their young lives waiting idly for womanhood; they were going to enjoy life
• “Younger Generation” was breaking away from the old set of values

How did flappers go against conventions?
• Flappers were notorious for smoking, drinking, and dancing.
• These young girls did what only men had done before them.
• They drove automobiles and rode bicycles.
• They smoked cigarettes during the Prohibition by strapping flasks to their inner thighs.
• Flappers were known to be promiscuous and sexual.
• They parted their hair in the middle and danced the Charleston and the Shimmy.

The Flapper’s dress
• The flapper’s dress was very anti-corset. Having given up corsets for the war effort, many women did not want to put them back on when the war was over.
• The flapper’s dress threw shape right out the window.
• The dress’s waist dropped from the natural waist to the hips. Above and below the waistline there was no shaping to the dress at all.
• The flapper was totally against using clothing to force her body to look a certain way.
Exposed skin!

- With the advent of the bicycle and an interest in healthy living, flappers were interested in skirts that came above the ankle.
- The flapper's skirt came up to the bottoms of her knees and sometimes over it.
- Besides showing off her legs and underwear, a flapper often wore sleeveless dresses. While women had exposed their arms in earlier fashions, this was almost exclusively done with evening wear, the flapper exposed her arms and neckline in broad daylight.

Hairstyles

- For thousands of years in Europe, women wore their hair as long as they could grow it and then they would tie it in buns or braids.
- The flapper, on the other hand, cut all of her hair off at ear-length. This became known as the bob.
- The flapper was a woman who had things to do and places to be and she could do neither if she was taking an hour to style her hair.

And make-up too

- Flappers also started wearing make-up, something that had previously been only worn by prostitutes.
- Rouge, powder, eye-liner, and lipstick became extremely popular.

Flappers challenged conventions through their behaviour

- In the 1920's, the boho and the Charleston were all the rage, and they involved a lot of leg-kicking and shaking of the body and moving of the arms.
- Also popular with dance dresses were fringe and beads. The entire dress might be covered in fringe, which swung back and forth when a woman danced vigorously and made her look like she was moving even more than she was.
- Women before had been reserved in their movements and actions; the flapper did everything in her power to move as much (and as wildly) as possible and to show it off.

Dancing

- The flapper's dance was more about movement than style. They wanted to show off their bodies and their freedom.
- Dancing was not just about putting on a show; it was about breaking free from the constraints of society.
Smoking and drinking...in public

- Whereas smoking had been reserved for men for centuries, flappers took up smoking cigarettes to show they could smoke too.
- Flappers drank the same drinks as men, including the new "mixed" drinks that people were inventing in their basements and illegal speakeasy clubs.
- Before this time, women did not go to clubs with men, and aside from wine with dinner, did not drink with them. A "good woman" never broke the law, but the flapper liked to break the law every Friday and Saturday night by going to a club that served alcohol.

Relationships

- A good woman only met men through her family and family friends, but flappers would meet men at the dance halls and speakeasies.
- It was the beginning of dating as we know it.

Women's Suffrage

- After the war women felt empowered after realizing how much they could do for the community.
- Realized they could do just as well as men in the work force and started seeing the disadvantages of just staying home.
- Many women's groups began to form, revolving around women's rights and speaking up for themselves in the community.
- Began making banners and protesting to increase awareness of their causes.

Getting the Vote

- Federal Enfranchisement in Canada.
- Spearheaded in 1917 with the War-time Elections Act.
- By May 24, 1918 all women in Canada would have the federal vote.

The Persons Case, 1928-1929

- In 1928, despite being able to vote, women were still unable to hold appointed positions in public office.
- In 1916, Emily Murphy was appointed the first female Alberta Police Magistrate, but male lawyers challenged her position.
- As a woman, Murphy was not considered a "person" under Section 24 of the British North America Act of 1867.
The Persons Case

- During the 1920s, the Federal Government failed to appoint even one female senator.
- Angered by this, Henrietta Muir Edwards, Irene Parlby, Nellie McClung, Emily Murphy and Louise McKinney joined together to form the Famous Five, and together they pushed the “Persons Case” all the way to the supreme court of Canada.

Emily Murphy

- Born in Cookstown, ON in 1868.
- Grew up in a wealthy family, and had access to a good education.
- Women’s rights activist, jurist and author.
- In the 1920s, she worked hard with other social activists, and was intent on changing laws about women.

Irene Parlby

- Born in London, England to a well-off family.
- Moved to Alberta, where she found the rights of women were unfair and unjust.
- Elected in 1921 to the Alberta Legislature under the United Farmers of Alberta.
- Helped change 16 bills, improving the rights and circumstances of women and children.

Louise McKinney

- From Frankville, ON.
- Moved to Alberta and became a teacher.
- Member and organizer for the Women’s Christian Temperance Union.
- Fought for women getting the vote in Alberta, and the ban of alcohol.

The Famous Five

Nellie McClung

- Grew up in rural Manitoba.
- Involved in the Women’s Christian Temperance Union.
- Became a well known public speaker on the affects of alcohol and women’s rights.
- Was also a writer.
- Helped women in Manitoba get the right to vote.

Henrietta Muir Edwards

- Born in Montréal, QC.
- Through her life she played a large role in evolving women’s rights.
- Believed women should be able to dress how they wanted, not how society thought they should dress.
1. What does the term “flapper” mean?

2. Flappers challenged what was expected of women at the time. Why were the 1920s the perfect time for this to happen?

3. How did flappers go against conventions?

4. Flappers challenged conventions through their dress.
   a. Dress:
   b. Skin:
   c. Hair:
   d. Make-up:

5. Flappers challenged conventions through their behaviour.
   a. Dancing:
   b. Driving:
c. Smoking and Drinking:

d. Relationships:

6. Because these women challenged _________________________________________
______________________________________________________________________

Women’s Suffrage
1) What year were all Canadian women given the federal vote?

2) The Famous Five:

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<tr>
<th>Name</th>
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<tr>
<td>Emily Murphy</td>
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The Persons Case

October 18, 1927, the Minister of Justice submitted a report to the Governor General of Canada regarding a petition submitted by Henrietta Muir Edwards, Nellie McClung, Louise McKinney, Emily Murphy and Irene Parlby. The Famous 5’s petition requested the Governor General to direct the Supreme Court of Canada to consider whether women were eligible to become Senators under the British North America Act, the name of Canada’s constitution at the time. The Minister’s report to the Governor General stated that while the government was of the view that only men were eligible to become Senators, it would nevertheless be “an Act of justice to the women of Canada to obtain the opinion of the Supreme Court of Canada upon the point.” The Minister put forward the following question for the Court’s consideration:

Does the word “Persons” in section 24 of the British North America Act 1867, include female persons?

Prior to the mid-1800s, legal language distinguished when the law applied to male persons and female persons and when the law applied to one sex only. However, sometime between 1822 and 1878 there was a decision made to stop referring to both sexes. Male terms such as “he” would be sufficient to include women when the law applied to both sexes. The language no longer made it clear when “person” meant only male persons. From 1850 on, “person” became synonymous with male person. This was the reason that Canadian women had to put forward the above question in the first place.

The Supreme Court of Canada replied that the word “person” did not include female persons. Fortunately for Canadian women, the Famous 5 were able to appeal to an even higher court, the Judicial Committee of the Privy Council of Britain (Law Lords). The question was duly submitted to them and on October 18, 1929 they overturned the decision of the Supreme Court by deciding that the word “person” did indeed include persons of the female gender.

The word “person” always had a much broader meaning than its strict legal definition. Nonetheless, it had been used to exclude women from university degrees, from voting, from entering the professions and from holding public office. The definition of “person” became a threshold test of women’s equality. Only when Canadian women had been legally recognized as persons could they gain access to public life. After 1929, the door was open for women to lobby for further changes to achieve equality.

1. Why was the Supreme Court asked to rule on whether or not women were “persons” under the law?
2. What did the Supreme Court rule?

3. When did the word “person” start to refer only to men in law?

4. How did the Law Lords rule on the question?

5. If the Law Lords had said women were not persons, how might that have affected their rights to vote, to be a member of parliament, to own property?

6. Once women were recognized as persons, what opportunities became available to them?

7. What do the use of these terms “exclude” and “threshold” in the last paragraph tell us about the importance of the Persons Case?


iv Ibid.


vii Ibid.


x “Historical Significance,” AnswerGarden, https://answergarden.ch/402359


Darrell Rankin, “1919 Winnipeg General Strike is one of the greatest working class struggles in Canadian History: CC, Communist Party of Canada 2009,” Left Turn. http://permanentred.blogspot.ca/2015/12/1919-winnipeg-general-strike-is-one-of.html


