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# CHAPTER 10

## THE FIRST WORLD WAR AND BEYOND

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### CHAPTER 10 OVERVIEW

**Chapter Focus**

Students will

- examine the evolution of Canada's role in international affairs from a position of subordination to Britain to one of independence
- become familiar with the origins of the First World War and Canada's involvement in the war, and the impact of the war on Canada's home front
- investigate the end of the war and its political and cultural significance

**Essential Question**

How was Canada's identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?

**Enduring Understandings**

1. British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
2. The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
3. Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
4. Since the beginning of the twentieth century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.

**TEACHING AND LEARNING STRATEGIES**

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you and your class choose relevant lessons and activities and ensure the Enduring Understandings of each chapter are met.

**APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING**

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

**CHAPTER QUESTIONS AND POSSIBLE RESPONSES**

Possible answers to all Chapter 10 questions can be found following the last lesson for this chapter on page 284.

**HISTORICAL BACKGROUND**

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

In 1867, Canada was a self-governing dominion with respect to domestic affairs. However, Britain still made decisions for its colonies regarding international affairs. Canada was a member of the British Empire and, until the post–First World War period, had its external affairs largely controlled by Great Britain. Canada's head of state was a Governor General who was appointed by Britain and who served as representative of the British monarch. Canada was expected to support the mother country and was automatically involved when Britain entered the First World War in 1914 (although free to decide just what part it would play).

Canada made important military contributions to the Western Front, as well as to the war at sea and in the air. Canada's reputation was enhanced in 1917 with membership in the Imperial War Cabinet, giving it an important voice in war planning. Mobilization in support of the war effort at home resulted in significant economic growth and a new sense of pride and independence among Canadians. This was in spite of serious disagreements about conscription, in particular between anglophones and francophones.

At the end of the Great War, Canada became a member of the League of Nations in its own right, thereby winning recognition that it was more than simply a colony of Great Britain. The passage of the *Statute of Westminster* in 1931 gave Canada and other British colonies the right to make their own foreign policy decisions without seeking British approval. Even before this, Canadian governments had begun to have a voice in decisions that affected Canada. This was usually the case in decisions involving the United States that also affected Canada, as in the Treaty of Washington of 1871, the Alaska boundary dispute settlement of 1903, or the Boundaries Water Treaty of 1909. The first international treaty that Canada signed on its own behalf, without having to seek British approval, was the Halibut Treaty of 1923, which regulated fishing in Canadian-American coastal border waters. The transition from colonial status (1867) to control over foreign policy (1931) and finally to full constitutional independence (1982) is an important theme in Canadian history.

## LESSON 1

### EMERGING CANADIAN INDEPENDENCE

In this lesson, students will learn about the steps the Canadian government took toward establishing greater autonomy from Britain, particularly in the area of foreign affairs.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline masters.

- BLM E, Active Reading Pyramid
- BLM 10.1.1, Emerging Canadian Independence

Create a transparency or slide of:

- BLM E, Active Reading Pyramid (optional)
- BLM 10.1.1, Emerging Canadian Independence (optional)

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 284–289

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

[http://www.warmuseum.ca/cwm/exhibitions/boer/boerwarhistory\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/boer/boerwarhistory_e.shtml)  
Canada and The South African War, 1899–1902

<http://www.lermuseum.org/ler/mh/boerwar/index.html>  
Military History: The Boer War

<http://www.goldiproductions.com/angloboerwarmuseum/index.html>  
Canadian Anglo-Boer War Museum

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM E, Active Reading Pyramid, and BLM 10.1.1, Emerging Canadian Independence
- Participating in class discussions and activities

## PRIOR LEARNING

In this lesson, students will draw on their knowledge of how Canada first gained status as a dominion. They will also build on previous learning of the diversity among immigrants at the end of the nineteenth century and the beginning of the twentieth century to learn about the treatment of some of these groups during the First World War.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Display the following questions on the board or projector for students to respond to when they arrive in class:
  - In what ways have you received greater independence by your parents or guardians?
  - In what respects do you have yet to achieve final independence? How far in the future do you think that will happen?

When they have had a chance to formulate their answers, ask volunteers to share responses. After a brief discussion, ask students to recall Confederation. Invite volunteers to list the ways Canada increased its independence from Britain at that time. Follow up with the question, “In what ways did Canada still have to gain further independence?” If students are unable to answer this question, let them know that the answer is the focus of this lesson.

2. Distribute copies of BLM E, Active Reading Pyramid. Instruct students to record the relevant page numbers in the first blank at the top of the BLM: 285–289. On the line below, they should record the topic: Emerging Canadian Independence.

Instruct students to fill in the bottom section of the pyramid with any facts they know about Canadian independence to this point in the course.

3. Instruct students to open their copies of *Shaping Canada* to page 285 and read through the Essential Question and bullet points at the top of the page. Have a student volunteer read through the paragraph under the heading “Getting Started,” and lead a discussion of the questions that follow. Draw students’ attention to the Enduring Understandings in the box on the right.
4. Point out the Key Terms located on the same page. Make this a classroom activity in vocabulary building by continuing to build upon the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 of the student book.
5. With students, read the first paragraph on page 286, pausing to review the information contained in it. Instruct students to record one or two important details from the paragraph in the middle section of their pyramid. Have students share their pyramids with a partner, and add to their details.

When they have finished, ask volunteers to read the next three paragraphs on page 286, checking for comprehension after each paragraph. Draw their attention to the HTC Evidence question at the end of the section, and invite responses. Students should identify that Macdonald signed the treaty in order to avoid creating hostility: “Reject the treaty and you will find that the bad feeling which formally and until lately existed in the United States against England will be transferred to Canada.”

Give students time to record three or four important facts that they learned from this section in the middle part of their pyramids. Again, they should share their notations with a partner, and adjust their notes where appropriate.

6. With students, read the sections titled “Alaska Boundary Dispute, 1903” and “Boundary Waters Treaty, 1909” on page 287. As before, check for comprehension and allow students to note new facts that they are learning on their pyramids. Ask volunteers to share some of the facts they thought important, and have others adjust their notes as needed.
7. Draw students’ attention to Figure 10–5, and read the caption. Ask students to predict how participating in a war in another country could help or hinder Canadian independence. Student speculations may identify ideas relating to greater international awareness of Canada, or reasons behind Canada’s involvement. Depending on what they suggest in response to the question, let students know that they will have a chance to confirm their guesses, or find the truth of the matter. Ask students to work with their partners to finish reading the sections under the heading “Laurier and Canadian Autonomy” on pages 288–289, making notes in their pyramid as they read. When they finish, ask volunteers to share their responses.
- Ask students to predict what importance these facts will likely have. They can think in terms of consequences or of their broader significance. They should write their prediction in the top section of their pyramids. When they have had time to think and respond, ask students to volunteer ideas.
8. Distribute copies of BLM 10.1.1, Emerging Canadian Independence, letting students know that on this sheet they will consolidate their understanding of this era in Canadian history, and its impact on the development of Canadian identity.
- Discuss with students that they will select four ways to organize and demonstrate their understanding of the key issues, events, and perspectives on Canadian independence at this stage in Canada’s history. Display on the board or the projector the following list of options:
- Definition of “autonomy”
  - Evidence of increased autonomy
  - Possible positive consequences
  - Possible negative consequences
  - Illustration of the concept
  - Illustration of a negotiation (showing perspectives of Canada and Britain)
- Students should choose four of these as headings for the four boxes on their handout. You may wish to require one or two as headings that must be included or you may wish to set other guidelines (such as no more than one illustration). All of their details should relate to the information on pages 285–289, and not be limited to generalities.
- When they are done, ask volunteers to share responses. Some students may wish to share illustrations on the board or the projector.
9. To close the lesson, assign the “Recall...Reflect...Respond” questions on page 289. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## DIFFERENTIATING INSTRUCTION

1. Instead of reading the book aloud, you may wish to have students read and fill in their pyramids independently, if they are strong readers.
2. Instead of having students complete BLM 10.1.1 individually, you may ask students to collaborate on completing it together in a group, on a transparency or chart paper. Groups can present their work to the class when they are done.

## LESSON 2

### THE FIRST WORLD WAR (THE WAR IN EUROPE)

In this lesson, students will learn about the causes of the First World War, and how Canada became involved, the realities of trench warfare, and some of the major battles Canada participated in.

**ESTIMATED TIME:** 140 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 10.2.1, Anticipation Guide
- BLM 10.2.2, Causes of the First World War
- BLM 10.2.4, Significant Events of the First World War
- BLM 10.2.5, Analyzing Visual Sources

Create a transparency or slide of:

- BLM 10.2.1, Anticipation Guide (optional)
- BLM 10.2.2, Causes of the First World War (optional)
- BLM 10.2.3, The Triple Alliance and Triple Entente, 1914
- BLM 10.2.4, Significant Events of the First World War (optional)
- BLM 10.2.5, Analyzing Visual Sources (optional)

Book a projector if necessary.

Review procedures for a jigsaw activity (see page 19).

### RESOURCES

*Shaping Canada*, pages 290–298

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.warmuseum.ca/cwm/exhibitions/guerre/home-e.aspx>  
Canadian War Museum—Online exhibition of Canada and the First World War.

<http://www.canadianletters.ca/collections.php?warid=3>  
Canadian Letters and Images Project. This collection contains material relating to Canada from 1914 to 1918 from the home front and the battlefield.

[http://www.umanitoba.ca/libraries/units/archives/canada\\_war/polson/website/index.shtml](http://www.umanitoba.ca/libraries/units/archives/canada_war/polson/website/index.shtml)  
University of Manitoba Archives and Special Collections: Archie Polson fonds. A collection of primary-source materials relating to a Manitoban soldier of the First World War.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 10.2.1, Anticipation Guide, BLM 10.2.2, Causes of the First World War, BLM 10.2.4, Significant Events of the First World War, and BLM 10.2.5, Analyzing Visual Sources
- Participating in class discussions and activities

## PRIOR LEARNING

Students will likely have heard of the First World War, but other than what they have heard during Remembrance Day ceremonies, may not necessarily have any specific factual knowledge of the war at this point.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I

1. Distribute copies of BLM 10.2.1, Anticipation Guide. Read through the instructions at the top of the handout, and give students time to complete the activity. When they are finished, ask students to indicate with a show of hands which way they responded to each of the statements. Let students know that in this lesson, they will be learning how accurate each statement is as they read about the causes and major events of the war.
2. Distribute copies of BLM 10.2.2, Causes of the First World War. Ask students to open their copies of *Shaping Canada* to page 290. Ask student volunteers to read through the paragraphs under the heading "Causes of the First World War." You may wish to show BLM 10.2.3, The Triple Alliance and Triple Entente, 1914, and discuss the military alliances that existed in Europe to ensure students understand this important factor. Explain how the Triple Alliance and Triple Entente changed throughout the war with the addition or deletion of countries:
  - Italy: Switched from Triple Alliance to Triple Entente in 1915
  - Bulgaria: Joined Triple Alliance in 1915
  - Romania: Joined Triple Entente in 1916
  - Greece: Joined Triple Entente in 1917

Instruct students to label each of the four shapes with one of the four causes on BLM 10.2.2, Causes of the First World War, and summarize how each contributed to bringing the conflict into being. Before they start, they should decide which cause they believe is the most significant factor, and place that one in the largest shape. When students have finished, ask volunteers to share their summaries of each cause. Take an informal poll of the class to find out which cause they decided is the most significant. If there is disagreement, facilitate a brief discussion of their rationales for their choice.

3. Tell students that ultimately these four causes combined catastrophically when an individual shot and killed one man, setting off a chain of events leading to war. Ask students to turn to page 291 of *Shaping Canada*, and read through the paragraph under the heading

“The Alliances Draw Europe Into War.” Ask students to summarize the sequence of events to check for comprehension, and then lead a discussion of the HTC Cause and Consequence question at the end of the section. Some may suggest choosing a web, because it allows the multitude of causes and effects to be depicted in an orderly fashion. Others may prefer to use a timeline, because the sequence of events would be more clearly presented. As a class, read the sections “Canada’s Response” and “Trench Warfare” on pages 291–293.

4. Ask the class to divide themselves into home groups of five for a jigsaw activity and distribute BLM 10.2.4, Significant Events of the First World War. Assign each student in the home group the number 1, 2, 3, 4, or 5 to identify the expert group he or she will join. Members of each expert group will read and complete one row of the handout, identifying key details of one battle, and its effect on Canadians. Group 1 will become experts on The Second Battle of Ypres (page 294); Group 2 will become experts on the Battle of the Somme (page 296); Group 3 will become experts on the Battle at Vimy Ridge (page 296); Group 4 will become experts on the Battle of Passchendaele (page 298); and Group 5 will become experts on Canada’s Hundred Days (page 298).

Instruct group members to read their assigned section, discuss the information, and collaborate to decide on what to record in the appropriate sections of the handout. Remind them to check the visuals and margin features for additional information.

5. When the groups have finished reading and filling out their section of the worksheet, instruct students to return to their home groups and share the information with other group members. As the expert on each topic shares her or his information, other home-group members will record the information in the blank rows of their handouts. By the end of this stage of the activity, all students’ charts should be filled in completely.

With the class, orally review the information that they have recorded. You may wish to write down their responses on a transparency or slide to ensure all students have the correct information.

## Part II

6. Draw students’ attention to the Establishing Historical Significance feature “The Making of a Myth” on page 297. Read the feature together as a class. You may wish to assign some class time in the resource centre or computer lab to answer question 1. Divide students into groups to discuss question 2 and have groups offer their responses for a class discussion.
7. Distribute BLM 10.2.5, Analyzing Visual Sources, and organize a think-pair-share activity to analyze three visual sources in this section of the chapter (pages 290–298). Instruct students to choose three images—one painting, one photograph, and one poster—and answer the questions about the images on the handout. Then instruct them to compare their responses with those of their partner. When the pairs have finished discussing and revising their responses, ask them to join at least one other pair to repeat the process.

After they have completed the activity, ask students to respond to the following questions:

- How does examining visual sources help us to understand the facts of the First World War?
- How does examining visual sources help us to understand the perspectives of the people affected by the First World War?

You may wish to have students respond orally, in a small group or whole class discussion, or you may wish to have students submit a written response.



8. To close the lesson, remind students to indicate correct responses on their anticipation guides from the previous day and ask students to read the Taking a Historical Perspective feature “In Flanders Fields” on page 295. Students should complete the activities at the bottom of the page as time allows in class or as homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

### **DIFFERENTIATING INSTRUCTION**

1. There is a wealth of primary-source material available to students on the Internet. You may assign students to locate one or more primary sources relating to the Canadian experience of the war, and analyze them, using the guiding questions on BLM 10.2.4, Analyzing Visual Sources (you may wish to reword them so that they are applicable to other types of sources) or other guidelines that you create. Students can create a mini-presentation of a single primary source, or a poster or scrapbook of multiple pieces of evidence.
2. You may wish to have students complete activities in this lesson individually instead of collaboratively.

## LESSON 3

### THE FIRST WORLD WAR (CANADIANS ON THE HOME FRONT)

In this lesson, students will focus on the events that transpired in Canada during and in response to the First World War.

**ESTIMATED TIME:** 140 minutes

#### GETTING READY

Photocopy blackline masters.

- BLM 10.3.1, Canadians on the Home Front: Historical Significance
- BLM 10.3.2, The Government's Response to the First World War: Report Card

Create a transparency or slide of:

- BLM 10.3.1, Canadians on the Home Front: Historical Significance
- BLM 10.3.2, The Government's Response to the First World War: Report Card
- Figure 10–26, Ukrainian internees (page 300 in *Shaping Canada*)

Book a projector if necessary.

#### RESOURCES

*Shaping Canada*, pages 299–306

#### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://manitobia.ca/cocoon/launch/en/themes/ww1/4>

World War I: The War at Home. This web site provides information about the experience of those deemed “enemy aliens” in Canada during the First World War.

<http://www.warmuseum.ca/cwm/exhibitions/guerre/internment-e.aspx#2.D>

Canadian War Museum—Internment of Ukrainian Canadians during the First World War.

<http://www.warmuseum.ca/cwm/exhibitions/guerre/recruitment-conscription-e.aspx>

Canadian War Museum—Recruitment and conscription in Canada during the First World War.

<http://www.warmuseum.ca/cwm/exhibitions/guerre/home-front-e.aspx>

Canadian War Museum—The home front in Canada during the First World War.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 10.3.1, Canadians on the Home Front: Historical Significance, and BLM 10.3.2, The Government's Response to the First World War
- Participating in class discussions and activities

## PRIOR LEARNING

Students will draw on what they have learned about the causes of the First World War and how it progressed. They will use this knowledge to understand Canadian civilians' reactions to the First World War as well as Canada's increased autonomy in the years following the war.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I

1. Display a transparency or presentation slide of Figure 10–26 (on page 300 in *Shaping Canada*), an image of Ukrainian internees in December 1916. Without giving students any information about the photograph, ask students to predict what it depicts—who is in the photograph, where they are, and under what circumstances.

After they have had a few minutes to respond, let them know the facts of the picture. Ask them if anyone guessed that these were people who had been imprisoned in Canada. Ask students to identify why a government might resort to these measures. Students will probably be able to guess that the government's suspicion of the "enemy aliens" possible loyalties to their mother countries led to internment camps.

2. Ask students if they can predict some other measures that would have been taken at home as a response to the war effort. Students may predict such actions as censorship in the media, propaganda, rationing, and so on. Record their ideas on the board, and have them copy the list into their notebooks. Discuss with students that they will be finding out more about the experience of the war at home, to confirm or adjust their listed ideas, and to determine which of the many effects or actions taken by the government had the greatest significance in shaping Canadian identity.

3. Distribute copies of BLM 10.3.1, *Canadians on the Home Front*. Instruct students to turn to page 299 in *Shaping Canada* and read with them the two paragraphs under the heading "Canadians on the Home Front." Ask student volunteers to summarize each paragraph.

After ensuring comprehension of the two paragraphs, tell students to record the heading "Munitions Manufacturing" in one of the six blank boxes in the middle part of BLM 10.3.1, *Canadians on the Homefront*. Instruct them to record key details about munitions manufacturing and its impact on Canada. After students have completed this, ask a volunteer to share the notes he or she had made. You may wish to write this on the board or on a transparency or slide of the BLM to allow students to adjust their notes.

4. Instruct students to fill in the remaining five blank boxes with the headings: "Women," "War Expenses," "Enemy Aliens," "Propaganda," and "Conscription." Instruct students to read the section under the heading "Women's Changing Roles" and the caption for Figure 10–24. After they have finished, they should record information about the impact of the war on Canadian women's lives. As before, have volunteers share their notes to check for accurate and relevant details.
5. Draw students' attention to Figure 10–25. Ask students to respond to the poster. You may wish to offer some prompt questions, such as, "Why do you think the creator of the poster designed it that way? What does it suggest? Would they find it effective now?"
6. After a brief discussion, instruct them to read the paragraph under the heading "War Expenses," and make notes about the cost of the war and the ways the government tried to pay for it. When

they are done, you may wish to have students share responses orally, or to move around the room while students are reading the next section to assess their work individually.

7. Instruct students to read the Considering the Ethical Dimensions of History feature “Enemy Alien Internment” on page 300. Have students record the main points about the internment of enemy aliens and its impact on Canadians on the BLM. Again, check for accuracy either by inviting volunteers to share responses orally, or by checking students’ work individually when they are reading the next section.
8. Ask students to form into groups of four and ask groups to respond to the HTC Ethical Dimensions questions at the bottom of the feature on page 300. After they have had time to discuss each of the questions in their groups, invite groups to share their responses in a class discussion.
9. Breaking out of their groups, continue having students work on their handout, instructing them to read “Propaganda and Enlistment” on page 301 to find out about the impact of propaganda on Canadians during the First World War. After they have had time to read and record the main points on their handout, ask students to share the details they noted on their sheets. Draw their attention to Figure 10–27, and lead a discussion of the question in the caption. Students may note such strategies as an appeal to emotions in the use of the word *chums*, the *bandwagon strategy* of the poster’s copy, the energetic red colour of the background, and the fact that none of the terrible aspects of the war are depicted.
10. Draw students’ attention to Figure 10–28, “Canadian Enlistments and Casualties, 1917” on page 302. Give students a few moments to study the numbers, and lead a discussion of the questions in the caption. Students may connect the higher casualties in those months to the major battles fought in them (Vimy Ridge in April, Passchendaele in November, and the Battle of Arras in May). They may suggest that the trend toward decreasing recruitment rates is connected to news of the casualties.

Discuss with students that they are going to be reading about the consequence of those decreasing enlistment rates: the conscription crisis. Have student volunteers read the paragraphs under the heading “Conscription Crisis” on page 302 aloud, pausing to check comprehension after each paragraph. Give students a few minutes to record significant details about the crisis, asking volunteers to share their responses when the class has completed this task.
11. Have students turn to page 303 to read the paragraphs under the headings “Other Opposition” and “The 1917 Election.” Instruct students to add information to the boxes for women, conscription, and enemy aliens as appropriate. Ask volunteers to share details they have recorded, having the rest of the class adjust or add to their notes as needed.
12. Ask students to join with a partner to read the Viewpoints on History feature, “Conscription in the First World War” on page 304. After partners have read the feature and responded to the questions, open the discussion up for the entire class to participate.
13. Ask partners to join with another set to form groups to discuss these six topics that they have just covered on their BLM, and have each group try to reach a consensus on how they would rank the relative significance of each topic to the shaping of Canada’s identity. Once they have ranked them (whether they are able to successfully reach consensus or not), have students fill in the last two boxes on the sheet individually, in which they explain their rationale, and identify whether their opinion would be the same if they lived in 1918 rather than the present.

Have students submit their responses for assessment, or ask students to share responses orally, facilitating debate where there is disagreement. If you take the handout in for

assessment, ensure that students have made logical connections among concrete and accurate details, to arrive at a warranted conclusion.

## Part II

14. Out of their groups, ask students to assess the government's actions during the First World War. Student responses will vary somewhat. Ask students on what basis they are making their analysis. Challenge them to articulate three or four standards that a government's actions could be judged by in a time of war. They may suggest ideas such as:
- The actions should lead to victory and not defeat.
  - The actions should respect citizen's rights.
  - The actions should be fiscally responsible.
  - The actions should promote the safety and well-being of the most people possible, including soldiers and civilians.
  - The actions should promote a quick resolution of the war, rather than dragging it out.

Record their suggestions on the board or projector.

15. Distribute copies of BLM 10.3.2, The Government's Response to the First World War: Report Card. Have students record the criteria which they have generated on the lines at the top of the page.

Have students re-form with their groups to discuss how they would evaluate the government's actions for the first five rows of the chart, based on the criteria they established. As they grade each one, they should fill in a rationale to the right side of the grade they assign.

16. Once students have completed the sheet to this point, have a spokesperson from each group share the grade his/her group assigned. You may wish to take an informal poll by having students raise their hands if they think the rating is appropriate, too high, or too low. In the event of disagreement, facilitate a brief, informal debate.
17. Instruct students to turn to page 305, and in their groups read through the paragraphs under the heading "The War and Sovereignty," to the end of the section on page 306. When they have finished reading, they should fill in a grade for each of the final two rows on the blackline master, along with their rationales.
- Ask groups to share their responses when they have completed the activity, facilitating a whole class discussion again where there may be disagreement.
18. To close the lesson, ask students to turn back to the list of items they recorded at the beginning of the lesson, and below the list, identify one measure they had anticipated the government would take, which they were able to confirm during the lesson, and one measure that they learned about that they had not anticipated. Ask them to try to explain why they might not have anticipated it. Students can hand these in as they leave as an exit slip (see page 36).
19. Assign the "Recall...Reflect...Respond" questions on page 306 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## DIFFERENTIATING INSTRUCTION

1. Read through pages 299 to 306 with student volunteers, checking comprehension as you go, and have students fill in the sheets individually at the end of that process. This would allow you to monitor students' comprehension throughout and lead discussions of all the HTC questions during the process.

## LESSON 4

### TOWARD POST-WAR AUTONOMY

Students will find out how the aftermath of the First World War found Canada taking steps toward further autonomy from British control.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline master.

- BLM 10.4.1, Toward Post-War Autonomy

Create a transparency or slide of:

- BLM 10.4.1, Toward Post-War Autonomy (optional)

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 307–309

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 10.4.1, Toward Post-War Autonomy
- Participating in class discussions and activities

### PRIOR LEARNING

Students will draw on their knowledge of the events of the First World War, connecting Canada's actions in the war to its increasing influence over its own foreign affairs.

### SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Instruct students to open *Shaping Canada* to the Voices margin feature on page 305, and ask them to describe the attitude that Robert Borden seemed to have toward the expectations that Britain had placed on Canada. They will likely note that he seems outraged that Canadian soldiers would be used in such large numbers with little input from Canadian leadership. Ask students what they think this experience of the war would have had on Canadians' and their

government's attitude to their position in the British Empire. They may note that many people would have wanted more autonomy on Canada's part, especially in terms of being drawn into foreign wars.

Discuss with students that this lesson will be about Canada's growing desire for independence, and that they will be learning about the steps taken in order to claim the authority to decide Canada's foreign affairs.

2. Instruct students to turn to page 307 of *Shaping Canada*. Have student volunteers read through the two paragraphs under the heading "Toward Post-War Autonomy." Ask a student to summarize each paragraph to check comprehension.

Ask students to identify one step forward and one step back that Canada took during the formation of the League of Nations. They should note that being able to join as a member recognized Canada as more than a colony of Britain, which was a step forward in terms of Canada's international status. They will also probably note that the collective-security provisions of the League's Charter meant that Canada could be dragged into another foreign conflict as it had been drawn into the First World War, which is a step back in terms of controlling its foreign policy.

3. Distribute copies of BLM 10.4.1, Toward Post-War Autonomy. Instruct students to form pairs, and to read the rest of page 307, and pages 308 and 309. As they read, they should record in the circles on the arrow the year that each of the events identified on the BLM happened. In the blank boxes, they should record the significance each event had for increasing Canada's autonomy in matters of foreign affairs.
4. After they have finished, ask pairs to volunteer the ideas they recorded on their sheets. You may wish to record these on a transparency or slide of the BLM as they provide responses.
5. Assign the "Recall...Reflect...Respond" questions on page 309 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## DIFFERENTIATING INSTRUCTION

1. Read through pages 307 to 309 with student volunteers, checking comprehension as you go, and have students fill in the sheets individually at the end of that process. This would allow you to monitor students' comprehension throughout and lead discussions of all the HTC questions during the process.
2. Close the lesson by asking students to compare and contrast the Voices quotation discussed at the beginning of this lesson with the Voices quotation on page 308. What change in attitude has there been, from both the British and Canadian perspectives? Why would a "badge of colonialism" seem to be a distasteful thing to Prime Minister Mackenzie King? Students can complete this as an exit slip, or as a more formal writing assignment.

## CHAPTER 10 QUESTIONS AND ACTIVITIES (PAGES 310 AND 311)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

### STEPS TO YOUR CHALLENGE (page 311)

Direct students' attention back to the Cluster Three Challenge they were introduced to on page 197 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. Encourage students to choose an event from Chapter 10 and then describe it by taking a historical perspective. Have each student read the Steps To Your Challenge on page 311 and complete the necessary work to fulfill this stage and complete the Challenge.

## POSSIBLE RESPONSES TO CHAPTER 10 QUESTIONS

### Page 286

#### HTC Evidence

Prime Minister Macdonald signed the treaty in order to avoid creating hostility: "Reject the treaty and you will find that the bad feeling which formally and until lately existed in the United States against England will be transferred to Canada."

### Page 288

#### HTC Historical Perspective

At this time, many English-speaking Canadians in Canada still strongly identified themselves with the British Empire; as a dominion, Canada remained a part of the empire, and many British-born identified with Britain and British imperialism, as they still shared many elements of culture. French Canadians, however, did not identify with a foreign power. They no longer identified themselves strongly with France, and certainly did not identify themselves with Britain. They focused instead on their own unique culture which had evolved in unique circumstances, and so tended to be nationalists.

### Page 289

#### Recall...Reflect...Respond

1. Students' answers will vary, but many will suggest doing an Internet search, or perhaps looking in archives to see if they can find a contemporary newspaper account, or even an original of the speech in which he made the statement.



2. Student choices of events will vary, but should include three of the following:

Event	Significance
Treaty of Washington, 1871	The first time a Canadian had participated on a British team negotiating an international treaty.
Alaska Boundary Dispute, 1903	Canadian representatives felt betrayed by the British representative, who sided with the Americans. Canadians perhaps felt they would need to assert themselves more strongly in order to have their interests protected.
Boundary Waters Treaty, 1909	The Treaty helped establish a relationship of equality between Canada and the United States. Canada relied less on Britain to decide such matters.
The Boer War, 1899–1902	Laurier decided not to send the Canadian Army, but to recruit volunteers who would join the British Army. While supporting Britain, Canada asserted its own ability to participate in such matters on its own terms.
Naval Service Crisis	Laurier established the Canadian navy, asserting Canada's right to make its own foreign affairs, rather than contributing funds to the British Navy.

3. One perspective on the Naval Service Bill is that a new Canadian force would be inadequate, a “tin pot navy.” Another perspective is that establishing a Canadian force is a good idea, but that making it available for Britain’s use went too far to support Britain. Students’ answers about which side they would support will vary.

### Page 291

#### HTC Cause and Consequence

Students’ responses will vary. Some might say they would choose a web, because it allows the multitude of causes and effects to be depicted in an orderly manner. Others may prefer to use a timeline, because the sequence of events would be more clearly presented.

### Page 295

#### Taking a Historical Perspective: In Flanders Fields

1. Many students will assume the narrator is John McCrae. Others may focus on what the poem actually says, and identify that the narrator of the poem is meant to be soldiers or other participants in the war who have died (“We are the Dead”).
2. Many Canadians would have felt sadness on reading the poem, and perhaps were inspired to do more to recognize the soldiers and their sacrifice. Readers of other nations may have felt similarly, on behalf of their own soldiers.

### Page 296

#### HTC Historical Perspective

Answers will vary, though students may acknowledge that military discipline usually helps soldiers to overcome awareness of danger, and to act according to their duty rather than fears of what the outcome of battle may be. Others may believe that the perception of war as a place for men to earn glory, a common belief at this time, may have played a role in keeping morale “wonderfully high.” Today, military discipline would likely still help soldiers to maintain determination.

### Page 297

#### **Establishing Historical Significance: The Making of a Myth?**

1. Student charts will vary, depending on their research. Ensure that they have addressed both sides, and included sufficient specific details.
2. Historian Geoffrey Hayes seems to be saying that the perception of what happened at Vimy Ridge has been so thoroughly embraced, that the reality has become irrelevant. Student responses to this view will vary.

### Page 298

#### **HTC Ethical Dimensions**

Student answers will vary, though most will probably feel either that it is always unethical to send people into battles in which many will die, or that it is only ethical if required for national self-defence, or in the face of some overwhelmingly important objective.

### Page 300

#### **Considering the Ethical Dimensions of History: Enemy Alien Internment**

1. The government may have felt it necessary to enact the *War Measures Act* so that they could respond to emergency circumstances more quickly, prevent the spread of information that could put the nation at risk, organize industry to ensure vital needs were met, and detain individuals who might have been deemed a risk to Canadian society. Many Canadians may have felt that the powers the *War Measures Act* gave the government would help preserve the safety of Canadians, but others may have opposed it on the grounds that it took away their rights. Manufacturers may have objected to losing the right to decide what they produced; immigrants facing discrimination from the government and the public would have had concerns also.
2. Student answers will vary, but may focus on times of emergency and crisis, such as war or a terrorist attack, in which part of the population is considered to be a possible threat to the rest of the population. In such a case, the government would be more likely to suspend rights and freedoms for all, or discriminate against some.

### Page 303

#### **HTC Historical Perspective**

Student answers will vary, as there are many variables in this response. For example, Borden's tactics were mainly for the purpose of winning the election at a time when conscription was a controversial issue. Many people would have reacted to his tactics based on their feelings about conscription, but some individuals may have supported conscription, but disapproved of his tactics. Student responses should address some or all of the following perspectives, and any others students may think of:

A French Canadian	The majority of French Canadians opposed conscription, and therefore would likely have also opposed Borden's tactics.
A prairie farmer	The majority of farmers opposed conscription and therefore would also likely have opposed Borden's tactics.
A woman with family members overseas	Borden gambled that women with family members overseas would support him, giving them the vote. This appears to have paid off; these women appear to have supported him, and likely would have approved at least partially of his tactics, namely, giving them the vote.
German or Mennonite immigrants	Germans or Mennonites likely disapproved of his tactics, since they involved depriving them of the right to vote.
Soldiers overseas	They may have approved, as conscription would mean more soldiers coming to help them.
Injured soldiers at home	They may have approved, as conscription would mean more soldiers going to replace them. They also may have disapproved, as they realized the horrors of war.

### Page 304

#### Viewpoints on History: Conscription in the First World War

1. Reasons for the different perspectives were likely rooted in differing visions of what were the Canadian government's primary responsibilities. Borden's view seems to focus on Canada's responsibilities overseas, presenting the war in Europe as a battle for Canadian liberty and a matter of showing gratitude to Britain. Bourassa's view seems more focused on circumstances in Canada, pointing to the conflicts and economic problems that Canadians could experience at home, and that these were as patriotic concerns as the war.
2. Canadians at the time might have felt that conscription was not ethical, because it perhaps seemed wrong that a government could require people to face death or serious injury; taking away their freedom to enlist or not to enlist; forcing them to fight overseas; and not providing soldiers with the means to defend themselves (such as the trench shovels and Ross rifles that failed). Students' reactions to the issue will vary.

### Page 305

#### HTC Cause and Consequence

Circumstances that brought about changes in Britain's policy toward Canada may include Canada's contributions in the First World War and the election of a new prime minister in Britain, who had different views on Britain's relationship with its dominions.

### Page 306

#### HTC Historical Perspective

Borden is suggesting that if Canada had a voice in helping to direct the foreign relations of the British Empire, before long, Canada would also have a voice to direct its own foreign policy as an independent country.

**Page 306****Recall...Reflect...Respond**

1. Student answers will vary, depending on the criteria they use to evaluate the significance of the battles. They may decide based on number of casualties (particularly high or low), whether the battle gained its objective, the significance of the objective, the perception of the battle at the time, or whether the battle used new technology that changed battle tactics. Ensure that students support their choice with sufficient specific detail.
2. Some Canadians saw Prime Minister Borden as an imperialist because he strongly favoured providing support to Britain, even at great sacrifice from Canada in terms of human and financial costs. Others may have seen him as a nationalist, because he made some effort to assert Canadian autonomy, such as expecting greater dialogue between Canada and Britain, and insisting on signing the Treaty of Versailles.
3. Warfare has changed greatly since the First World War, and so similarities that students identify may be largely fairly generalized; they may suggest soldiers experienced danger, emotional trauma, or day-to-day physical inconveniences such as makeshift living quarters or unpalatable food. Differences may include aspects such as the fact that fewer soldiers die in battle nowadays, battles are more mobile, the technology is far more sophisticated, the enemies that they face do not necessarily identify themselves with a uniform and in fact may not even be professional soldiers.

**Page 308****HTC Historical Significance**

The Halibut Treaty for Canada established (with Britain's agreement) that Canada had the authority to make its own treaties.

**Page 309****HTC Cause and Consequence**

Answers will vary. Some students will suggest that Canada never pressed for more autonomy than Britain was willing to give at any particular stage; others may argue that neither side had any real desire for aggressive conflict. Some may give significant credit to Canada's participation in the First World War, particularly for the gains made afterward. Some may recall that there had been aggressive conflict in the 1837–1838 Rebellions, but that they were unsuccessful in the short term, so later generations may have decided to try other means.

**Page 309****Recall...Reflect...Respond**

1. Student answers will vary but will likely include these details in their T-charts:

Pro	Con
<ul style="list-style-type: none"> <li>• <i>Canada gained an important aspect of autonomy, the authority to make its own foreign policy decisions without seeking British approval.</i></li> <li>• <i>Canada had full legal freedom (except where it chose to remain under British control)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Canada did not actually assert this power themselves; it was given to them</i></li> <li>• <i>Canada still relied on Britain for some things, such as the highest court of appeal and changes to the constitution</i></li> </ul>

2. Student graphic organizers will vary, but should refer to events such as the Chanak Affair, the Halibut Treaty, the Imperial Conferences, the Balfour Report, and the fact that in all of these cases, Prime Minister King pursued the goal of greater autonomy for Canada in its foreign affairs.

### Pages 310 and 311

#### Chapter 10 Questions and Activities

1. Student responses will vary, but their lists of aspects of the First World War that shaped Canada's identity as a nation should include details such as the horrors of trench warfare, the high casualty and death rates, pride in Canada's achievements in battle (such as holding the line under the chlorine gas attack at Ypres, Vimy Ridge, and Passchendaele), the conflict over conscription, the impact of propaganda, the changing roles of women, and discrimination against enemy aliens. For factors that shaped Canada's changing relationship with Britain and the rest of the world, they may list treaties such as the Treaty of Washington and the Boundary Waters Treaty, Canada's response to the Boer War, the formation of the Canadian Navy, the reputation Canadian soldiers earned in the First World War, participation in the Paris Peace Conference, and signing the Treaty of Versailles, joining the League of Nations, Canada's response to the Chanak Affair, the Halibut Treaty, the Imperial Conferences, the Balfour Report, and the *Statute of Westminster*.  
 Their rankings of the relative significance of these factors will vary, but ensure that students use accurate and relevant details, and that the conclusions they draw are warranted.
2. Speculations will vary, though students may suggest ideas such as: many fewer Canadians would have died, there would not have been returning soldiers to join labour conflicts in Winnipeg after the war, income tax might not have been introduced, and Canada may have been less likely to make the advances toward autonomy. Hostility between French and English would not have been increased because there would not have been a conscription crisis, enemy aliens would have been less likely to experience internment and discrimination, and women would not have gotten the federal vote as early as 1917. Germany might have had greater success in the war. Canada might be different today as its national mythology relating to this war would not exist, and its foreign affairs autonomy might have taken much longer to come about.
3. Student discussions about avoiding presentism will vary, but they may suggest for
  - enemy aliens and internment: Canada was at war, and that people of the time believed the country's security was more important than individual rights
  - conscription: the safety of the soldiers overseas and the success of the war effort made it seem necessary to restrict a citizen's right to choose not to fight in the war
  - the enactment of the *War Measures Act*: the crisis of the war made it necessary to abbreviate the democratic parliamentary process in order to enable the government to respond quickly and decisively to any issues that might arise.
4. a) The excerpt about the war reveals some of the new technologies that were being used and developed for the war, and the regret some felt at the destruction they caused.  
 b) Students' opinions about the reliability of oral testimony will vary.
5. Students' letters will vary, depending on the perspective they choose to represent. Ensure that students have included sufficient specific, accurate, and relevant details in their letters.

6. Students' interpretations of the photograph will vary, but may suggest that the soldiers were determined in overcoming obstacles. Their impressions may or may not change when they learn the photo is of a training exercise. Students may speculate such photographs might be "forged" in order to be used to shape public perceptions of the soldiers and the war at home. The hard work could be shown, but without any of the truly awful aspects, such as casualties or rats. Students' opinions of the ethics of this will vary.