

LESSON PLAN 2



2: Why did they fight for Canada?

LESSON DURATION

1 class period
(75 minutes)

LESSON MATERIALS & PREPARATION

- Francis Pegahmagabow Article
- Sorting Manipulatives
- Responding to the “Call to War” worksheet

OTHER NOTES FOR EDUCATORS

- For some general reading; <http://ww1.canada.com/home-front/not-all-canadians-were-equal-at-first-world-war-recruiting-stations>
- This is a very open kind of inquiry that allows students to explore the topics that interest them the most.
- Teachers will need to prepare the materials (manipulatives) for the sorting activity in advance of the lesson.

HISTORICAL THINKING CONCEPT & RATIONALE

HISTORICAL PERSPECTIVE

Students will work to uncover the perspective of a diverse number of identifiable groups from Canadian history. They will learn and consider the experience of many different Canadians during the First World War.

CLASSROOM INQUIRY PROCESS

Formulate Questions

Activation: White Man’s War

Exploration: Francis Pegahmagabow

Gather & Organize

Organize Evidence into examples of Positive and Negative Experiences

Interpret & Analyse

Extrapolate the Historical Perspective of Each Group; Why did they fight for Canada?

Evaluate & Decide

Draw Conclusions about both Positive and Negative Experiences

Communicate

Class Discussion

1. FORMULATE QUESTIONS: (15 minutes) - With Activation and Exploration

1. Activation: Why was this a “White Man’s War” (5 minutes)

Use the quotation below to hook students into learning.

“The selection of new soldiers was in the hands of recruitment officers and individual commanders. Headquarters did not intrude on their ability to choose the candidates deemed appropriate for duty. The war, those officers declared, was “a white man’s war.” The volunteers were rejected because they were black. The reasons given for refusing black volunteers were absurd and repugnant. “Sorry we cannot see our way to accept [Negroes] as these men would not look good in kilts,” claimed the commander of the 173rd Battalion. “We don’t want a chequer-board army,” Calvin W. Ruck quotes a statement given to the Nova Scotia men in The Black Battalion – 1916-1920: Canada’s Best-Kept Military Secret (Nimbus Publishing, Halifax 1987). Worse yet, many white soldiers claimed they would not fight alongside black soldiers.” <http://www.thewhig.com/2013/02/19/a-white-mans-war>

2. Exploration: Who was Francis Pegahmagabow? (15 minutes)

Explore the Positive and Negative Experiences of Francis Pegahmagabow. Students can read the article highlighting his positive and negative experiences as a soldier of the First Nations during the Second World War (*in different colours*).

2. GATHER & ORGANIZE – With a Focus on Gathering “Good Evidence”

Sorting Evidence of Diverse Peoples in the First World War

3. Print and cut out the pieces of evidence provided. Use the collection of evidence found in the Lesson 2 JBC “Why did they fight?” Student Worksheet. These pieces of evidence represent many diverse but identifiable groups in Canada’s history, and their participation in the First World War.
4. Students will sort the evidence provided into examples of Positive Experiences and Negative Experiences.
5. Students will extrapolate jot notes to add to their worksheet as evidence of both positive and negative experiences.

3. INTERPRET & ANALYSE – Making Connections to a Historical Perspective (15 minutes)

6. Students will examine the pieces of evidence gathered and organized already.
 - a. Working in groups they will explain why each identifiable group of Canadians fought for Canada, to answer the investigation question - “Why did they fight for Canada?”
 - b. Students must also try to extrapolate “HOW” they know what they know from the evidence provided. This is more challenging to identify, but it links evidence to ideas in a way that supports a student’s identification of a Historical Perspective.

4. EVALUATE & DECIDE – Draw Conclusions (10 minutes)

7. Students will refer back to their worksheet to draw conclusions about Canada and these diverse Canadians. It is important to have students draw conclusions in both the Positive and Negative Experiences as learned; identifying similarities, and patterns. Students can discuss:
 - a. What conclusions can we draw from the examples of Positive Experiences gathered?
 - b. What conclusions can we draw from the examples of Negative Experiences gathered?
 - c. Why did some groups have positive experiences, while others did not?
 - d. Why did some groups have both positive and negative experiences? How did this happen?
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5. COMMUNICATE – Class Discussion: Why did they fight for Canada? (10 minutes)

8. There's a simple idea behind this lesson, that I'm trying to lead students to. We demonstrated extreme prejudice and discrimination against many of these groups of Canadians but they still fought alongside the traditional "Anglo-Saxon" Canadians during the First World War.
 - a. Why would someone fight for a country that treated them poorly?
 - b. Would you have fought for Canada if you were in a similar position to one of these groups? Review each group and ask volunteers to explain what they would have done if they were in the same position.
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Lesson Resources:

- Francis Pegahmagabow Article(s)
- Responding to the Call to War - Student Worksheet
- Diverse Canadians manipulatives (in Worksheet document).

Additional Materials:

The Great War Website - a great overview article including the experience of many different groups.

- <http://ww1.canada.com/home-front/not-all-canadians-were-equal-at-first-world-war-recruiting-stations>

Black Canadian Soldiers

- "Photo reminds us of Canada's first all-Black Battalion" - CBC News
 - https://www.youtube.com/watch?v=PL6B221_HoQ
- Veterans Affairs Canada Website
 - <http://www.veterans.gc.ca/eng/remembrance/those-who-served/black-canadians-in-uniform/history#first>
- From Historica Canada - a brief description of the No. 2 Construction Battalion and related links
 - <http://www.blackhistorycanada.ca/events.php?themeid=21&id=8>
- Canada Post Website - 2016 Black History Month Stamp for the No. 2 Construction Battalion
 - https://www.canadapost.ca/web/en/blogs/collecting/details.page?article=2016/01/14/black_history_no_2_c&cattype=collecting&cat=stamps

Enemy Aliens

- Dark Memories endure (Article)
 - <http://ww1.canada.com/home-front/dark-memories-endure-of-canadas-internment-of-enemy-aliens>
- Discrimination Against Immigrants during World War I (Article)
 - <http://ww1.canada.com/home-front/fear-led-to-riots-discrimination-against-immigrants-in-calgary-during-first-world-war>

First Nations Soldiers

- First Nations on the Front Lines
 - <http://ww1.canada.com/faces-of-war/first-nations-on-the-front-lines>
- First Nations Recognized
 - <http://ww1.canada.com/home-front/fear-led-to-riots-discrimination-against-immigrants-in-calgary-during-first-world-war>
- Legendary Ojibwa Sniper - Francis Pegahmagabow Article and Video
 - <http://www.cbc.ca/news/aboriginal/legendary-ojibwa-sniper-unsung-hero-of-ww-i-1.2725241>
- Francis Pegahmagabow - Canadian Encyclopedia Biography
 - <http://www.thecanadianencyclopedia.ca/en/article/francis-pegahmagabow/>
- Aboriginal Soldiers among Top Snipers of WWI
 - <http://www.theglobeandmail.com/news/national/aboriginal-soldiers-among-canadas-top-snipers-in-first-world-war/article21475002/>

Women in the First World War

- Women's Roles during World War I and the Suffragist Movement
 - <http://historyarchive.whitetree.ca/pages/article0027.html>
- Nursing Sisters of WWI
 - <http://www.veterans.gc.ca/eng/remembrance/those-who-served/women-and-war/nursing-sisters#sisterhist2>
- Women in Uniform
 - <http://www.warmuseum.ca/firstworldwar/history/people/in-uniform/nurses/>