

A NATION TAKES SHAPE

CANADA

AND THE

FIRST WORLD WAR



EDUCATIONAL ACTIVITIES



Introduction

It is often said that geography is the place where history happens. However, as a high school geography and history teacher, I can tell you that the two disciplines are often taught independently of one another. With this in mind, Canadian Geographic Education is proud to offer teachers a set of learning inquiries for Grades 7 to 12 that uses a geographic lens to guide their students' exploration of the Canadian social landscape before, during and after the First World War.

Throughout these ten inquiries, students will use the tools of geography (maps, statistics), as well as geographic thinking skills (patterns and trends, interactions and association, etc.), to explore Canada's evolution during this pivotal period in our nation's history.

A handwritten signature in black ink, which appears to read 'Connie Wyatt Anderson'.

Connie Wyatt Anderson,
Chair, Canadian Geographic Education

Download CG Education's first tiled map,
A Nation Takes Shape: Canada and the First World War:
education.canadiangeographic.ca



Educational Inquiries

Pre-War Canada

Students will learn about Canada's demographic trends in the late 19th and early 20th centuries. Students will use the tiled map to highlight key Canadian cities and monitor their growth from 1851 to 1921.

Mobilization

Students will learn how Canada's attitude towards the First World War assisted in preparing the nation to fight. Students will use the tiled map to explore enlistment patterns, connecting them to Canada's demographic at the start of the war.

Internment

Students will learn about the response to the rising fears Canadians had about certain immigrant groups. Students will learn about enemy aliens and use the tiled map to locate major internment camps in Canada.

The Halifax Explosion

Students will learn about the Halifax Explosion that happened on December 6, 1917. Students will use the tiled map to investigate Halifax as a wartime hub and compare it to other Canadian cities during the First World War.

Stalemate

Students will learn about trench warfare and of the victories and defeats for Canadian troops during the First World War. Students will practice their mapping skills by using the map's scale to determine how Canada's landscape would have changed if trench warfare occurred at home.

Canadian Women and the First World War

Students will learn about the many roles played by women in the First World War and how their status in Canada changed during the war. Students will use the tiled map to explore how women's roles varied across Canada.

Transportation

Students will learn about the various modes of transportation used during the First World War and how they contributed to Canada's preparation for war. Students will use the tiled map to highlight Canada's growing railway system, aircraft training schools and ports.

Canadians in Battle

Students will learn about Vimy Ridge and gain a greater understanding of combat in the First World War and the measures taken to train soldiers. Students will use the tiled map to learn about Canadian soldiers' journey to war.

The Conscription Crisis

Students will learn about conscription and its effect on Canadian politics and society during 1917. Students will use the tiled map to examine the provincial results from the 1917 election, making connections to English and French Canada. Students will hold a mock election to gain an understanding of the different types of people who could and could not vote.

Memorialization

Students will examine the many ways the First World War is remembered in Canada and overseas. Students will use the tiled map to highlight some of Canada's most famous monuments, connecting the monuments' location to the role this location played during the First World War.



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Pre-War Canada

Learning objectives

- Students will learn about Canada’s demographic trends in the late 19th and early 20th centuries.
- Students will observe the rapid growth of Canadian urban centres from 1851 to 1921.

Time required

30-40 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- city growth chart (1851-1921) (Appendix 1)
- sticky notes
- digital projector (optional)

Set-up

Print out the tiled map and arrange your classroom to accommodate its size when assembled. Either print or project the chart showing city growth. Research current population for the six cities identified in the city growth chart.

Links to Canadian National Standards for Geography

Essential element 1:

The world in spatial terms

- map projections
- major cities of the province, Canada and the world

Essential element 2:

Places and Regions

- how culture affects places and regions
- how physical and human processes shape places and regions
- changes in places and regions over time
- political and historical characteristics of regions

Essential element 6:

The uses of geography

- influence of geographical features on the evolution of significant historic events and movements

Introduction

As a class, assemble the tiled map. Discuss what is and is not labelled on the map, and ask what differences students notice between this map and present-day maps of Canada. Using sticky notes, ask students to identify, label and mark the current populations of some of the largest cities in Canada on the tiled map.

Next, ask students to guess what these populations were 100 years ago at the start of the First World War (1914) and at the end of it (1918). Keep track of their guesses on the board, and discuss any patterns and trends that exist between these major cities. Ask students how they think Canadians travelled between these cities at the time of the First World War.

Highlight the railroad on the tiled map and explain that since there were few privately owned automobiles at the beginning of the First World War, long distances were travelled primarily by train. Choose two cities on the map and use the scale to calculate the distance between them. Have students predict how long it would take to travel by train at the beginning of the 20th century, and discuss how travel has evolved.

Development

Hand out or project the population data for Canada’s largest cities in 1851, 1891, 1914 and 1921. As a class, discuss the best way to display this type of information. Have students create a graph showing the growth of these cities over time with the four measurement years representing one bar for each city. See the appendix for an example.

Repeat this activity for 1891 and see if the students are surprised or have new opinions. Ask them to predict the 1914 numbers before you reveal them. Finally, have students predict population numbers after the war (1921) and then reveal these numbers to the class. Discuss whether your students were surprised and if their predictions were accurate.

Conclusion

Summarize the patterns and trends identified by your students of the top cities by population in Canada at the beginning of the First World War (1914) and after the war (1921). Discuss which cities grew the most, which grew the least, if any decreased in size and why this might be.

Explain that rapid expansion of the railways, a boom in industry (which brought people in from rural areas) and a huge wave of immigration were among the main causes of this rapid growth.

Have students compare populations of the largest cities in 1921 with the largest cities today and examine how they have changed, looking at which cities have decreased in population and what may have caused this.

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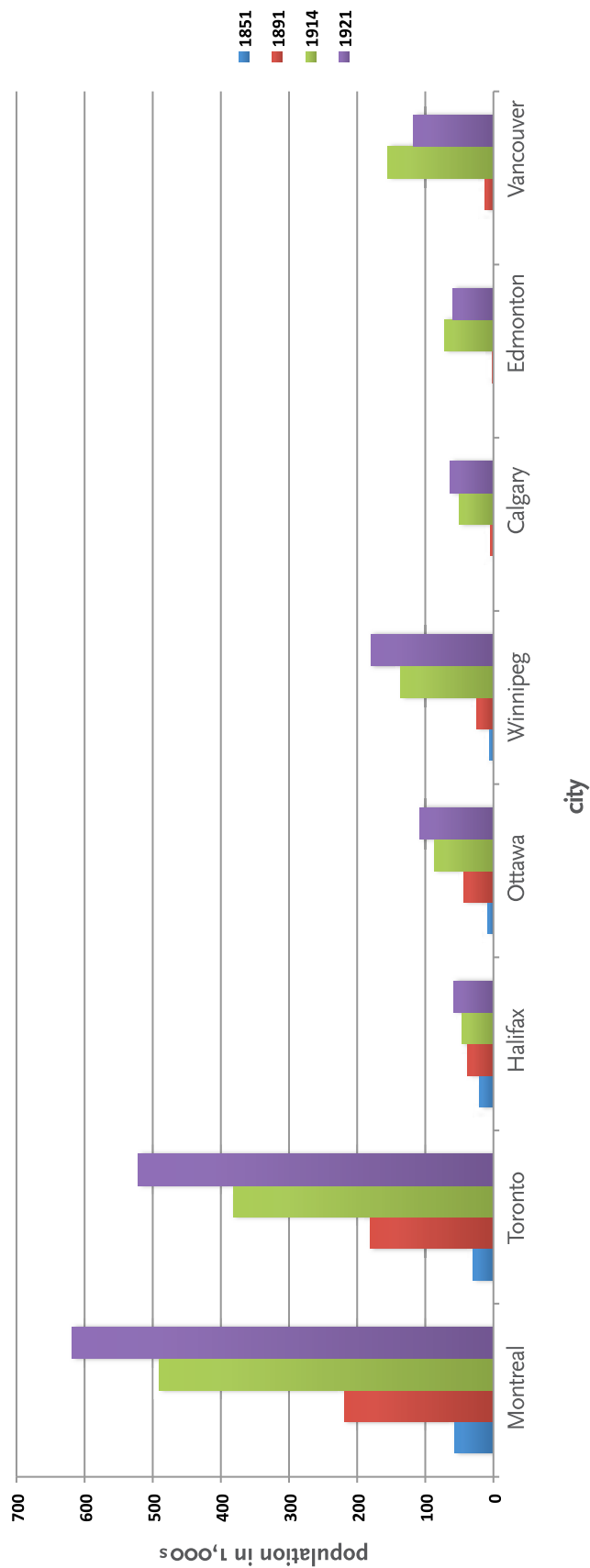


Extend your geographic thinking

Ask students to make predictions about Canada's population in the future. What factors will influence growth in some areas and decline in others? Will the changes be less drastic than, as drastic as or more drastic than those between 1851 and 1921?



GROWTH OF CANADIAN CITIES



Sources: Statistics Canada: www66.statcan.gc.ca/acyb_000-eng.htm
Library and Archives Canada: bac-lac.gc.ca/eng/census/1851/Pages/about-census.aspx



Mobilization

Learning objectives

- Students will learn how Canadians' attitude during the First World War helped prepare them to fight.
- Students will explore enlistment patterns and connect them to demographic trends in Canada at the beginning of the war.

Time required

50-60 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- enlistment posters to print or to project on-screen (Appendix 2)
- enlistment figures by province (Appendix 2)
- primary source breakdown chart (Appendix 2)
- coloured tokens to show enlistment figures on the map
- digital projector (optional)
- "Valcartier" in *Canadian Geographic*, July/August 2014, page 15 (optional)
- video, "Wanted! 500,000 Canadians for WW1"; McCord Museum (optional)

Set-up

- Print out the tiled map and adjust your classroom layout to accommodate it. Photocopy propaganda posters, the primary source breakdown chart and the Valcartier article on page 15 in *Canadian Geographic's* July/August 2014 issue.
- Prepare to display provincial populations on the board or on a digital screen.

.../continued

Introduction

First ask students how they would react if they heard that Canada was at war and was going to send thousands of troops overseas. Ask your students what influenced their reactions and what role they think they would play. Discuss how Canadian populations would change if thousands of people left to fight overseas and how they think Canadians would be encouraged to participate in the war. Explain that posters were a main source of public communication during the First World War. These posters were a form of propaganda designed to show Canada's strength and Germany's weakness. They contained biased information to promote a certain point of view.

Review primary and secondary sources with students, reminding them that primary sources are contemporary documents from the time period that have not been altered, while secondary sources are books and articles that usually contain some form of interpretation or subjectivity. Hand out the primary source breakdown chart and, as a class, use it to help analyze propaganda posters from the First World War. Either display the propaganda posters one at a time using the projector or divide your students into small groups and rotate the images between groups. Have students fill out the chart as they examine the images. Discuss the effectiveness of these posters at the time and what feelings they evoke. Have your students compare the posters with current media.

Development

Explain that more than 500,000 Canadians served in the First World War and show the video, "Wanted! 500,000 Canadians for WW1" (mccord-museum.qc.ca/scripts/projects/CH/animCH.php?tourID=GE_P3_1_EN&Lang=1&type=quicktime).

Assemble the tiled map and ask your students to identify its key features, such as major cities and the railway system. Highlight training camps and ask students what patterns exist between the locations of the camps and the locations of Canada's largest cities (training camps are near large cities and coastal towns).

Project on a screen or write on the board each province's approximate populations in 1914 and its enlistment numbers (provided). Divide students into groups, each representing a province. Have each group use coloured tokens to depict the number of enlistments for their province on the tiled map, with each token representing 10,000 people.

Once all groups have finished, discuss what the map now looks like, focusing on which provinces have high enlistment numbers, which have low ones and what factors may have influenced Canadians to enlist in 1914.





Links to Canadian National Standards for Geography

Essential element 2:

Places and regions

- physical and human characteristics of places and regions
- changes in places and regions over time

Essential element 4:

Human systems

- patterns and processes of migration past and present
- population characteristics of the provinces and Canada

Essential element 6:

The Uses of geography

- influences of physical and human features on historical events
- effects of physical and human geographic factors on major historic events

Conclusion

Have your students compare each province's enlistment numbers to the locations of training camps and explain if they see any patterns or trends.

Bring your class's attention to Canadian Forces Base Valcartier on the tiled map and distribute *Canadian Geographic's* Valcartier article (page 15). Have students read the article and discuss CFB Valcartier's significance to Canada in 1914 and the purpose and location of training camps in Canada.

Extend your geographic thinking

Ask your students how they think Canadians would react today to the same type of propaganda that was used to elicit support and enlistment during the First World War, reflecting on whether our idea of war has changed.

Have students create their own propaganda poster. Divide students into groups and have each group create a poster that targets a different audience (First Nation, immigrant, urban businessperson, farmer, etc.).



ENLISTMENT FIGURES

	ESTIMATED POPULATION 1914	ESTIMATED MALES 18-45	SERVED OVERSEAS	SERVED IN CANADA ONLY	TOTAL SERVED	PERCENTAGE OF AVAILABLE
British Columbia	442,000	179,372	43,202	12,368	55,570	31%
Alberta	459,000	139,279	36,165	12,720	48,885	35%
Saskatchewan	601,000	180,069	27,374	14,315	41,689	23%
Manitoba	530,000	139,103	48,042	18,198	66,240	48%
Ontario	2,705,000	659,796	170,301	72,354	242,655	37%
Quebec	2,148,000	442,930	50,262	37,790	88,052	20%
New Brunswick	371,000	77,860	17,016	10,045	27,061	35%
Nova Scotia	512,000	111,604	22,587	13,136	35,723	32%
Prince Edward Island	95,000	19,114	2,536	1,160	3,696	19%
TOTAL	7,863,000	1,949,127	417,485	192,086	609,571	31%

Source: *Official History of the Canadian Forces in the Great War 1914-1919*, Volume 1, Col. A Fortescue Duguid. (publications.gc.ca/publications.gc.ca/collections/collection_2009/forces/D61-18-1938-1E.pdf publications.gc.ca/collections/collection_2009/forces/D61-18-1938-2E.pdf)



PRIMARY SOURCE BREAKDOWN CHART

DESCRIPTION OF SOURCE	WHO CREATED/ WROTE IT?	WHO IS THE INTENDED AUDIENCE?	YOUR THOUGHTS (i.e. Is it effective?)



BUY YOUR VICTORY BONDS, FUND-RAISING POSTER, CWM 20010129-0729



"OH PLEASE DO! DADDY - BUY ME A VICTORY BOND [CANADA]" [BETWEEN 1914 AND 1918] [ARCHIVES OF ONTARIO, C 233-2-5-0-268, 10016167]



"ONCE A GERMAN ? ALWAYS A GERMAN!", PROPAGANDA POSTER, CWM 19720121-086



IF YOU CAN'T JOIN HIM, YOU SHOULD HELP HER, FUND-RAISING POSTER, CWM 19890086-530

The Happy Man Today is the Man at the Front

**Royal
Highlanders
of
Canada**
Allied with the
**BLACK
WATCH**

Have Enlisted at their
Armoury for Overseas Service

13th Bn. C.E.F.

Now in France

42nd Bn. C.E.F.

Now in England

AND THE

73rd Bn. C.E.F.

is now Mobilizing



**JOIN
THE
73rd
NOW**

Apply at the Armoury of
ROYAL HIGHLANDERS OF CANADA
429 Bleury Street
MONTREAL

THE HAPPY MAN, WARTIME RECRUITING POSTER, CWM 19900348-020





Internment

Learning objectives

- Students will identify and locate internment camps across Canada.
- Students will learn about internment camps and Canadians identified as enemy aliens.

Time required

30-40 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- Parks Canada places cards (Appendix 3)
- images from internment camps (Appendix 3)
- “Sabotage north of 49°” in *Canadian Geographic*, July/August 2014, page 54 (optional)

Set-up

Print out and assemble the tiled map in your classroom. Cut out and prepare the Parks Canada places cards and ensure each student receives one.

Links to Canadian National Standards for Geography

Essential element 2:

Places and regions

- natural and human characteristics of places and regions within the provinces and Canada
- changes in places and regions over time
- how culture affects places and regions

.../continued

Introduction

Highlight two areas on the map: the Welland Canal (the body of water connecting Lake Ontario and Lake Erie) in Ontario and the Vanceboro railway bridge between New Brunswick and Maine.

Ask students about the significance of the location of these two places. Explain that a German military attaché based in New York City named Franz von Papen tried to sabotage the Welland Canal in September 1914. On February 2, 1915, the Vanceboro railway bridge was bombed by a German reservist who had been travelling through the United States.

Explain that as the First World War progressed, Germany and its allies were viewed as enemies to Canada, and people feared German attacks on the home front. Using the tiled map, ask students why they think these locations were targets (both are located along the Canadian border).

Development

Explain to your students that as a response to increasing fears that certain immigrant groups would be disloyal to Canada, the Canadian federal government passed the War Measures Act in August 1914, allowing it to do things such as monitor and even intern so-called enemy aliens – that is, anyone who was originally from a country now at war with Canada.

Ask your students to locate the alien internment camps, receiving stations and major cities on the tiled map and identify any patterns or trends they see (most camps were remote, northern and far from population centres, while receiving stations were located near major cities and waterways). Ask if the location of camps contributed to the expansion of Canada’s railroad. Share the internment camp images (provided) and discuss some of the struggles these so-called enemy aliens may have faced.

Conclusion

Distribute one Parks Canada place card to each student. Have students read their card and locate their site on the tiled map.

Ask students to look for connections between the locations of internment camps and Parks Canada sites, discussing patterns and trends that arise (internees had to build roads and clear land, helping to create the infrastructure for some of Canada’s national parks).

Ask your students if Parks Canada could do anything else to identify former internment camps and the role they had in Canada’s past.



**Essential element 4:****Human patterns**

- patterns and processes of migration past and present
- human settlement patterns and land use
- processes of cultural diffusion

Essential element 6:**The uses of geography**

- effects of natural and human geographic factors on major historic events
- influence of geographical features on the evolution of significant historic events and movements

Extend your geographic thinking

Examine the role immigrants have played in your hometown. Look into the types of communities that exist, who founded your community and how your town is organized. If you live in a city, explore whether it is important to have neighbourhoods dedicated to particular cultures (Little Italy, Chinatown, etc.), and if this is important to ensuring that Canada remains a cultural mosaic.

The existence of alien internment camps during the First World War is seen as a dark period in Canada's past, although many felt the action was justified at the time. Discuss whether sending enemy aliens to internment camps during the First World War makes it more or less surprising that similar events took place during the Second World War.



LIBRARY AND ARCHIVES CANADA, MIKAN 3550139



LIBRARY AND ARCHIVES CANADA, MIKAN 3257926



LIBRARY AND ARCHIVES CANADA, MIKAN 3258009



LIBRARY AND ARCHIVES CANADA, MIKAN 3576302



SIGNAL HILL NATIONAL HISTORIC SITE St. John's, N.L.

From the 18th century to the Second World War, Signal Hill was used for military observation and communication. During the First World War, Fort Waldegrave was guarded by a contingent of Newfoundland Legion of Frontiersmen.

Internment



CARLETON MARTELLO TOWER NATIONAL HISTORIC SITE Saint John, N.B.

More than 50 deserters from the 69th Canadian Infantry Battalion were housed in the tower, which was made into a detention centre during the Great War.

Internment



HALIFAX DEFENCE COMPLEX Halifax, N.S.

The complex illustrates the shore defenses developed at Halifax between the 18th century and the Second World War. It was the main shipping point to Europe and, during the First World War, was where troops last stepped on Canadian soil before going overseas, and where they first stepped in Canada upon returning home.

Internment



HALIFAX CITADEL NATIONAL HISTORIC SITE Halifax, N.S.

From September 8, 1914 to October 3, 1918, the citadel was used as an internment camp for enemy aliens under the War Measures Act.

Internment



GEORGES ISLAND NATIONAL HISTORIC SITE Halifax, N.S.

Georges Island was used as part of the military defence of the Halifax Harbour during the First World War.

Internment



FORT McNAB NATIONAL HISTORIC SITE Halifax, N.S.

Situated on McNabs Island at the mouth of the Halifax Harbour, Fort McNab was used as a military observation and defensive post during the First World War.

Internment



YORK REDOUBT NATIONAL HISTORIC SITE Halifax, N.S.

York Redoubt is located on a large clearing at the mouth of the Halifax Harbour opposite McNabs Island. There are 27 buildings in total, including a searchlight and gun battery close to sea level, which helped defend the harbour during the war.

Internment



MARCONI NATIONAL HISTORIC SITE Glace Bay, N.S.

This is the site of the first telegraph sent and received across the Atlantic in 1902. Transatlantic telegraphy was integral to First World War communication between the home front and the front lines.

Internment





**ALEXANDER GRAHAM BELL
NATIONAL HISTORIC SITE**
Baddeck, N.S.

Internment



Bell partnered with four individuals, including Douglas McCurdy, in the Aerial Experiment Association to develop the Silver Dart (1909), the first powered, heavier-than-air flying machine in Canada. The Silver Dart was used in military drills that year, but was later damaged beyond repair.

**BATTLE OF THE CHÂTEAUGUAY
NATIONAL HISTORIC SITE**
Allan's Corners, Que.

Internment



Charles-Michel d'Irumberry de Salaberry was a respected French Canadian officer for the British army and his victory at the Battle of Châteauguay during the War of 1812 was still a source of pride for French Canadians at the time of the First World War. Images of de Salaberry and his famous battle were used on recruiting posters in Quebec at that time.

**QUEBEC GARRISON CLUB
NATIONAL HISTORIC SITE**
Quebec City

Internment



Canadian officers and influential civilians used the club as a social and professional gathering place during the First World War.

**LACHINE CANAL
NATIONAL HISTORIC SITE**
Montreal, Que.

Internment



Completed in 1825, the Lachine Canal continued to be a major shipping route between the Great Lakes and the lower St. Lawrence River throughout the First World War. At its peak, 15,000 ships carrying goods to and from Canada passed through the transportation route.

CHAMBLY CANAL NATIONAL HISTORIC SITE
Chambly, Que. and
SAINT-OURS CANAL NATIONAL HISTORIC SITE
Saint-Ours, Que.

Internment



These canals were part of the First World War transportation network between the Lake Champlain and the St. Lawrence River. These helped facilitate the shipment of coal, an important source of energy for ships and troops at the time, from Pennsylvania to Sorel, Que.

**GROSSE ÎLE AND THE IRISH MEMORIAL
NATIONAL HISTORIC SITE**
Grosse Île, Que.

Internment



After the First World War, Irish immigrants who sought refuge in Canada most likely passed through the quarantine station at Grosse Île. This site commemorates Grosse Île's importance to the development of Canada's public health system as well as the hardships faced by Irish immigrants coming to Canada for a better life.

**FORTIFICATIONS OF QUEBEC
NATIONAL HISTORIC SITE**
Quebec City, Que.

Internment



The Dominion Arsenal in Artillery Park played a major role in the war effort during both world wars. Thousands of people, including women, were employed at the arsenal, which produced small arms ammunition.

**FORT GEORGE AND BUTLER'S
BARRACKS NATIONAL HISTORIC SITES**
Niagara-on-the-Lake, Ont.

Internment



Butler's Barracks and Fort George, called Camp Niagara, served as a military training camp for 14,000 soldiers from 1914-1918. The camp also served as the winter training grounds for the Polish Army, in which Canadians and Americans of Polish descent prepared to rebuild Poland after the Great War.



**BATTLEFIELD OF FORT GEORGE
NATIONAL HISTORIC SITE**
Niagara-on-the-Lake, Ont.

Internment
3

During the First World War, Fort George, called Camp Niagara, was used as a military training camp. The existing rifle range on the battlefield was used to train Canadian Militia as were the newly-built grenade, rocket, small arms and machine gun ranges.

**FORT MISSISSAUGA
NATIONAL HISTORIC SITE**
Niagara-on-the-Lake, Ont.

Internment
3

Incorporated into Camp Niagara, a First World War military training site, troops were housed in a tent city. Traces of soldiers' practice trenches can still be seen on the grounds.

**BETHUNE MEMORIAL HOUSE
NATIONAL HISTORIC SITE**
Gravenhurst, Ont.

Internment
3

Dr. Norman Bethune is commemorated for his extensive overseas medical service in war-torn countries, including Spain during the Spanish Civil War (1936-37) and China during the Second Sino-Japanese War (1937-1945). During his early life, Bethune also served in the First World War as a stretcher-bearer.

**FORT WELLINGTON
NATIONAL HISTORIC SITE**

Prescott, Ont.

Internment
3

The fort became a First World War armoury for local militia and a training ground for new recruits.

**SAULT STE. MARIE CANAL
NATIONAL HISTORIC SITE**
Sault Ste. Marie, Ont.

Internment
3

Located between Lake Huron and Lake Superior, the canal was an integral part of the water transportation network that moved goods across the country during the First World War.

**FORT HENRY
NATIONAL HISTORIC SITE**
Kingston, Ont.

Internment
3

Under the War Measures Act, this fort was superficially repaired and used as a First World War internment camp for enemy aliens.

**THE FORKS
NATIONAL HISTORIC SITE**
Winnipeg, Man.

Internment
3

From 1914-16, Upper Fort Garry served as an internment camp for enemy aliens.

**MOTHERWELL HOMESTEAD
NATIONAL HISTORIC SITE**
Abernethy, Sask.

Internment
3

This site commemorates W.R. Motherwell who served as Saskatchewan's Minister of Agriculture from 1905-17 and promoted better access to information for farmers. In 1917, he spoke out against conscription believing that young farmers were more important to the home front than to battlefields.



BANFF NATIONAL PARK Banff, Alta.

Internment



Held at a First World War interment camp at Castle Mountain, enemy aliens provided much of the cheap labour to build Canada's western national parks. They improved facilities at Banff as well as built roads and other infrastructure.

JASPER NATIONAL PARK Jasper, Alta.

Internment



Housed at an interment camp, enemy aliens improved the roads in the park. Jasper has also given First World War commemorative names to a number of peaks and topographic features.

BAR U RANCH NATIONAL HISTORIC SITE Longview, Alta.

Internment



Like all farms and ranches in Canada during the First World War, Bar U Ranch produced food for troops. The ranch also bred Percheron horses used by soldiers at the front lines.

FIRST OIL WELL IN WESTERN CANADA NATIONAL HISTORIC SITE Waterton Lakes National Park, Alta.

Internment



During the war, oil was used for military vehicles and planes and was first established as a strategic commodity.

WATERTON LAKES NATIONAL PARK Waterton Park, Alta.

Internment



The names of mountain peaks at this park commemorate First World War battles such as Vimy, Dardanelles and the Bosphorus.

MOUNT REVELSTOKE NATIONAL PARK Revelstoke, B.C.

Internment



An interment camp was built halfway up Mount Revelstoke in September of 1915, but was abandoned that winter due to harsh conditions.

YOHO NATIONAL PARK Field, B.C.

Internment



This park housed Camp Otter, one of many interment camps for enemy aliens during the First World War.

FORT RODD HILL AND FISGARD LIGHTHOUSE NATIONAL HISTORIC SITES Colwood, B.C.

Internment



This site was used for coastal defense during both world wars and the lighthouse was used as a physical landmark for daytime navigation.



**GULF OF GEORGIA CANNERY
NATIONAL HISTORIC SITE
Richmond, B.C.**

This site commemorates Canada's West Coast fishing industry. The cannery was also a key food supplier for troops during the First World War.

Internment
3

Internment
3

Internment
3

Internment
3

Internment
3

Internment
3

Internment
3



The Halifax Explosion

Learning objective

- Students will learn about the Halifax Explosion and the scope of the destruction on December 6, 1917.

Time required

30-40 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- Halifax Explosion map (Appendix 4)
- Heritage Minutes segment “Halifax Explosion” from Historica Canada (optional)
- Google Maps (optional)

Set-up

Print out and assemble the tiled map, arranging your classroom to accommodate its size.

Links to Canadian National Standards for Geography

Essential element 1:

The world in spatial terms

- major cities of the provinces, Canada and the world
- map projections for specific applications

Essential element 2:

Places and regions

- factors that influence people's perception of places and regions
- changes in places and regions over time
- interdependence of places and regions

Essential element 4:

Human systems

- human migration patterns
- types and patterns of human settlement
- cities as providers of goods and services
- changes in human settlement patterns over time

Introduction

Identify major cities and hubs on the tiled map. Ask students which hub they think would have been the busiest during the war and why. Explain that during the First World War, Halifax played an important role as a transportation hub. In 1914, Halifax Harbour linked the Atlantic Ocean with the rest of Canada through railroads. It remains the largest harbour on the East Coast. Using the tiled map and the legend, discuss Halifax's transportation features and hubs such as naval bases, railways and roads in 1919 and why the city was so important then.

Development

Watch the Heritage Minutes segment, “Halifax Explosion” (historicanada.ca/content/heritage-minutes/halifax-explosion).

Discuss the video and people's reaction to Vince Coleman. Explore what Coleman was trying to do and how students think they would react if they had been in Halifax that morning. Note that since many men were fighting overseas, most of the casualties were women and children.

Give your students information about the two ships involved in the explosion: the Norwegian ship, SS *Imo*, and the French munitions ship, SS *Mont Blanc*. Explain that the *Mont Blanc* was filled with explosives, including picric acid, TNT and gun cotton, and that both ships were set to sail to Europe.

Show students the map of the explosion (provided). Ask students how geography played a role in this disaster, focusing on whether Halifax's natural harbour was a double-edged sword (the long, narrow geography of the waterway made it an ideal harbour, but that unfortunately caused the city to develop around it and maximized the damage caused by the blast).

Identify your hometown on the tiled map and label it, including its population. Have students calculate the casualties if this kind of event occurred in their hometown. Using the scale on the tiled map, determine how large the 1.3-square-kilometre blast area would be if it occurred in your hometown, and map it out on the tiled map. Discuss the effects of an explosion of that size on your community and how the surrounding geography would have played a role.

Conclusion

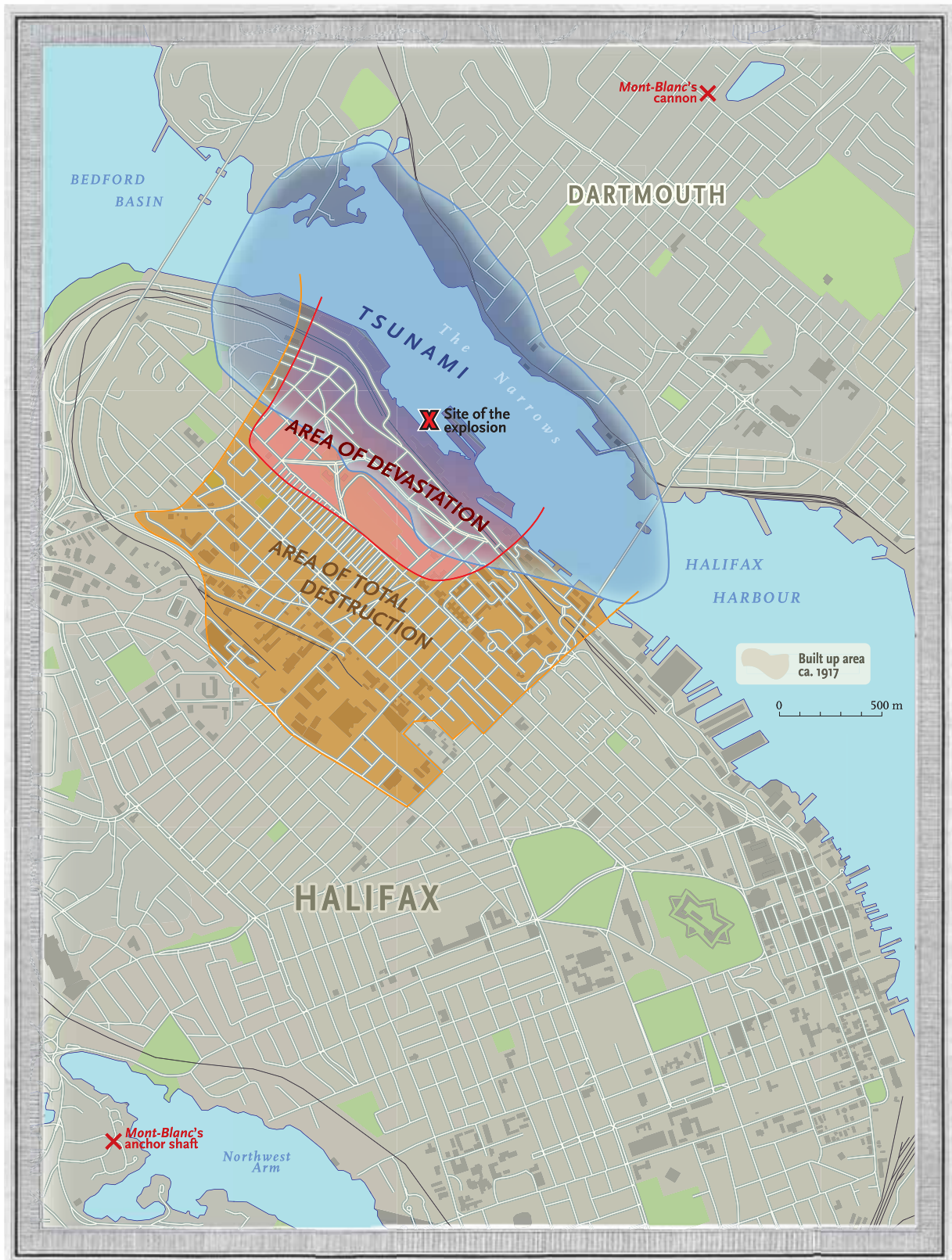
Emphasize that the Halifax Explosion was an unprecedented disaster and remains one of the biggest non-nuclear explosions in the world to date. Ask your students to think about how this disaster might have been prevented. Have students locate another wartime hub during the First World War on the tiled map and predict how that city would have reacted or been influenced if a major disaster had occurred there in 1917 and what would happen today. Discuss other human-caused disasters that have affected Canada in lasting ways, and locate them on the map.

Extend your geographic thinking

Identify major harbours in present-day Canada and research the types of goods that are shipped through them. If Google Maps is available, examine what present-day Halifax looks like and discuss how the city has recovered and redeveloped.

Appendix 4

Halifax Explosion map



CHRIS BRACKLEY/CANADIAN GEOGRAPHIC

Stalemate

Learning objectives

- Students will learn about trench warfare and what it would have been like if trenches had been built on Canadian soil.
- Students will gain firsthand knowledge of the types of victories and defeats for Canadian troops during the First World War.
- Students will become familiar with using a scale on a map.

Time required

60-70 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- map of Europe (Appendix 5)
- letter from the trenches (Appendix 5)
- images from the trenches (Appendix 5)
- string or pencils with rulers
- July/August 2014 issue of *Canadian Geographic* (optional)

Set-up

Determine the best example for students to understand the distances provided below, such as the length of a hallway, schoolyard, etc. This will help your students establish a frame of reference. Google Earth and Google Maps both have scales and measurement tools that you can use to plan this out in advance.

- **200 metres:** average distance between trenches on the Western Front
- **500 metres:** longest advance at Beaumont-Hamel
- **3 kilometres:** ground gained by the Germans on April 22, 1915, after their gas attack at Ypres
- **1,500 metres:** ground gained by Canadian Forces at Passchendaele from October 27 to November 7, 1917
- **10 kilometres:** longest gain of the Somme Offensive

.../continued

Introduction

Explain to students that during the First World War enormous battles were fought over relatively small areas, with neither side gaining significant ground. This can be described as a stalemate. Show students the map of Europe (provided). Highlight some of the main battles on the map and describe the role of stalemate in each battle using the information below. For each battle, see if your students are able to estimate how many casualties there were per kilometre or metre gained using the map of Europe.

Ypres: This battle, which occurred from April 22 to May 25, 1915, was both one of the first combat experiences for Canadian troops and one of the first times Germans used poison gas against Allied Forces. The Germans gained 3 kilometres in a single day. Over 2,000 Canadians died defending against further advances until British reinforcements arrived to help reclaim the territory.

Beaumont-Hamel: This battle happened on the first day of the Somme Offensive (July 1, 1916). Five hundred metres was the farthest distance that Canadian soldiers were able to reach during the battle and the majority of that territory was not held. For Newfoundland, which didn't join Canada until 1949, it was a devastating battle. More than 700 Newfoundlanders were killed or wounded, effectively wiping out the Royal Newfoundland Regiment.

Passchendaele: Canadian troops gained 1.5 kilometres from Oct. 27 to Nov. 7, 1917. This was the conclusion of a long battle fought on extremely muddy territory between July and November 1917. More than 4,000 Canadians died during the course of this battle.

The Somme: Allied Forces gained 10 kilometres in this battle, the most in the Somme Offensive. This was one of the bloodiest battles in history — more than 1,000,000 men were killed or wounded between the two sides. The battle lasted from July 1 to Nov. 18, 1916.

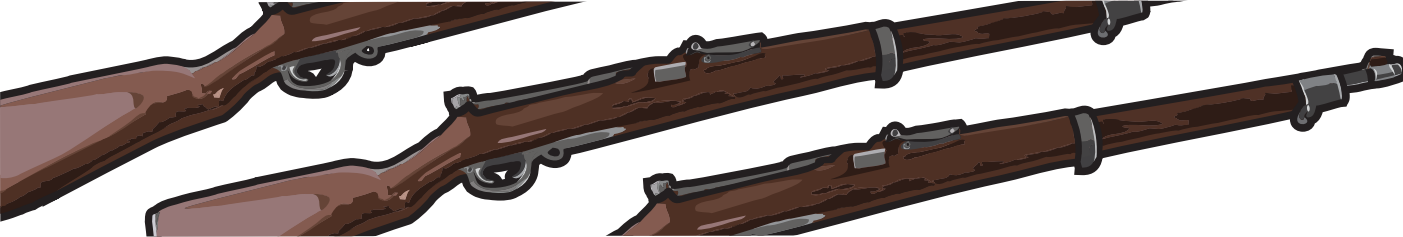
Development

Ask students to list things they have heard about the trenches in the First World War. Give students time to read a letter from a soldier living in the trenches (provided). Have a class discussion about what it would be like to participate in trench warfare, focusing on the conditions. Explain to students that the trenches symbolized a stalemate because once the trenches were dug, soldiers were immobile. By the end of the war, each side had dug at least 19,000 kilometres of trenches.

Assemble the tiled map and identify major city locations, training centres, naval stations and railways. Ask students to hypothesize ideal locations of where trenches would be located if the First World War had occurred on Canadian soil. How would Canada's unique geography influence the location and development of trenches? Have students use the scale provided on the map to measure and mark 19,000 kilometres.

.../continued





Links to Canadian National Standards for Geography

Essential element 1:

The world in spatial terms

- major countries of the world
- map projections
- mental maps and spatial relationships

Essential element 2:

Places and regions

- factors that influence people's perceptions of places and regions
- world political regions
- changes in places and regions over time
- political and historical characteristics of regions

Essential element 6:

The uses of geography

- effects of physical and human geographic factors on major historic events
- influences of geographic features on the evolution of significant events and movements

Next, have students find a location on the tiled map where trenches could be created. Remind students to consider the location of major city hubs, transportation lines and the physical landscape of Canada. This activity may be done as a class or in small groups. If students are divided into small groups, have each group focus on a different part of Canada then share their thoughts with the class.

Conclusion

Have students imagine that they are a soldier living in the trenches they just placed in Canada. Ask them to write a letter to a loved one identifying where they are, what the landscape is like and their overall experience in the war. Have students share their letters with the class and use the map of Canada to identify where they were when they wrote the letter.

Extend your geographic thinking

Examine the trench images (provided). Have students select one image and describe what it would be like to experience it as a soldier in the war. Have students research key items soldiers required when living in the trenches, and have them research the physical geography of the region where trenches were situated.

Based on this research, have students create a packing list of necessary items soldiers would have needed based on this resource and rank them in order of importance.

Netley Hospital
England

Feb 22, 1915

My Dear Mother,

At last I have got a decent chance to drop you a line. Now I'll tell you what has happened to me during the past four weeks. In fact it is the only thing I can tell you. First as you know by my other letter I was hit with 2 others getting into the trenches. The bullet hit me just over the left ear and travelled upward for about 2 inches. Luckily it didn't hit me square for I had my head turned, evidently, so instead of going through into the brain it just made a fracture of the skull. They have an X-Ray photo of the skull showing the crack in the skull as the whole thing as plainly as if it was a flower pot standing out into front of you. Well to continue. A piece of the skull bone was broken in and this pressed upon the nerve inside causing the paralysis of the right arm and partial paralysis of the right leg. Well, of course when I was hit I dropped like a log never knew what hit me, right into the mud of the field we were in. And believe me it was some mud, nearly to the knees actually. All the country here is low, what as you probably have read of as the Low Countries. The man with me, he himself since wounded I see by the papers dragged me through this mud for 50 yards to safety, he himself unable of course to get on his feet for fear of getting one from the same place.

(Abridged)

Now just a word to the war. It is absolutely worse than the people ever imagine. The weather is not as cold as Canada of course but it rains or sleet every day nearly. Raw and miserable and the trenches are a terror. Actually water over

the knees have I stood in for 2 days and nights and kept my back humped up and my head down below the trenches all the time. And then when we come out had to cut my boots off my feet. they were so swollen. This is what the papers don't tell and are not allowed to tell, so don't show this letter around. And Belgium, village after village, and they are only a matter of a few miles apart here absolutely blown to pieces. And the people where they are, goodness only knows. And France isn't much better a country of old, young and cripples If people only realized what a war such as this meant to the country, where it was waged it would mean that the world would turn to socialism in no time.

Thank goodness you live in North America. However don't despair about the progress of the war, its only a question of the weather when we will shift them out of the trenches. You've no idea what the mud is like over there. The whole trouble was, the Germans get ready before they declared war and before the French and English were sure that it meant war sure, the "Boshes" were half way across France and nearly to Paris.. However, I'm cheerful as a lark these past few days again and when they send me back the weather will be better. Of course I expect to get a week or two off to myself before I go back, so I guess I'll go to London again. Now drop Roy & Hulu a card when you get this and tell them I'll write in a few days when my arm gets stronger. This has taken me 5 hours to write. Now then I haven't had a letter since January 12th from anywhere, so expect one of your letters is travelling around France. Now as soon (the day) you get this write me because I may not be here and put "(Return if not delivered in 5 days" on the outside of envelope with your address.

With best love to you all from your son "Harry 1753"
P.P.C.L.I.

This is the address "G" Ward
Welsh Hospital
Netley, England



CHRIS BRACKLEY/CANADIAN GEOGRAPHIC

Appendix 5

Image gallery 1



LUNCH IN THE TRENCHES, GEORGE METCALF ARCHIVAL COLLECTION, CWM 19920044-058256



FUNK HOLE, GEORGE METCALF ARCHIVAL COLLECTION, CWM 19920044-616256



DRAINING TRENCHES, GEORGE METCALF ARCHIVAL COLLECTION, CWM 19920044-256



Canadian Women and the First World War

Learning objectives

- Students will learn about the many roles played by Canadian women in the First World War.
- Students will learn how women contributed to the advancement of their status in Canadian society.

Time required

30-40 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- index cards or sticky notes
- provincial enlistment statistics (Appendix 6)
- article, “The Suffrage Movement” (Appendix 6)
- images of women during the First World War
- video “Daughters of the Empire”; Library and Archives Canada (optional)
- digital projector (optional)

Set-up

Print out the tiled map. Photocopy or project the enlistment statistics.

Links to Canadian National Standards for Geography

Essential element 2:

Places and regions

- perceptions of places and regions
- how culture affects places and regions
- changes in places and regions over time

.../continued

Introduction

As a class, brainstorm what Canadian society was like 100 years ago. Assemble the tiled map and have students place their finger on any city or town on the map. Then ask students to consider how society was different in this location a century ago and what their daily lives would be like, taking into consideration the needs of daily life such as food, houses and transportation. Discuss how technology has evolved and altered the daily lives of Canadians.

On the board, make a T-chart with women on one side and men on the other. Have students brainstorm the roles of men and women at the beginning of the First World War. What occupations did each have and how were each expected to act in society? Show students the Library and Archives Canada video, “Daughters of the Empire,” (collectionscanada.gc.ca/firstworldwar/025005-2100.031-e.html) to enrich the discussion.

Development

Project the provincial enlistment numbers from 1914 on the board for each province, and have students label the numbers on the map using sticky notes or an index card. Have students identify which cities had the most men leave for the war.

Explain that with thousands of men gone, many jobs at home were left vacant. This created a need for women to adopt non-traditional roles – societal norms at the time were different from today and single women were encouraged to stay at home or work in sewing factories, as phone operators, primary school teachers and governesses. Women with husbands and children were expected to manage the household.

Discuss some of the activities and jobs in which women could have taken part during the war. Make sure that munitions factory work, nursing, farming and volunteering are well represented and introduce the concept of suffrage and women’s voting rights.

Divide students into groups, each representing a different province, and have them locate women’s jobs during the war on the map.

Conclusion

After the war, women were strongly encouraged to return to the home, while soldiers returning to Canada went back to their jobs.

Ask your students if they feel this was a fair development. The right to vote in federal elections was granted within a few years, but workplace conditions lagged for decades following the war. Inequality in the workplace is still a problem today?

.../continued



**Essential element 4:****Human systems**

- patterns and processes of migration past and present
- types and patterns of human settlement
- processes of cultural diffusion
- types and patterns of economic activity

Essential element 6:**The uses of geography**

- effects of physical and human geographic features on major historic events
- influences of geographical features on the evolution of significant historic events and movements

As a class, read through the suffragist article (provided) and have different students use index cards or sticky notes to highlight important dates related to women's voting rights in each province. Discuss any patterns or trends that they identify on the map. Based on the information provided in the article, ask students which provinces demonstrated a stronger support for women's rights than others.

Extend your geographic thinking

Show students images of how women were depicted during the First World War (provided). Have students reflect on the portrayal of women in these images. How accurate do they think these portrayals are?

Have students choose three images and share their impressions of each.



The Suffrage Movement

In 1915, women in Canada still did not have the right to vote, provincially or federally.

Manitoba was the first province to allow this right in January 1916. Saskatchewan and Alberta followed in March and April respectively. In February of the next year, Ontario women got the vote, followed by British Columbia women in April. Also that year, Louise McKinney of Alberta, a temperance and women's rights advocate, became the first woman elected to a Canadian legislature.

This created pressure for change, but the first time women got the vote was almost an accident. In the months leading up the 1917 federal election, the government of Sir Robert Borden faced a complicated situation: women in all provinces from British Columbia to Ontario had the vote; women living east of the Ontario-Quebec border did not.

The temporary solution had less to do with women's rights than with a political issue facing Borden's government: conscription. Parliament extended the vote through two new laws in an effort to increase the numbers of pro-conscription voters. The Military Voters Act, which gave the vote to soldiers under the age of 21, benefited women as well. This law made military nurses serving in the war effort the first Canadian women to exercise the right to vote in a federal election.

The second law, the War-Time Elections Act, gave the vote to close female relatives of people serving in the armed forces. This meant that 500,000 additional women could now vote. However, women who did not have a relative in the armed forces still could not vote. This situation would not be tolerated for long.

The following year, Borden's re-elected government moved to correct the situation, introducing a bill to provide for universal female suffrage on March 21, 1918. The bill

was not universally welcomed by strong conservative and religious opponents.

MP Jean-Joseph Denis declared: "I say that the Holy Scripture, theology, ancient philosophy, Christian philosophy, history, anatomy, physiology, political economy and feminine

psychology all seem to indicate that the place of women in this world is not amid the strife of the political arena, but in her home." (*Hansard Debates*, April 11, 1918; 643)

Facing strong opposition, Borden compromised by declaring that women voters would have to meet the same requirements as men—for example, property requirements where they existed. The compromise worked, and the Act to Confer the Electoral Franchise upon Women was passed on May

24, 1918. A 1919 law gave women the right to be candidates in federal elections.

In 1920, legislation provided universal access to the vote, without property ownership or many other requirements except age and citizenship. The general election of 1921 was the first open to almost all Canadians, men and women, age 21 and over. Agnes Macphail, the first female member of Parliament, won a seat at that election.

Unfortunately, this legislation did not mean all women received the right to vote. Women (and men) who were excluded from voting in two provinces, British Columbia and Saskatchewan, "for reasons of race"—that is, mainly people of Japanese, Chinese and Southeast Asian descent—were also excluded from voting federally until the late 1940s. Aboriginal women (along with aboriginal men) did not get the vote until 1960.

—Adapted from *Elections Canada*
elections.ca

The temporary solution had less to do with women's rights than with a political issue facing Borden's government: conscription.



CANADIAN NURSES, GEORGE METCALF ARCHIVAL COLLECTION, CWM 19920085-353



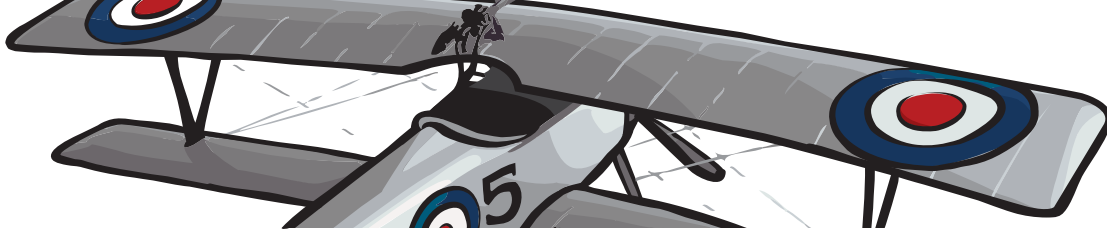
LAND GIRLS HOEING, PAINTED BY MANLEY EDWARD MACDONALD,
BEAVERBROOK COLLECTION OF WAR ART, CWM 19710261-0370



MABEL MAY, WOMEN MAKING SHELLS, 1919, © BEAVERBROOK COLLECTION OF WAR ART, CANADIAN WAR MUSEUM, OTTAWA, ONTARIO 19710261-0389



WOMEN OPERATORS, PAINTED BY GEORGE ANDREW REID, BEAVERBROOK COLLECTION OF WAR ART, CWM 19710261-0551



Transportation

Learning objectives

- Students will learn about the various modes of transportation used during the First World War and how they helped Canada prepare for war.
- Students will learn about Canadian aviation aces.
- Students will explore aircraft training schools in Canada during the First World War.

Time required

30-40 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- image “Pancaking a Plane” (Appendix 7)
- image of First World War aircraft (Appendix 7)
- image of HMCS *Rainbow* (Appendix 7)

Set-up

Print the tiled map. Arrange your classroom to ensure it can accommodate the map.

Links to Canadian National Standards for Geography

Essential element 2:

Places and regions

- factors that influence people’s perceptions of places and regions
- the importance of places and regions to individuals and social identity
- changes in places and regions over time

Essential element 4:

Environment and Society

- types and patterns of human settlement
- transportation and communication networks in Canada and the world

.../continued

Introduction

Assemble the tiled map and have a class discussion about how people travelled in 1919 compared with today. Highlight the railway on the map and explain that Canada’s rail system was the primary form of travel before and during the war and became the main mode of transportation for soldiers during the war.

Just before the war, a railway boom in Canada had resulted in the construction of extensive lines across the country. However, rail companies overextended themselves, and immediately after the war, the Canadian government was forced to buy many bankrupt railways. The government amalgamated these individual companies into one, Canadian National Railways, or CN.

Highlight Canadian Forces Base Valcartier on the map as the main destination for soldiers across Canada. Ask students to consider how Canada’s rail system is used today and how transportation technology has changed.

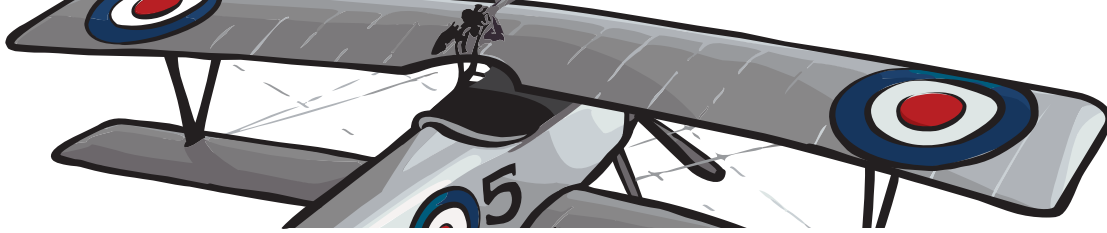
Development

Explain that when the war broke out in August 1914, airplanes were still a new invention. It was still an impressive feat to take off and land safely, let alone to try to shoot down another plane. Show students the image of a British poster instructing how to pancake a plane. Have students discuss the limitations of air travel during the First World War and how aviation technology has changed.

Refer to the tiled map and have students identify the training camps in Canada as well as any patterns they recognize (all training camps were in Eastern Canada and near big cities). Locate Camp Borden and note that it was the first British Royal Flying Corps (RFC) training location in Canada and was later the first training station for the newly created Royal Canadian Air Force between the First and Second World Wars. Explain that Canada did not have its own permanent air force until after the First World War and that these stations were established by Great Britain. Ask students to consider how Canadian weather may have influenced training at these stations (many planes were not built to withstand the climate in the winter) and why Canada was chosen for RFC training facilities (pilots needed somewhere to train and Canada was a great fit – far from the theatre of war with plenty of open space).

Show students images of aircraft from the First World War. Explain that military pilots were given the title of “ace” if they had shot down five or more enemy aircraft. At the time, aces like Billy Bishop and William Barker were celebrities, and the government spared no expense using their heroic stories in propaganda. Ask students if they think the government’s treatment of these pilots added to their fame and legacy. Note that many Canadian airports are named, or have been named, after these aces (the original airport in Calgary was named after Fred McCall, airports in Toronto and Owen Sound are named after Billy Bishop).



**Essential element 6:****The uses of geography**

- influence of geographical features on the evolution of significant historic events and movement

Conclusion

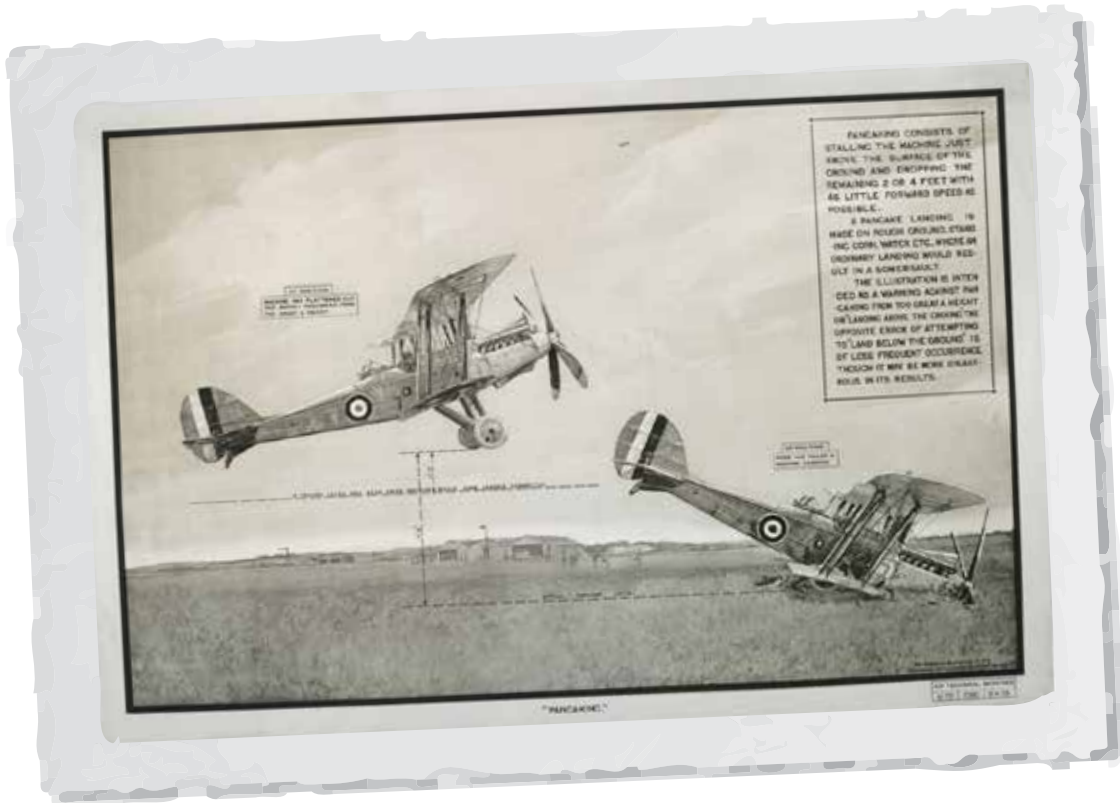
Highlight the navy signal stations on the tiled map. Ask students to consider how port areas and naval stations played a role in the First World War, and record their answers on the board. Explain that at the outbreak of war, Canada's navy was only three years old. Ask students what challenges Canada's navy faced as it entered the war, and write their answers on the board.

Now that students have a better understanding of the modes of transportation and their role in the war, have students write a paragraph explaining which force they would enlist in. Ask students to identify if they want to enlist in the navy, army (i.e., soldiers on the ground) or the British Royal Flying Corps. Have them locate an area on the map where they wish to undergo training and explain why they chose this area.

Extend your geographic thinking

Discuss how the advancement of aviation, railway and naval technology contributed to the development of cities farther north and how technology helped open the farthest reaches of Canada's landscape.

Now have your class find Churchill, Man. on the map and ask why it's not labeled. Explain that many of today's cities in the North were virtually unreachable by average Canadians at the time. Have your class find other cities that would have been difficult to travel to.



"PANCAKING", TRAINING POSTER, CWM 19700043-008



H.M.C.S. RAINBOW, GEORGE METCALF ARCHIVAL COLLECTION, CWM 19790602-053



WAR IN THE AIR, PAINTED BY CHRISTOPHER RICHARD WYNNE NEVINSON, BEAVERBROOK COLLECTION OF WAR ART, CWM 19710261-0517

Canadians in Battle

Learning objectives

- Students will learn about Vimy Ridge and connect it to Canada on the home front.
- Students will gain a greater understanding of combat in the First World War and the measures taken to transport and train soldiers.
- Students will identify how geography affected the success, failure and number of casualties of each encounter.

Time required

70-90 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- Vimy Ridge article (Appendix 8)
- division comparison sheet (Appendix 8)
- regiment cards (Appendix 8)
- string or coloured pencils (five colours)

Set-up

Print the tiled map and arrange your classroom to accommodate its size. Make copies of the division comparison sheet for each student and provide enough regiment cards for each group to work comfortably together (four copies per group).

Links to Canadian National Standards for Geography

Essential element 1:

The world in spatial terms

- map types
- major cities of the provinces, Canada and the world
- map projections for specific applications

.../continued

Introduction

Introduce the battle of Vimy Ridge to your students by either reading the summary or providing them with a copy. Afterwards, summarize the article by asking students why Vimy was a defining moment for Canada.

Explain that each regiment that participated in Vimy Ridge was from a different part of Canada and, for the first time, all Canadian divisions fought together, uniting men from across the country.

Have students explore the journey of each division by dividing your class into five groups and distributing a different division information card to each. Ensure all students have a copy of the comparison chart. Have students read the information provided and the column connected to their regiment. Once each group has completed their portion of the chart, have each group select one speaker to present their information to the class. During each presentation, ensure that all students are completing their chart.

Development

Assemble the tiled map. Ask students to locate the city where their regiment was from on the map and determine how the recruits would have made their way to the Valcartier training camp in Quebec and from there to Europe.

Have them describe what geographical changes soldiers would have noticed on their journey. For instance, soldiers travelling from British Columbia to Quebec would travel through the mountains, the Prairies, the Canadian Shield, etc. Have students imagine they are a recruit from their division's town and brainstorm what each would see.

Use coloured string or pencils to highlight their journey on the map.

Conclusion

Explain to students that the First World War connected Canadians like never before. Men from Montreal were training with men from British Columbia, Saskatchewan, aboriginal communities and Atlantic Canada. Ask students what a young recruit from Montreal would learn from a recruit who travelled from a different part of Canada.

Individually, have students create a 10-day journal about their trek to the training camp and their encounters with other recruits across Canada. Have them share their thoughts about the Canadian landscape and how they felt about the other recruits and participating in the war.

If time permits, divide students into pairs and have each pair share their journey with the rest of the class. Ensure students submit their journal entry at the end of class.

Essential element 2:**Places and regions**

- factors that influence people's perception of places and regions
- changes in places and regions over time
- how culture affects places and regions
- political and historical characteristics of regions

Essential element 4:**Human systems**

- patterns of culture in Canada and the world
- regional development in Canada and the world
- transportation and communications networks in Canada and the world

Extend your geographic thinking

Explain that the location of the Vimy Ridge battle was strategically chosen because it is on an escarpment. The ridge on the western side rises gradually, while the ridge on the eastern side has a steep drop. Have students consider how Vimy Ridge's physical landscape helped Canada win this battle. Have students research tactics that were used to accommodate this landscape from both sides and share their findings with the class.



Battle of Vimy Ridge

Many historians and writers consider the Canadian victory at Vimy a defining moment for Canada, when the country emerged from under the shadow of Great Britain and felt capable of greatness. Canadian troops also earned a reputation as formidable and effective because of the stunning success. However it was a victory at a terrible cost, with more than 10,500 soldiers killed and wounded.

The Canadian Corps was ordered to seize Vimy Ridge in April 1917. Situated in northern France, the heavily fortified seven-kilometre ridge held a commanding view over the Allied lines. The Canadians would assault over an open graveyard, as previous French attacks had failed with over 100,000 casualties.

To capture this difficult position, Canadian forces carefully planned and rehearsed their attack. The infantry were given specialist roles as machine-gunners, rifle-men and grenade-throwers to provide greater flexibility and firepower in battle. These same soldiers underwent weeks of training behind the lines, using models to represent the battlefield and new maps crafted from aerial photographs to guide their way. To bring men safely forward for the assault, engineers dug deep tunnels beneath the battlefield. Despite this training and preparation, the key to victory was a devastating artillery barrage that not only isolated enemy trenches, but provided a moving wall of high explosives and shrapnel to force the Germans to stay in their deep dugouts and away from their machine-guns.

“Chaps, you shall go over exactly like a railroad train, on time, or you shall be annihilated,” warned Julian Byng, commander of the Canadian Corps.

Attacking together for the first time, the four Canadian divisions stormed the ridge at 5:30 a.m. on

April 9, 1917. More than 15,000 Canadian infantry overran the Germans all along the front. Incredible bravery and discipline allowed the infantry to keep moving forward under heavy fire, even when their officers were killed. There were countless acts of sacrifice, as Canadians single-handedly charged machine-gun nests or forced the surrender of Germans in protective dugouts. Hill 145, the highest and most important feature of the Ridge and where the Vimy monument now stands, was captured in a frontal bayonet charge

against German machine-gun positions. Three more days of costly battle delivered final victory. The Canadian operation was an important success, even if the larger British and French offensive, of which it had been a part, had failed. But it was victory at a heavy cost: 3,598 Canadians were killed and another 7,000 wounded.

The capture of Vimy was more than just an important battlefield victory. For the first time, all four Canadian divisions attacked together: soldiers from all regions of Canada were at the battle. Brigadier-General A.E. Ross declared after the war, “in those few minutes [at Vimy] I witnessed the birth of a nation.”

Vimy became a symbol for the sacrifice of the young Dominion of Canada. In 1922, the French government ceded to Canada in perpetuity Vimy Ridge and the land surrounding it. The gleaming white marble and haunting sculptures of the Vimy Memorial, unveiled in 1936, stand as a terrible and poignant reminder of the 11,285 Canadian soldiers killed in France who have no known graves.

—Adapted from Library and Archives Canada
bac-lac.gc.ca

*Vimy became
a symbol for the
sacrifice of the young
Dominion of Canada.*



COURTESY OF DEPARTMENT OF NATIONAL DEFENCE

Nova Scotia Highlanders

The Nova Scotia Highlanders produced various battalions during the First World War, including the 17th, 25th, 106th, 193rd and 246th. The regiment, based in Truro, N.S., drew men from throughout the province.

The various battalions were often used to replace troops from existing battalions overseas. The men gathered in Truro and travelled by train to CFB Valcartier before sailing to England for further training. Once overseas, they filled out existing battalions that had lost soldiers to injuries, illness or death. The soldiers filled a division that fought at Vimy Ridge and other major engagements during the First World War.





COURTESY OF DEPARTMENT OF NATIONAL DEFENCE

Royal 22nd Regiment

The Royal 22nd Regiment, known as the Van Doos, fought at Vimy Ridge and many other battles with the 2nd Canadian Division during the First World War.

During the first wave of recruitment, English and French soldiers were mixed. When a second division was made, it was decided to keep together troops that had already been training with each other in hometown battalions. The Royal 22nd Regiment, the first predominantly French regiment, was created from local Quebec battalions.

The more than 1,000 Van Doos sailed to Europe from Quebec City in May 1915 with the 2nd Canadian Division, and were in France by September 1915.





Royal Montreal Regiment

The 13th Battalion of the Canadian Expeditionary Force, the Royal Montreal Regiment (RMR), fought with the 1st Canadian Division at Vimy Ridge, among many other battles.

This regiment traces its roots to August 1914, when three Montreal militias joined forces in Westmount, a borough of Montreal, Que. More than 1,000 soldiers from the RMR arrived in Europe in October 1914 with the rest of the Canadian Expeditionary Force. Within six months of forming, parts of the regiment were already at battle on the Western Front.

The regiment drilled at the Westmount Armoury and then boarded trains bound for Valcartier for further training, before boarding ships bound for England with the rest of the first wave of the Canadian Expeditionary Force.





COURTESY OF DEPARTMENT OF NATIONAL DEFENCE

Royal Winnipeg Rifles

The Royal Winnipeg Rifles were formed in 1883 and raised many battalions for the First World War. The most famous was the 8th Battalion, which fought with the 1st Canadian Division.

Before the 8th Battalion sailed for Europe on October 1, 1914, they recruited men from Brandon, Man., and Winnipeg, as well as from towns in western Ontario such as Kenora and Port Arthur (now part of Thunder Bay). The soldiers trained at the Minto Armouries in Winnipeg before travelling by rail to Valcartier and then to England by ship.

Five soldiers from the battalion were awarded the military's highest honour, the Victoria Cross. Three of them, Frederick William Hall, Leo Clarke and Robert Shankland, were from same block on Pine Street in Winnipeg, later renamed Valour Road in their honour.





COURTESY OF DEPARTMENT OF NATIONAL DEFENCE

British Columbia Regiment: Duke of Connaught's Own Rifles

The Duke of Connaught's Own Rifles regiment spawned various battalions during the First World War. The 7th and 29th battalions fought throughout the war.

The 7th Battalion travelled across Canada from Vancouver to CFB Valcartier to embark on ships bound for England, and arrived in October 1914. The 29th Battalion, also known as Tobin's Tigers after its first commanding officer, followed the same path months later in May 1915. Both fought at Vimy Ridge, and Robert Hill Hanna of the 29th Battalion was awarded the Victoria Cross in 1917.





DIVISION COMPARISON SHEET

Using the information provided on the regiment cards and from your classmates, compare and contrast key regiments that participated in Vimy Ridge.

REGIMENT	WHERE IN CANADA ARE THEY FROM?	ADDITIONAL INFORMATION (training location, colour of badge)



The Conscription Crisis

Learning objective

- Students will study the origins of the conscription debate and the effect it had on Canadian politics and society.

Time required

50-60 minutes

Grades

7-12

Materials

- tiled map: *A Nation Takes Shape*
- red and blue markers to show election results (12 large blue, 33 small blue, 6 large red, 22 small red) (Appendix 9)
- election results
- coloured blocks or chips
- biographies for mock election (Appendix 9)

Set-up

Print and assemble the tiled map. Print the short biographies provided and cut them into separate cards. Make sure to adhere to the ratios suggested (soldiers, farmers, francophones, anglophones, British-born).

Links to Canadian National Standards for Geography

Essential element 2:

Places and regions

- factors that influence people's perception of places and regions
- how culture affects places and regions
- physical and human processes shape places and regions
- political and historical characteristics of regions

Essential element 4:

Human systems

- population density, distribution and growth rates
- types and patterns of human settlement

.../continued

Introduction

Ask all male students to stand up. Next, tell them that they are going to war, they do not have a choice, and they must prepare or be labelled a traitor. Ask students how they feel and what their reaction would be if this really happened.

As a class, define conscription – compulsory service in the armed forces. Point out that after the enormous losses at Vimy Ridge, casualties were far higher than enlistments, and Canada was going to face a serious shortage of soldiers if more troops weren't quickly assembled. This led to a divisive debate, whose consequences are still seen in Canadian politics.

Divide the class into two sides, for and against conscription and hold a debate. Allow time for each group to prepare. As the teacher, moderate the debate and highlight themes like growing patriotism, population distribution (men leaving from cities versus small towns), the role of women, etc.

Development

Explain that in 1917, Canada was faced with a decision: support the current Unionist government and conscription or support the Liberal opposition party and no conscription. Ask students their opinion on conscription and if their opinion would change if the war's purpose was to protect innocent people from harm. Have students explain how they would be able to tell if they were the "good guys"? Explain that the government decided to allow women to vote, but the right was limited to war widows, women serving overseas and women with family serving overseas. Ask students why they think the government made the decision to give some women the right to vote.

Point out that many groups in Canada had different opinions on the war. Number students one through eight, and explain that they are all about to take on the identity of a Canadian in 1917. They will be one of the following:

1. A soldier posted overseas
2. A farmer in Western Canada
3. An English-speaking Canadian man born in Canada
4. An English-speaking Canadian woman born in Canada
5. A French-speaking Canadian man born in Canada
6. A French-speaking Canadian woman born in Canada
7. A British-born person living in Canada
8. An English-speaking Canadian whose parents disagree about the vote

.../continued



**Essential element 6:****The uses of geography**

- influence of geographical features on the evolution of significant historic events and movements

Make sure to post clearly on the board that Unionists are **pro-conscription**, while Liberals are **anti-conscription**. Follow the guideline posted at the top of the biography sheet for the distribution of roles. Cut out and distribute the biographies for mock election cards provided in this resource package. Give students time to decide on their vote and then ask them to come up to the front to hand you their secret ballot. After all ballots are in, tally the results and inform the class whom they have elected. Quickly poll them to see how many would have voted differently if it was their own decision and not based on their assigned biography. Next, have them predict the election results (provided) from 1917 out of 235 total seats.

Conclusion

Province by province, reveal the results and use coloured blocks or chips to highlight them on the tiled map (for dramatic effect, reveal Ontario second last and Quebec last). Ask students if they are surprised by this result and what they can now infer about French and English Canada in 1917. By the end of the war, less than half of the roughly 100,000 conscripted soldiers had actually gone overseas, and less than half of them had been deployed to the front lines.

Discuss whether they think conscription was worth the political damage it caused and how they feel about the fact that Vimy Ridge, the battle that is seen by many as the birth of Canada, actually led to a bitter and lasting divide within the country.

Extend your geographic thinking

Have students research the latest federal election results by province and territory and connect their findings with the results from 1917. Discuss any patterns or trends they see.

	BC	AB	SK	MB	ON	QC	NB	NS	PEI	YK	
UNIONISTS	13	11	16	14	74	3	7	12	2	1	153
LIBERALS	0	1	0	1	8	62	4	4	2	0	82

235

Divide students into eight groups and give each a biography. For additional students, print out extra English-Canadian and French-Canadian biographies and distribute them at a ratio of two English to one French biography. These cards are also to be used as their ballots for the vote.



Conscription



Soldier

- You are currently posted on the front lines.
- There are rumours that enlistments have plummeted in Canada and reinforcements may be delayed by weeks or months.
- Your close friend was wounded at Vimy Ridge.

Unionist Liberal

Conscription



Farmer in Saskatchewan

- You were born in Lumsden, Sask.
- Many of the boys in your town volunteered for the war, so there is a shortage of able-bodied men to work on your farm.
- You have a cousin from Ontario who is currently fighting in France.

Unionist Liberal

Conscription



English-Canadian Man

- You were born in Hamilton.
- Your father was born in England, but moved to Canada at a young age.
- There are signs all over town asking men to do their part for the war, and some of your friends have already enlisted.

Unionist Liberal

Conscription



English-Canadian Woman

- You were born in Sydney, N.S.
- The extra demand for coal in the war has been a boon for your town's economy, and there are plenty of jobs for everyone.
- Your eldest son is fighting in France, so you are allowed to vote.

Unionist Liberal

Conscription



French-Canadian Man

- You were born just outside Montreal.
- Your family has been in Canada for several generations.
- You have five children and work on a dairy farm along the St. Lawrence River.

Unionist Liberal

Conscription



French-Canadian Woman

- You were born and live in Quebec City.
- Your brother from Toronto enlisted in 1914 and is still in France, so you are allowed to vote.
- Your husband works in a factory, and you have three young children at home.

Unionist Liberal

Conscription



British-born Canadian Man

- You were born in London, England, and moved to Toronto at the age of 12 with your parents.
- You recently received a letter from your uncle who is fighting in France telling you how proud he is to be doing his part for his home country.
- You have no wife or children.

Unionist Liberal

Conscription



English-Canadian Man

- You were born in Winnipeg.
- You work at the rail yard as a labourer.
- Your parents disagree about the vote. Your father thinks all men should fight, but your mother is afraid you will be conscripted.

Unionist Liberal



Memorialization

Learning objectives

- Students will examine the many ways in which the First World War has been memorialized in Canada and overseas.
- Students will consider the tone of the monuments and other commemorative items to ascertain the intentions of each.

Time required
60-90 minutes

Grades
7-12

Materials

- tiled map: *A Nation Takes Shape*
- July/August 2014 issue of *Canadian Geographic*
- war memorial cards (Appendix 10)
- picture of war memorial from hometown (optional)

Set-up

Print and assemble the tiled map. Photocopy images from the July/ August 2014 issue of *Canadian Geographic* or prepare a projector to display them for the class. Cut up the war memorial cards to distribute to your students.

Links to Canadian National Standards for Geography

Essential element 1:

The world in spatial terms

- distribution of major human and physical features at country and global scales
- major countries of the world

.../continued

Introduction

Explain that by the end of the war, about 61,000 Canadians had been killed and another 172,000 were wounded. Countless others returned home with lasting psychological damage, referred to at the time as shell shock, now known as Post Traumatic Stress Disorder, or PTSD. Poems and artwork would predict the dark and terrifying notion that warfare in the 20th century would only increase. Despite this, Canada was on the winning side of the war and memorials were created to celebrate or commemorate the contributions of the brave men and women.

Ask students to brainstorm ways in which the war is remembered in Canada. Encourage them to think about the cenotaph in their hometown and how every year on November 11, the First World War is remembered. Ask students to reflect upon any Remembrance Day ceremony they have participated in and brainstorm some of the symbols connected to war commemoration. Explain that nearly every community in Canada has a war memorial or cenotaph. Ask students why they think this is important and how these memorials have shaped towns.

Development

Distribute one war memorial card to each student. Have students read the information on the card and locate memorials throughout Canada dedicated to the First World War on the map.

Ask students to make any connections between the location of memorials and those of major First World War sites in Canada. For example, ask if there is a memorial that is dedicated to Canada's navy in a port town. Discuss what role a memorial's geographical location plays in understanding Canada in the First World War. Identify which provinces or towns have the most and least memorials. Discuss some of the patterns and trends that arise as students learn about some of Canada's famous memorials.

Have students choose one memorial they are interested in and research how it was designed, who created it and the overall message it conveys.

Conclusion

Examine how Canada is commemorated overseas by exploring the 13 First World War memorials highlighted in *Canadian Geographic's* July/August 2014 issue (page 59). Then, show students the picture of the Vimy Ridge memorial (page 57) and have them give their first impressions. Note that the Vimy memorial is depicted as triumphant. This huge memorial was expensive to create and is recognizable to Canadians everywhere.

.../continued





**Essential element 2:
Places and regions**

- actors that influence people’s perceptions of places and regions
- how culture affects places and regions
- how physical and human processes shape places and regions
- the importance of places and regions to individuals and social identity

**Essential element 6:
The uses of geography**

- effects of physical and human geographic factors on major historic events
- influence of geographical features on the evolution of significant historic events and movements

Ask students why it is important to commemorate Canadian soldiers outside Canada and how Canadian soldiers in the First World War influenced the geographical landscape outside Canada. Have students select and research one memorial highlighted on page 59 in *Canadian Geographic* and share their research with the class.

Extend your geographic thinking

The July/August 2014 issue of *Canadian Geographic* highlights ways the First World War shaped Canada. Using the tiled map of Canada as a base, have students work as a class to connect items mentioned in the magazine on the map.

This can be done in a collage format (cut out the images from the magazine), or it can be done using cue cards or sticky notes. Once students have identified all 100 ways on the map, have a discussion about what students have learned about the role Canada played in the First World War and how the War shaped the nation.



VIMY MEMORIAL BANDSHELL

Saskatoon, Sask.

Built to commemorate the battle of Vimy Ridge in 1917.

Memorialization



WAR MEMORIAL OF MONTREAL WEST

Montreal, Que.

Honours those from Montreal West who died in the First World War.

Memorialization



MONTREAL CLOCK TOWER

Montreal, Que.

Located in the old port of Montreal, this 45-metre tower commemorates Canadian sailors who died in the First World War.

Memorialization



NATIONAL WAR MEMORIAL

St. John's, N.L.

This monument represents the war efforts of people from Newfoundland, which was not part of Confederation during the First and Second World Wars.

Memorialization



VICTORY SQUARE CENOTAPH

Vancouver, B.C.

Located in Victory Square at the foot of the old courthouse where men signed up for the First World War.

Memorialization



VALOUR ROAD

Winnipeg, Man.

Once called Pine Street, this road commemorates three young men who lived on the same block of the street and all served heroically in the First World War.

Memorialization



CANADIAN MEMORIAL CHURCH

Vancouver, B.C.

A peace memorial showing Canadian unity during the First World War.

Memorialization



CHANCEL WINDOW

Vancouver, B.C.

This stained glass window in the Canadian Memorial Church signifies the sacrifice of young men.

Memorialization



Credit: Veterans Affairs Canada



NATIONAL WAR MEMORIAL Ottawa, Ont.

10 Memorization

Unveiled in 1939, this memorial took 13 years to build. It was originally designed to commemorate the response of Canadians to the First World War, but dates for other wars have been added.



NURSING SISTERS' MEMORIAL Ottawa, Ont.

10 Memorization

Located in the Hall of Honour in Parliament Hill, this marble sculpture symbolizes the courage and self-sacrifice of Canadian nurses who served in the First World War.



NATIONAL ABORIGINAL VETERANS MONUMENT Ottawa, Ont.

10 Memorization

This monument represents the sacrifice of Aboriginal peoples in Canada during all wars, including the 7,000 who served in the First World War.



MEMORIAL CHAMBER Ottawa, Ont.

10 Memorization

One of the main components of the Peace Tower, this room is dedicated to the men and women who have died in military service. Their names are in a series of open books of remembrance in the chamber. Pages are turned every day so each name appears at least once over the course of a year.



PEACE TOWER Ottawa, Ont.

10 Memorization

Completed in 1927 (after fire in 1916 destroyed much of the Centre Block of the Parliament Buildings), the Peace Tower was named to commemorate the end of the First World War.



FORT MASSEY CEMETERY Halifax, N.S.

10 Memorization

A military cemetery dating back to 1750, it contains 86 burials from the First World War.



TOMB OF THE UNKNOWN SOLDIER Ottawa, Ont.

10 Memorization

Containing the remains of a Canadian soldier who died in the First World War, this monument honours all Canadians who have died for their country in all conflicts.



MCCRAE HOUSE Guelph, Ont.

10 Memorization

The birthplace of John McCrae, the doctor, soldier and author of the iconic poem, "In Flanders Fields."



Credit: Veterans Affairs Canada