

## Challenges Facing WWI Canada

### Overview:

In this activity, students will be given the opportunity to investigate a variety of challenges faced by Canadians during World War I. Students will also have the opportunity to organize their information in a meaningful way to summarize the issues.

### Background:

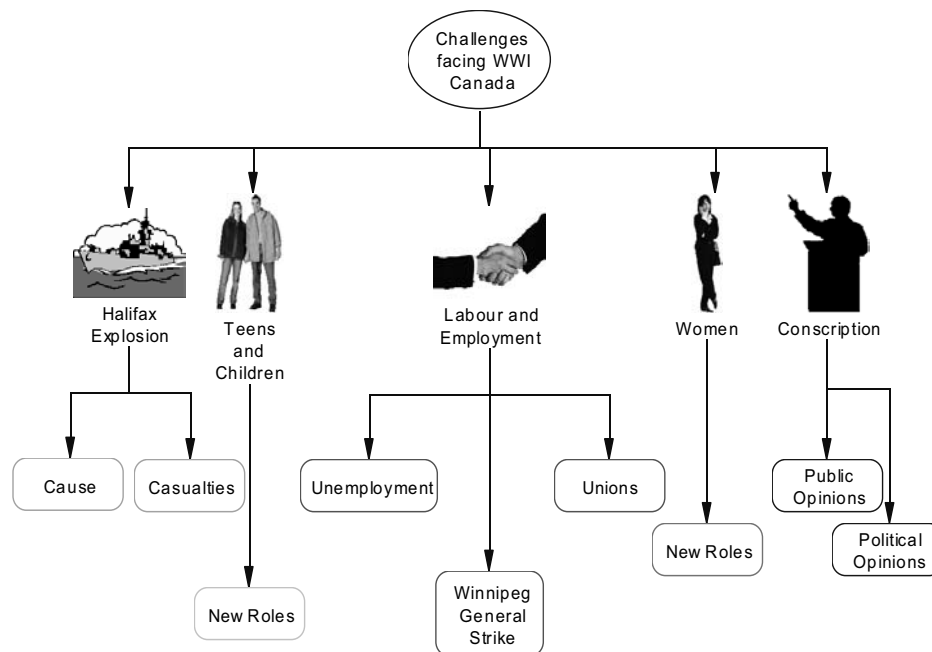
When Canadian soldiers left Canada to fight on the Western Front, several issues confronted those people who remained in Canada. Women, teens, and children took on new roles and responsibilities to support the war effort. An explosion in Halifax Harbour devastated Halifax. Prime Minister Borden was forced to confront the issue of conscription. Even after the fighting ended, Canada had to deal with new issues. Returning soldiers brought Influenza to Canada, killing tens of thousands and labour discontent led to the Winnipeg General Strike.

### Expectations:

By the end of the activity, students will be able to:

- demonstrate an understanding of the ways in which outside forces and events have shaped Canada's policies;
- demonstrate an understanding of Canada's participation in war, peace, and security;
- identify the major events that contribute to the growth of Québec nationalism and the separatist movement in Québec from 1900 to the present;
- describe how the conscription crises of World Wars I and II created tensions between English Canada and Québec;
- describe how Canadians of various ethno cultural backgrounds, individually and as communities, contributed at home and overseas to the war effort during World War I;
- assess the contributions of the women's movement (e.g., suffrage, access to employment, equal pay for work of equal value);
- explain how significant individuals contributed to the growing sense of Canadian identity during World War I;
- demonstrate an understanding of the role of government in wartime and explain why the government acted as it did;
- explain how and why the Canadian government restricted certain rights and freedoms in wartime, and describe the impact, both short- and long-term, of these restrictions on the general population and on various groups within the Canadian population;
- ask questions, identify problems, and effectively use historical research methods to investigate topics and issues in history;

- use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation);
- record and organize information effectively using notes, lists, concept webs, timelines, charts, maps, graphs, and mind maps;
- use computer-based systems effectively to organize information for research and report preparation;
- express ideas and arguments in a coherent manner during discussions and debates, or in graphic displays.



### Activity:

1. Have students work in groups to investigate one of the topics for home front Canada.
2. Each group investigates their assigned topic to find information about:
  - a) Background about the topic (key terms, ideas, description, etc.)
  - b) Who is being discussed in the assigned topic (gender, age, etc.)
  - c) How World War I created/impacted the assigned topic area.
  - d) How the issue was resolved or overcome.
3. When they have completed their assigned section of the learning map, each group presents their findings to the rest of the class. As they present, students fill in their own copy of the learning map so that when the presentations are complete, each student has a complete home front concept map about Challenges Facing WWI Canada.