



CANADA AND WORLD WAR I

1914-1919

The twentieth century has seen two major wars fought at points all over the globe: World War I (1914-1918) and World War II (1939-1945). People called World War I “the war to end all wars.” This war was unlike any other waged before it. It was fought with modern, deadly weapons including machine guns, poison gas, tanks, submarines, and airplanes. Battles took place on land, in the air, and at sea. It was “total war” in the sense that it involved citizens almost as much as soldiers. In the end, the loss of lives was horrific. The death toll was the highest of any war in history, before or since.

More than 600 000 Canadians served in World War I. The vast majority went as volunteers with little training. But by the end of the war, they had distinguished themselves in battle and made an important contribution to the Allied victory. At home, people rolled bandages and packed food parcels for the troops. They worked in munitions factories and on farms that supplied vast quantities of food for the Allied countries overseas.

By the end of the war, Canada had grown economically. It had also gained a greater degree of independence from Britain and a new sense of nationhood. But the cost was high. Over 60 000 Canadians lost their lives. Memories of death and hardship from this war haunted people for years afterward.

1. The painting by Canadian artist Kenneth Forbes shows Canadian troops at Sanctuary Wood near Ypres in 1916. Describe the landscape of the battlefield.
2. How are Canadian soldiers attacking? How are they defending themselves? What weapons are being used?
3. How does the artist show both the bravery of the soldiers and the horrors of war in this painting?





1914

On 28 June, Austrian Archduke Ferdinand is assassinated in Sarajevo
On 4 August, World War I begins
Britain declares war on Germany;
Canada is also automatically at war



Canadian Parliament passes the War Measures Act
30 000 Canadian troops gather at Valcartier camp in Quebec
On 3 October, first Canadian contingent sails for England

1915

At Battle of Ypres, Canadians survive a gas attack and stop the German advance
German U-boat sinks the British luxury liner *Lusitania*



1916

Newfoundland regiment is wiped out at Beaumont Hamel during Battle of the Somme
Canadian women win the right to vote in Manitoba
Saskatchewan and Alberta also grant women the right to vote



1917

Canadians take Vimy Ridge
Victory at Passchendaele takes 15 654 lives
Conscription creates a crisis in Canada
Explosion flattens Halifax
United States enters the war
British Columbia and Ontario grant women the right to vote
Military Voters Act extends vote in federal elections to nurses in the war
Wartime Elections Act gives vote in federal elections to wives, daughters, mothers, widows, and sisters of soldiers but takes it away from all Canadians born in enemy countries



1918

Canadian Roy Brown shoots down Germany's Red Baron
Canadian women over 21 win right to vote in federal elections
Last major offensive by German forces fails; Germany surrenders on 11 November

1919

Canada signs Treaty of Versailles as a separate nation from Britain

1920

League of Nations is formed; Canada has its own seat

Strands & Topics

Communities: Local, National, and Global



Canadian Identity

- many different ethnocultural and racial groups make contributions to the war effort at home and on the battle fronts
- Canadians take pride in Canada's military contributions, especially victory at Vimy Ridge
- Canadian war artists, photographers, and reporters record Canada's contribution
- Canada gains a new sense of nationhood and international recognition



External Forces Shaping Canada's Policies

- European nationalism, imperialism, and militarism sweep Canada into World War I
- Britain controls Canada's foreign policy; when Britain declares war, Canada is also automatically at war



French-English Relations

- French and English have different feelings of commitment to the war
- Sam Hughes's policies cause controversy
- differences over conscription cause long-lasting bitter feelings



War, Peace, and Security

- Canada enters the war as part of the British Empire
- Canadians win key victories at Ypres and Vimy Ridge; victory at Vimy Ridge turns the tide in favour of the Allies
- Canadian pilots play a major role in the air war
- at sea, Canadians participate in convoys getting supplies to the Allies

- Canadians from many different ethnocultural and racial communities contribute to the war on the battle front and at home

Change and Continuity



Population Patterns

- many men go off to fight; war casualties are high



Impact of Science and Technology

- technological developments are made in aircraft, tanks, submarines, machine guns, poison gas, and other war weapons



Canada's International Status and Foreign Policy

- Canada's military contribution gains international respect
- Canada participates in the peace talks as a separate nation from Britain and gains its own seat in the League of Nations

Citizenship and Heritage



Social and Political Movements

- women gain the vote in several provinces and in federal elections
- Aboriginal, Asian, and Black women do not have the right to vote
- pacifists face hostility and resentment during the war



Contributions of Individuals

- Nellie McClung plays a major role in the women's suffrage movement

- Prime Minister Robert Borden takes Canada through World War I
- Canada has many war heroes including Billy Bishop and Sir Arthur Currie
- Max Aitken is responsible for Canadian war records and art

Social, Economic, and Political Structures



The Economy

- war creates an economic boom and industrial development
- women enter the workforce



The Changing Role of Government

- War Measures Act is introduced in 1914
- civil rights of "enemy aliens" are restricted and thousands are interned
- government sells Victory Bonds and introduces income tax to finance the war
- conscription is introduced 1917
- government controls and regulations during the war affect everyday lives of Canadians

Methods of Historical Inquiry



Skill Development

- mind mapping causes
- recognizing and analyzing bias
- researching using computer-stored information
- preparing a research report
- interpreting and comparing maps

Activities

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Expectations

At the end of this unit, you will be able to:

- analyze the causes of World War I
- explain how Canada became involved in the war
- describe Canada's military contributions and evaluate its role in the Allied victories
- appreciate how Canadians, both as communities and individuals, supported the war effort overseas and at home
- examine the effects of technological developments during the war
- evaluate the role of government during the war
- assess the contribution of women and the women's suffrage movement
- describe how the issue of conscription created tensions between English and French Canadians and divided the country
- assess the economic impact of the war on Canada
- evaluate how the war contributed to Canada's independence as a nation
- use mind maps to analyze causes
- recognize and analyze bias
- effectively use computer-stored information for research
- prepare and evaluate a research report
- interpret and compare maps

War Breaks Out!

Canada at War!

Giant headlines on the front page of newspapers across Canada announced the news: WAR! On 4 August 1914, Britain declared war on Germany. Canada and the other countries of the British Empire were automatically at war too.

In 1914, few people in Canada expected a war. Fewer still could foresee the sudden and drastic change it would bring to their lives. Canada was thousands of kilometres away from the events boiling over in Europe. But Canada was a proud and loyal colony of the British Empire. Germany posed a direct threat to Britain, the Empire, and world peace. In the eyes of most Canadians in 1914, Germany was an enemy that had to be stopped.

Patriotic feelings ran high in Canada. French-Canadian nationalists such as Henri Bourassa also rallied behind the call to arms to protect Britain and France, which had declared war as well. In Montreal, both French and English Canadians linked arms in the street and sang “La Marseillaise,” the French national anthem, and the patriotic song “Rule Britannia.”



Huge crowds gathered singing, cheering, and waving the flags of Britain and France.

When the war broke out—you cannot believe unless you were there. The country went mad! People were singing on the streets and roads. Everybody wanted to be a hero, everybody wanted to go to war . . . In half an hour I'm in the army and I didn't know how it happened.

—Bert Remington, a 19-year-old recruit

Most people believed the war would be over by Christmas. It would be short, glorious, and full of adventure. No one believed the British Empire could be defeated. In the early 1900s, people saw the British Empire as a powerful world force. Who could have known it would take more than four years and the involvement of over 600 000 Canadians before peace would return to the world?

1. Account for the feelings of patriotism and the fervour for this war among Canadians in 1914.
2. Do you think Canada was prepared for a war? Explain.
3. How do you think Canadians today would react to the news of a world war? Why?

Flashpoint: Sarajevo

World War I started with two fateful shots fired on the morning of 28 June 1914. The events took place in Sarajevo, a sleepy little town in what was then Austria-Hungary. This region of southeastern Europe, known as the **Balkans**, had been a hotbed of tensions for years.

On that day in 1914, citizens in Sarajevo were getting ready to welcome Archduke Franz Ferdinand and the Archduchess Sophia. The archduke was an important visitor. He was the heir to the Austro-Hungarian throne. For this visit to Sarajevo, he was in uniform—a light-blue tunic, black trousers, and a hat topped with large green ostrich feathers.

At 10:00 a.m., the royal couple drove toward the town hall in a four-car motorcade. Suddenly, someone threw a bomb. The bomb exploded against the hood of the limousine, but the archduke was not hurt. The tour continued. At the town hall, the archduke complained angrily to the mayor, "I come here on a visit and get bombs thrown at me. It is outrageous!"

Both the mayor and the chief of police assured the archduke there would be no more danger.

The motorcade moved on to the governor's palace. Several minutes later, a 19-year-old, Gavrilo Princip, stepped up to the car and fired two shots from a pistol at point-blank range. The first shot hit the archduke in the throat; the second hit the Archduchess Sophia in the stomach. Franz Ferdinand, blood pouring from his mouth, saw that his wife was wounded. "Sophia," he reportedly cried, "don't die! Keep alive for our children." Both Franz Ferdinand and Sophia died on the way to the hospital.

The assassin, Gavrilo Princip, swallowed poison, but the poison failed to work. Within minutes Princip and five others were rounded up by the police. They were members of a Serbian terrorist group known as the **Black Hand**. Their plan had been to murder the archduke and then to commit suicide.

That day, a friend of the assassin sent a message in code to the Serbian capital. It read, "Excellent sale of both horses." Members of the Black Hand in Serbia knew exactly what this code meant. What they

An artist's impression of the assassination of Archduke Ferdinand at Sarajevo, 1914. The assassination was the flashpoint that started World War I.



could not know was the terrible effect those two shots would have on world history.

In Canada, few people in 1914 could find Serbia on a map. It was hard to imagine that the assassination of an archduke in a faraway corner of Europe could have much effect on Canadians. Yet in less than two months, the events that followed plunged Europe directly into World War I, and Canada was swept up in the tide.

Causes of World War I

The shots fired in Sarajevo on that day in June 1914 were the final spark that ignited World War I. But a historical event as complex as a world war involves many different causes. Tensions had been brewing in Europe since the late nineteenth century. Several factors led to the outbreak of the war.

Nationalism

Nationalism is a feeling of deep loyalty to one's people and homeland. By the early twentieth century, extreme nationalism was causing problems in Europe. Some people seemed willing to take any action to support their nation, regardless of the effects on others. They were prepared to go to war to promote the interests of their homelands.

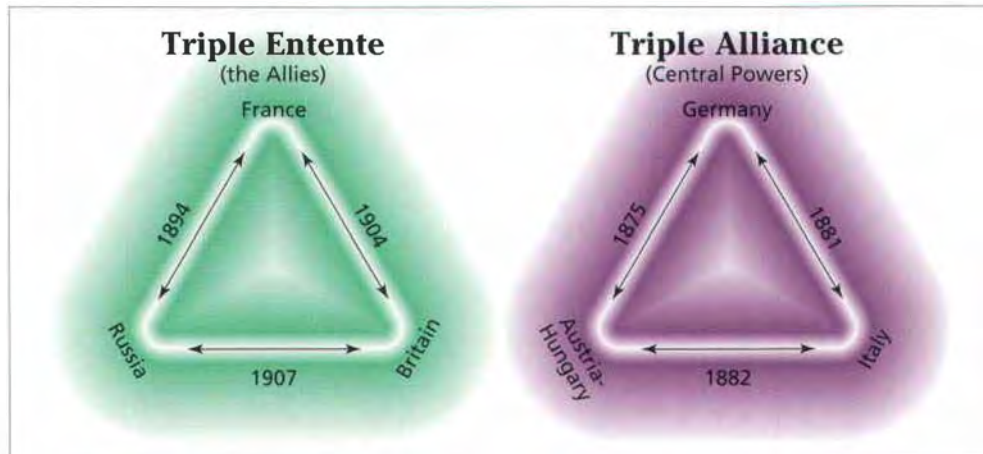
Nationalistic feelings were especially intense in the small country of Serbia in the early 1900s. Serbia bordered on the Austrian province of Bosnia. Austria-Hungary had annexed Bosnia in 1908. Many people of Serbian descent lived in Bosnia and bitterly resented being under Austrian control. Some Bosnian Serbs were determined to free Bosnia from Austrian domination and unite with Serbia into one powerful nation. They formed the terrorist organization known as the Black Hand. A terrorist organization supports violent action to gain its goals. Their motto was "Union [with Serbia] or Death." Members threatened to kill Archduke Ferdinand if he entered Bosnia. They were true to their word.

The Austrians were also expressing feelings of nationalism when they strongly opposed the attempts of Bosnia to break away from their empire. Nationalistic feelings made the region a powder keg waiting to explode.

Alliances

In 1914, Europe was already divided into two hostile camps. France and Germany had been involved in conflicts for centuries. Each had tried to find other countries to be its allies in case of future wars. **Alliances** are formed when countries band together against a common threat, and pledge to support each other in times of war.

France formed alliances with Russia and Britain in what was known as the



Triple Entente or “**Allies**.” Germany joined with Austria-Hungary and Italy to form the **Triple Alliance** or **Central Powers**. When the war started, Italy left the Central Powers to join the Triple Entente.

The alliances were dangerous because they increased fear and suspicion among rival nations. With these alliances, a war between two countries would likely involve many more!

Imperialism

During the late nineteenth and early twentieth centuries, imperialism was gaining momentum. As the countries of Europe became more industrialized, they were increasingly interested in gaining colonies away from the home country and building huge empires. Competition for the raw materials, markets, glory, and power that colonies could provide was intense.

France had colonies in northwest Africa and east Asia. Russia controlled a vast empire stretching across northern Europe and Asia. The largest empire was controlled by Britain and included Canada, Australia, New Zealand, India, Burma, Malaya, South Africa (as well as other parts of Africa), the East and West Indies, and islands in the Pacific.

The United States had gained power in the Pacific by taking control of the

Hawaiian and Philippine islands. Germany also wanted colonies and world markets. But by the time Germany began to build an empire, all that remained were some territories in Africa and the Pacific that were not particularly valuable.

Competition for colonies led to frequent clashes among the major powers of Europe all over the globe. Several serious clashes had stopped just short of war.

Militarism

Closely related to nationalism and imperialism was the rise of militarism. **Militarism** is the belief in the power of strong armies and navies to decide issues. It was thought that the only way to guarantee peace was by preparing for war. If a nation is strong, no enemy will dare attack it. If war does break out, the militarized nation is able to defend itself.

This kind of thinking led to an **arms race** in Europe. Each country produced steel battleships, high-powered guns, and explosives. Each tried to build a larger and more deadly war machine than its rivals. The size of armies and navies determined who would be the most powerful nation in Europe.

Britain therefore became nervous when Germany started building a huge navy. Since Britain was an island nation, it



In 1914, the Balkans were a hotbed of tensions and sparked World War I. Many wars had already been fought in this region of southeastern Europe surrounded by the Aegean, Adriatic, and Black seas.

A British battleship, HMS Dreadnought. Britain and Germany were in fierce competition to build these powerful battleships called dreadnoughts and control the seas.



depended on its giant navy to “rule the waves” and guarantee its safety. By building a powerful navy, Germany challenged Britain’s supremacy at sea. The nations of Europe were becoming increasingly suspicious and alarmed by the others’ military power.



The Final Steps

to War

With these tense conditions in Europe, the assassination of Archduke Ferdinand quickly set off a chain reaction of events. Within just a few weeks, the Central Powers and the Triple Entente were embroiled in a world war.

The Austro-Hungarian government blamed Serbia for the deaths of the archduke and archduchess. Austria-Hungary saw a chance to crush Serbian nationalism. With the support of its ally, Germany, Austria-Hungary sent Serbia an ultimatum. An **ultimatum** is a demand by one government that another government accept its terms or face war. Austria-Hungary insisted that Serbia:

1. put down all nationalist hatred against Austria-Hungary
2. punish all those involved in the assassination plot
3. allow Austro-Hungarian officials into Serbia to help crush the Black Hand.

The Serbs were given 48 hours to reply to the ultimatum. They agreed to all the conditions except the third. They refused

to allow Austro-Hungarian officials into their country. Austria-Hungary took this as a complete refusal of its ultimatum and declared war on Serbia on 26 July 1914. Russia, considering itself an ally of the Serbs, started to mobilize its armies. France, as Russia’s ally, also mobilized its forces. Germany now felt threatened by the actions of its two neighbours, France and Russia. Germany ordered them to stop mobilizing. When they refused, Germany declared war on Russia on 1 August 1914, and on France the next day.

Since the French border was heavily fortified, Germany planned to attack France through the small, neutral nation of Belgium. To this point, Britain was not yet involved in the war. However, Britain had signed a treaty guaranteeing that it would protect the neutrality of Belgium. Neutrality means a country does not help or support any side in a war or dispute. When Belgium was invaded, Britain declared war on Germany.

In London, England that evening, Sir Edward Grey, British foreign secretary, told a friend, “The lamps are going out all over Europe. We shall not see them lit again in our lifetime.” In Canada, Prime Minister Robert Borden stated, “The world has drifted far from its old anchorage and no man can with certainty prophesy what the outcome will be.” By midnight on 4 August 1914, all the countries of the two alliances, except Italy, were at war. World War I had begun!

FAST FORWARD

In 1914, tensions in the Balkans of Europe contributed to the outbreak of World War I. At the turn of the twenty-first century, the Balkans were still a hotbed of unrest. In the 1990s, however, war in the Balkans was contained within the region. Canada sent peacekeepers who helped with war relief and humanitarian missions. Canada also accepted 30 000 refugees from war-torn Kosovo in 1998.



Developing Skills: Mind Mapping Causes

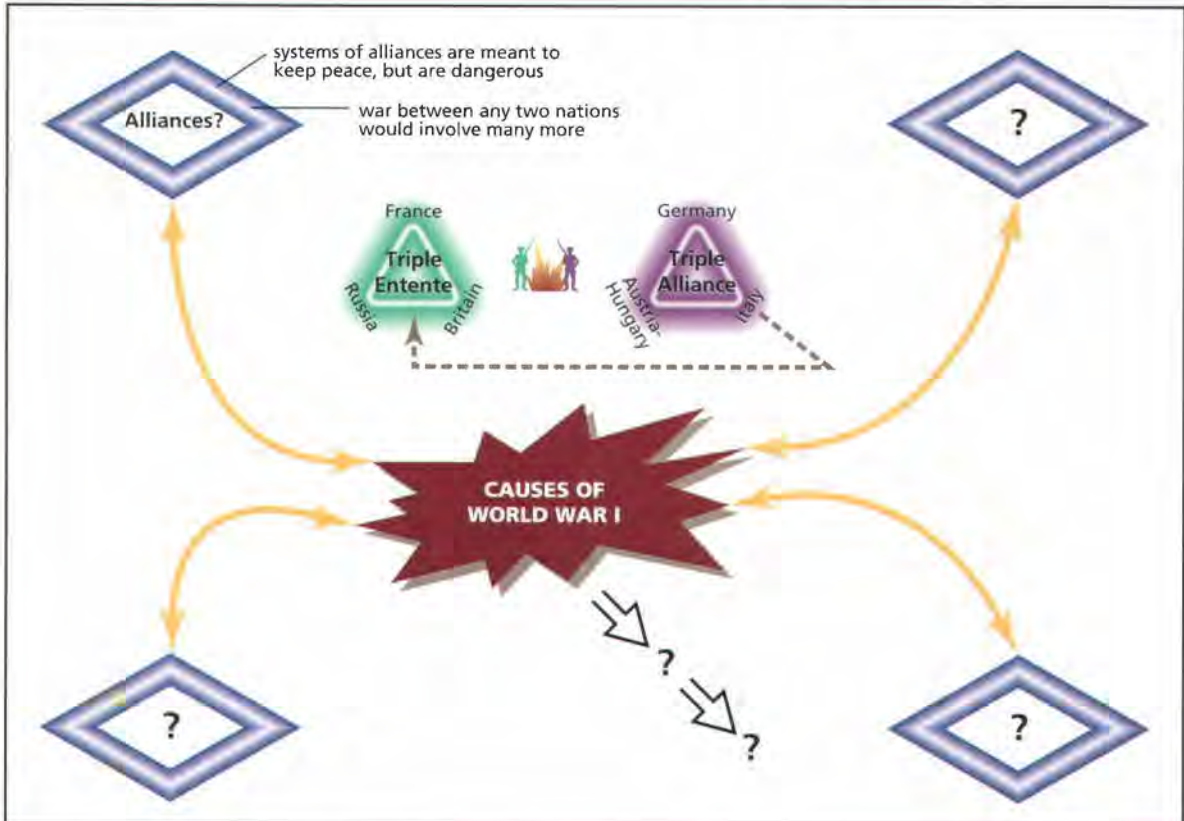
A group of sports fans is talking about the school's championship basketball game last weekend. Rita took a videotape of the game and is replaying it on the VCR. The group is amazed that the team actually did it! What was the secret of their success?

The group analyzes the tape. Leon says he is convinced it was the great offence. Rita thinks it was the team's defensive play. She sketches out some of the key plays on the board, showing how the players blocked the other team's offence. Leon sketches out some of the key offensive plays. Sharma argues that excellent coaching was a factor, and Karl says it was luck—the last three-point shot in the final seconds of the game. After a lot of discussion, the group decides their success was due to a combination of all factors, but especially great defence.

What the group has done is analyze the causes of an event. Any event can have several causes. Causes are reasons or factors which produce an effect, action, or condition. Understanding why events happen, especially very complex events, requires a careful investigation and analysis of all possible causes.

People have argued for a long time over the major causes of monumental events such as World War I. How did the shooting of Archduke Ferdinand lead to world war? Why were so many nations dragged into full-scale war over what should have been just a squabble between two countries, Austria-Hungary and Serbia? What other factors contributed to the war?

A mind map is one technique you can use to help you analyze the causes of World War I. A mind map is a way of sketching ideas to provide



a visual picture. It helps to organize information visually because it:

- highlights important points
- shows how ideas are connected
- triggers or cues your mind to remember key information.

The beginnings of a mind map to analyze the causes of World War I are set out on the previous page.

Work It Through!

1. Examine the mind map. Notice that the main idea, “CAUSES OF WORLD WAR I,” is written in capital letters at the centre of the diagram. All other ideas are connected to it. Drawing shapes around the ideas or using symbols can help to create a visual reminder of what they mean and show their importance. For example, two hands shaking can be used to represent “Alliances.”

2. The first cause listed is “Alliances.” Copy the mind map and fill in the other main causes. Use the information in this chapter as a resource. Include a question mark after each cause to remind you that you need to investigate further. Develop your own shapes to symbolize each cause.

3. The information provided under Alliances presents a visual picture of the two camps that were formed in Europe. The battle symbol between them indicates that they were hostile camps. The arrow from Italy shows that that country changed

allegiances just before the war.

The point form notes summarize important information and answer the question: “How did alliances help to cause World War I?” In your mind map, use the note-making skills you learned in Chapter 1.

Fill in the key information for the other causes in your mind map. Use a different colour for each cause. Also include sketches, arrows to connect ideas, and any other symbols you find helpful.

4. Notice the arrows pointing out from the diagram. These represent the effects of the war. Fill in what you believe the short- and long-term effects of the war might be. For example, a short-term effect might be the massive number of soldiers killed on all sides. A long-term effect might be the emotional and financial devastation experienced by families who lost fathers or sons. When you complete your study of World War I, you can return to your mind map and check the effects you listed.

5. When your mind map is complete, review it and compare it with those of your classmates. Discuss similarities and differences. What is the value of having a visual layout of your notes?

6. Discuss the question: “Was any one cause more important than others? Why or why not?” Justify your answers.

Canada Goes to War

When World War I broke out, Canada entered the war as part of the British Empire. Britain still determined Canada's relations with foreign nations. There was no debate in the Canadian parliament over whether or not Canada should join the war. Since Canada was not a fully independent nation, it could not declare war or make peace on its own. When Britain

was at war, Canada was also automatically at war.

Support for Canada's involvement in the war was widespread. Former Prime Minister Wilfrid Laurier spoke for the nation when he said, “There is in Canada but one mind and one heart. . . . When Britain is at war, Canada is at war also.” Henri Bourassa, the French-Canadian nationalist, agreed that it was Canada's duty “to contribute within the bounds of her strength . . . to the combined efforts of

France and England." Canadians seemed united against a common enemy.

Though Canada could not declare war on its own, it could decide on the nature and extent of its involvement. Prime Minister Robert Borden and his cabinet decided to support Britain wholeheartedly. In fact, plans were put in motion to establish a Canadian Expeditionary Force (CEF) even before Britain requested one. On 6 August, two days after war was declared, Canada offered Britain a force of 25 000 men trained, equipped, and paid by the Canadian government. This was a major commitment for a country of just over 7 million people.

How prepared was Canada for such a full-scale, modern war? Canada had only 3000 regular army soldiers. The navy consisted of only two aging cruisers, the *Niobe* and *Rainbow*, one for each coast!

But Canada did have over 60 000 militia (part-time citizen soldiers trained for emergencies). Colonel Sam Hughes, Minister of Militia, had been increasing military spending, expanding the militia, and upgrading their training for years. Many people questioned the expense. But when war was declared in 1914, they wondered if perhaps Hughes had been right. It was the militia and other volunteers who would make up the majority of Canada's forces overseas.

To meet Canada's commitment, Hughes organized a massive recruiting campaign across the country. He was convinced that volunteers had more spirit and could outfight professionals.

When the call went out, there was no shortage of volunteers. Recruiting offices were flooded with men and boys willing to fight for a private's pay of \$1 a day.

Canadian soldiers set off to fight. Most went in an upbeat mood, thinking the war would be over quickly.



Many joined from a sense of patriotism. Others were swept up by the feelings of excitement and the sense of adventure, even though few knew what they were really getting into. Some were teenagers who lied about their age to get in. A few were as young as 14 or 15. One young boy recalled:

My brother had enlisted and he made it sound like a nice life. I figured, well, it will be a change. I would get overseas to see the world. I had no intention of ever getting killed. I was out for a trip. When I was on the train to Nova Scotia, I got quite lonesome and wished I had not joined.

Conditions in Canada in 1914 also fed the tide of men eager to enlist. From 1900 to 1912, Canada had enjoyed an economic boom and a period of prosperity. But by 1913, the country was facing an economic depression. British investors, who had poured money into Canadian railways and factories, started to keep their money at home. Factories slowed production and workers were laid off. Immigrants were still pouring into the country, but there was little or no work for them. On the Prairies, a drought caused a very poor wheat crop in 1913. The crop in 1914 promised to be little better. For poor farmers and unemployed workers, the army offered a steady job with pay, free room and board, and a sense of purpose.

We were heading into another depression in 1914. I can remember I was working on the railroad then, and I'd see the lineups every morning in the freight sheds . . . Men were looking for jobs at one dollar a day . . . The lineups were getting bigger and bigger. There was no unemployment insurance; there was no welfare or relief. . . The war just came



along and swept up these men into the army and later on into the factories and ended the unemployment—and probably prevented any opposition there might have been to the war.

Colonel Sam Hughes (right) was Canada's Minister of Militia at the beginning of the war.

Within a week, 10 000 Canadians had volunteered. Not all joined as foot soldiers. Some men joined as engineers, medics, construction workers, or members of the cavalry units. Hundreds of women joined as nurses and ambulance drivers to serve overseas. At home, wealthy and patriotic citizens donated money for machine guns and trucks. The war effort was in full swing.

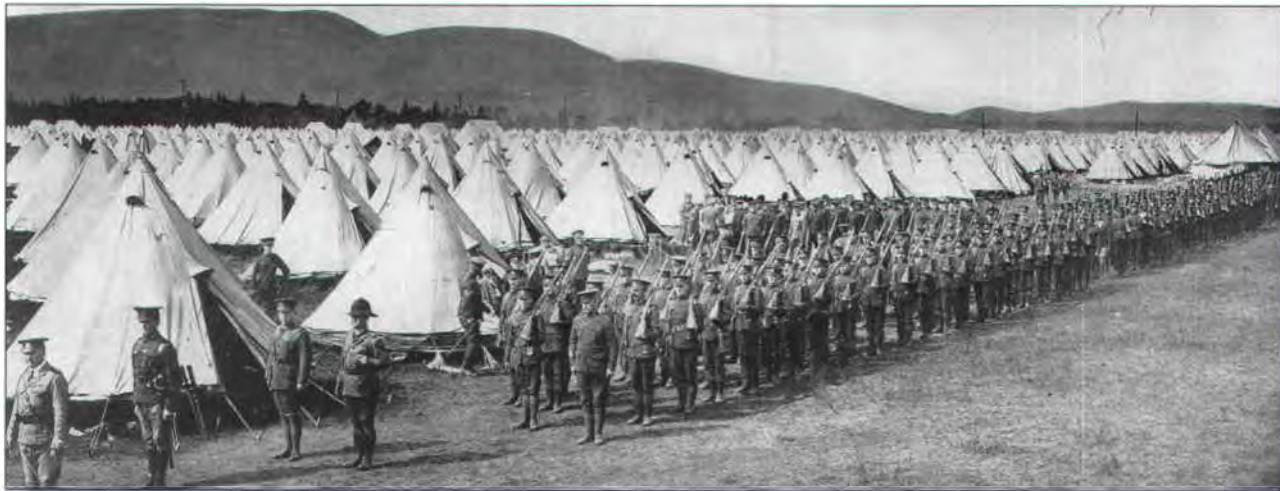
Mobilizing the Troops

To train and prepare the Canadian forces, Hughes had a huge camp set up at



Netsurfer

For a view of World War I through Canadian eyes, visit this web site called "Jack Turner's War" at <http://collections.ic.gc.ca/turner>.



On a sandy plain at Valcartier, Quebec, a military training camp with tents, roads, horses, and the biggest rifle range in the world was hastily set up for 30 000 volunteers.

Valcartier, Quebec. Over 30 000 men went through the paces of training at Valcartier, but they were often poorly equipped. Hughes insisted that the troops be issued the **Ross rifle**. It was a good sharpshooting gun manufactured in Canada, but it proved to be useless in trench warfare. In the mud and dirt of the trenches, it frequently jammed. In sheer frustration, defenceless Canadian soldiers took Enfield rifles from dead British soldiers on the battlefield. But Hughes would hear no criticism of the Ross rifle. Eventually, after an official investigation, Canadian troops were issued new guns in 1916. Sam Hughes was later fired by Prime Minister Robert Borden.

Nevertheless, Hughes had mustered an impressive number of Canadian troops. By October, the first Canadian contingent was on its way across the Atlantic. In Britain, they were given more formal training on the muddy plains of Salisbury. The troops were placed under the command of British officers, most of whom were

from Britain's upper class. The officers demanded unquestioning respect. Canadian troops clashed with formal British traditions and the strict military discipline. Many also did not recognize the class distinction of officers taken for granted in Britain. Hughes also resisted British attempts to divide the Canadians and distribute them among other divisions of British soldiers. He insisted they remain as a united Canadian fighting force. By February, the Canadian troops were on their way to the front lines in France.

Other troops waited at home for their turn to join the forces overseas. Their main worry was that the war would be over before they got there. The soldiers had little idea of what lay ahead and little understanding of modern warfare. Images of short, sharp, glorious victories clouded their vision. Some marched off with a bounce in their step and a jaunty tune on their lips. They were off on a journey from which one in ten would never return.



IMPACT ON SOCIETY

PATRIOTISM AND PREJUDICE

Canada's population in 1914 was still primarily British. The majority of volunteers who enlisted in Canada's armed forces first were of British heritage. But by the end of the war, Canadians from many different backgrounds had participated and distinguished themselves. Some, however, faced racism and resistance in their efforts. People of Asian, African, and Aboriginal heritage faced hostility and discrimination, even when they were offering to fight for Canada. In fact, attitudes of intolerance toward all "non-British" people were heightened during the war. This was the negative side of the patriotic fervour with which people greeted the war.

Aboriginal nations consider themselves as separate nations independent of Canada. Most Aboriginal nations, however, did not discourage their members from joining the war effort if they wished. Over 4000 members of Aboriginal nations joined Canada's fighting forces in World War I. This was a significant number considering the total population of Aboriginal peoples at the time was around 100 000.

Among the Métis who served was Patrick Riel, a grandson of Louis Riel. Patrick Riel was killed at

Vimy Ridge. Francis Pegahamagabow, an Ojibway from Parry Island in Ontario, won a military medal and several bars for his skill and courage as a scout and expert shot. He was the most decorated Aboriginal soldier in World War I. "Ducky" Norwest, a Cree, also won recognition as an excellent sniper. Many members of the Six Nations also volunteered to fight for the British Empire. Since they saw themselves as independent nations, they requested that a call for their services come from the King, and not the Canadian government.

Black Canadians who wanted to fight overseas met with resistance and racism. Military leaders did not want to accept Black recruits. However, the ghastly death toll on the front lines and the persistence of Black leaders forced the military to rethink its position. Some Black Canadians managed to break through the barriers and joined front line fighting units. Sixteen joined the 106th Battalion of Nova Scotia Rifles. One, Jerry Jones, served in



Aboriginal members of the Canadian Expeditionary Force with their elders. Over 4000 Aboriginal people saw active service in World War I.



In 1916, the Department of Militia and Defence authorized the formation of the No. 2 Construction Battalion in Pictou, Nova Scotia. It was the first Black Canadian unit. Members of this unit contributed to the war effort by specializing in logging, milling, and shipping.



The Japanese population in Canada was small in 1914. Nevertheless, Japanese Canadians enlisted in the Canadian forces. Their contribution was forgotten during World War II, however, when many Japanese were interned and their property was confiscated.

France. He wiped out a machine gun post at Vimy Ridge and was wounded at Passchendaele. His hometown newspaper in Truro, Nova Scotia, described him in 1917 as a brave and resourceful patriot. His commander recommended him for a Distinguished Conduct Medal, but many top military officials and politicians still opposed Black enlistment in the army. They would not award a Black man a military medal.

Ukrainians, Germans, Austrians, and others from “enemy” countries were considered “enemy aliens” in Canada. It was feared they would still harbour sympathies for their home countries. Though they had been welcomed into Canada not many years before, many were deported (sent back) to their home countries or arrested and placed in internment camps during the war. Some, however,



Women also faced barriers in 1914. Women could not join the armed forces. Over 2000 Canadian women volunteered to work overseas as nurses and ambulance drivers, however. Many were stationed in field hospitals just behind the front lines.

such as the Ukrainians, had come to Canada to get away from the oppression of the German and Austrian empires. They wanted to fight against militarism and oppression by enlisting in the army. An estimated 10 000 Ukrainians served with the Canadian forces in World War I, though some were arrested for their efforts. One Ukrainian recruit, Philip Konowal, won a Victoria Cross for destroying a machine-gun nest in France in 1917.

Many other groups including people of Italian, Jewish, Chinese, and Japanese heritage also fought or worked in labour battalions for Canada during World War I. These were people Canada did not welcome into the country before the war. Some had lived in Canada for generations, but they were treated with increasing prejudice and hostility during the war. Though many showed their loyalty to the country and supported the war effort, their contributions were not recognized.

1. Find out more about the contributions of the individuals and communities mentioned in this feature.
2. What other communities made significant contributions to the war effort, but are not always remembered?
3. Discuss why the war heightened attitudes of racism and intolerance.



Developing Skills: Recognizing and Understanding Bias

What is bias? During World War I, many military officers and politicians were against Black Canadians enlisting in the armed forces. It was believed they would be “inferior” soldiers. This belief is an example of bias.

Bias is an inaccurate and limited view of an event, situation, individual, or group. Bias against a particular cultural, racial, religious, or linguistic (language) group can be expressed through speech, behaviour, and in written, audio, or visual materials. During World War I, the officers and politicians showed a racial bias against Black Canadians. They expressed this bias through discrimination by rejecting Black-Canadian recruits. Today, while there are still examples of such bias, it is not as widespread. There are many Black Canadians in the armed forces. Biased viewpoints can be changed.

A person's bias is shaped by his or her frame of reference. Personal background, family, education, culture, experiences, knowledge, concerns, and interests all go into making up a person's frame of reference. Around the time of World War I, the frame of reference of many White people around the world created the belief that Black people were “inferior.” Today we know this view is wrong and should be rejected.

It is important to recognize bias because it is based on distorted facts and incomplete information. There is nothing wrong with different viewpoints. They invite discussion and critical thinking. But all viewpoints need to be analyzed carefully for bias. Recognizing bias also helps us to change our ideas or beliefs if they are not based on accurate and complete information.

Materials you read, hear, or see can express a bias. These materials can include books, newspaper or magazine articles, films, TV shows, posters, paintings, speeches, and web pages. Use the following questions as a guide to help you recognize and understand bias.

Key Criteria

- What is the source and who is the author? What was the author's intention?
 - Who is the intended audience?
 - How might these facts influence the point of view expressed?
- When was the material written or created? How might the time period and circumstances colour the view of events?
- Are emotionally charged words or phrases used? Find examples. Which present a positive point of view? Which present a negative view?
- What is fact and what is opinion? Are opinions supported by facts? Remember that facts are information or statements that can be proven. Opinions are thoughts or feelings that may or may not be supported by facts.
- Does the author oversimplify? Are important facts left out?
- Are both sides of the issue considered or is only one side presented and not the other?
- Check other sources. Do they agree? If sources disagree, consider why.
 - Which sources do you trust? Why?
- What is the bias? Try to state it in one sentence.
 - How might frame of reference account for the bias?
- How might a more balanced view be presented?

Focus In!

Frequently, French and English Canadians have looked at issues from different points of view. Many people in Quebec have always felt like outsiders in Canada. They became part of the British Empire because of military defeat. Their frame of reference has been formed by their background, French-Canadian culture, and their experiences in

Confederation. English Canadians also have a frame of reference shaped by their background, culture, and experiences. This frame of reference can lead to bias.

Two reporters writing about Sir Sam Hughes, the Minister of Militia, may have very different frames of reference. A person of British descent, who is Protestant and lives in Ontario, might see Hughes as a hero. A French-Canadian Roman Catholic living in Quebec may see Hughes as arrogant and incompetent, and a threat to French-Canadian survival.

Read the following two fictional newspaper accounts describing the dismissal of Hughes as Minister of Militia in 1916. Use the questions outlined on the previous page to help you determine the bias in the articles.

Toronto Times

SIR SAM STEPS DOWN!

Toronto, November 1916

Sad news was announced in Ottawa today. Sir Sam Hughes is no longer the Minister of Militia. The prime minister, bending to howls of protest from Quebec, has dismissed Hughes—despite the fact that Hughes has done more for the war effort than any other Canadian. He recruited thousands of volunteers and raised thousands of dollars.

Canada entered the war with only 3000 men in the armed forces. By the end of 1915, Hughes had managed to put more than 100 000 on the battlefield. He also persuaded reluctant industrialists to invest heavily in the production of much needed war materials. We should be thankful that, through the contracts negotiated by the minister, tons of vital munitions are making their way to our soldiers at the front.

Montreal Matin

HUGHES FIRED FROM THE CABINET

Montreal, November 1916

Prime Minister Borden has finally fired Sir Sam Hughes from the cabinet. Hughes will be unable to do any more damage to Canadian unity. As Minister of Militia, Hughes antagonized French Canadians. He ordered that training and instruction manuals for volunteers should be supplied in English only. More importantly, promotions were given only to the English-speaking officers. Those French Canadians who volunteered for the war have been insulted. How could Hughes and other Canadians expect French Canadi-

ans to join in the war effort when they are treated so poorly?

Hughes also disgraced the nation by rewarding his friends with munitions contracts. These shady deals have allowed his friends to make millions at the taxpayers' expense.

Why should French Canadians spill more blood in Europe? Canada only wants French Canadians in Confederation when we are willing to sacrifice for the British Empire. Britain started this war. Let Britain finish it!



Activities

Understand Facts and Concepts

1. Add these new terms to your Factfile. Explain their historical importance to events surrounding World War I.

Balkans	militarism
Black Hand	arms race
nationalism	ultimatum
alliances	Valcartier camp
Triple Entente	Ross rifle
Triple Alliance	

2. The diagram on page 67 shows how the Triple Entente and the Triple Alliance were formed.
 - a) Which alliance was made first?
 - b) Which two nations formed the first agreement? In which year?
 - c) When was the Triple Alliance completed?
 - d) Which European nation was the last to join an alliance?
3. Why did the system of alliances make countries feel safer? At the same time, how did alliances make a major war more likely?
4. Explain why an arms race developed in Europe early in the twentieth century.
5.
 - a) Explain how Canada became involved in World War I.
 - b) How did French and English Canadians react when war was declared? Why?
 - c) How did Canada prepare its forces for the war?

Think and Communicate

6. When the Triple Entente was formed, Germany complained that it was being surrounded. Examine the map of Europe on page 68. How justified was Germany's complaint?
7. In 1914, Europe was divided into two armed and hostile camps. Were the alliances the cause or the effect of the arms build-up? Discuss your answers.
8. Work in groups. Imagine you are a news team in Canada in August 1914 when war is declared. Prepare a report on the events and the mood in Canada. Interview people for their reactions and include quotations from them in your report. Write your report for one of the following:
 - a) an English-Canadian newspaper
 - b) a French-Canadian newspaper
 - c) a major British newspaper
 - d) a German-Canadian newspaper

e) a newspaper of a particular ethnocultural or racial community in Canada (Black, Chinese, Japanese, Aboriginal, etc.)

f) a women's newsletter

Include photographs or other visuals. You could also make an audio or video recording of your report and present it to other groups for feedback.

9. Research Canadian newspapers from August and September 1914. Use the questions from the skill on page 77 to analyze two articles for bias. Report your findings.
10. You are a teenager in Canada when war is declared. You have a decision to make. Will you serve overseas? Use the decision-making model in the following chart to help you. When you are considering the pros and cons of each alternative, think about what is important to you and the possible consequences of each alternative. Remember that you are putting yourself in the position of a teenager in 1914. Once your decision is made, re-evaluate it. Ask yourself again: "Is this the best decision?"

Decision to be Made: Should I serve overseas?			
Alternatives	Pros	Cons	Decision

Apply Your Knowledge

11. Research and listen to a recording of the patriotic song "Rule Britannia," the popular song "Tipperary," or the tune by Canadian composer Morris Manley called "Good Luck to the Boys of the Allies." Describe why the song is patriotic. What does it suggest about the mood of people who sang it when war was declared in 1914?
12. a) Nationalism was very strong at the beginning of the twentieth century. Examine your own feelings of nationalism. Would you say they are strong? How do you express them?
b) Hold a class survey to answer the following question: "Would you be willing to go to war for Canada? Under what circumstances, if any?" Discuss the results.
13. Nationalism, competition for territory, military rivalry, and alliances were all factors that led to World War I. Are these factors still causing conflicts today? Scan the international news sections of one or two national newspapers or newsmagazines to find examples of events or places where these factors still exist. Clip the articles and report on your findings.

Get to the Source

14. In the House of Commons on 19 August 1914, Canada's Prime Minister, Sir Robert Borden, made the following statement.

In the awful dawn of the greatest war the world has ever known, in the hour when peril confronts us such as this Empire has not faced for a hundred years ... all are agreed: we stand shoulder to shoulder with Britain and the other British dominions in this quarrel. And that duty we shall not fail to fulfil as the honour of Canada demands. Not for love of battle, not for lust of conquest, not for greed of possessions, but for the cause of honour, to maintain solemn pledges, to uphold principles of liberty, to withstand forces that would convert the world into an armed camp; yea, in the very name of peace ... we have entered into this war.

- a) What are the major reasons Borden gives for Canada's entry into World War I?
- b) How does Borden make it clear that Canada is not entering this war for some of the reasons that other European countries declared war?
- c) Do you see any contradiction in Borden's words? Explain.
- d) As a Canadian today, how do you feel about the reasons Borden gives for Canada's entry into World War I?

Canadians in Battle

Vimy Ridge 1917

Today, a white stone Canadian war memorial stands high on **Vimy Ridge** in France. Here on 9 April 1917, Canada won its most celebrated battle of World War I. German forces had dug in on the height of land at Vimy. From this vantage point, they could control all the surrounding areas. Several unsuccessful attempts had been made by both British and French troops to push out the German forces.

The Canadians were called in to spearhead an attack. Canadian General Arthur Currie spent months carefully planning the assault and preparing every part of the force for its role. Finally, 100 000 Canadians advanced on the ridge. For the first time, all four Canadian divisions fought together. In a blinding sleet storm, the Canadians forced their way up the hill behind an exploding barrage of artillery. The artillery fire worked to provide cover for the advancing troops and prevented the Germans from



The Canadian National Vimy Memorial in France.

launching any effective counter fire. It was a brilliant strategy. In a few hours, the Canadians had captured the ridge. That day more ground, more guns, and more German prisoners were taken than in the first two-and-a-half years of the war.

Four Canadians won the Victoria Cross (the most prestigious award given by Britain to its heroes) at Vimy. The victory was a great morale booster and focused international attention on Canada. People said that at that moment, Canada became a nation. One soldier at the battle recalled:

The resounding victory, the first in Britain's two and a half years of war, gave every man a feeling of pride, the more so because the long battle line to our right had failed. A national spirit was born, and now to be British was not enough; we were Canadian and could do a good job of paddling our own canoe.

1. How do you think Canadian newspapers would have reported the victory at Vimy in 1917?
2. If you were a Canadian at home in 1917, how would you have reacted to the news of the victory?



The War on Land

By the time of the battle at Vimy Ridge in April of 1917, the war had already been underway for almost three years. Troop movements began during August 1914 when German forces swept through Belgium and into northeastern France. Germany wanted to capture Paris before the British and Russians could fully mobilize their armies. Within a few short weeks, German forces had advanced almost to the outskirts of Paris. The Allies had to respond quickly. The French and British rushed troops to the front using every available vehicle they could find including taxicabs. Eventually, they were able to stall the German advance.

Trench Warfare

World War I was fought mainly by **trench warfare**. Over the flat countryside of northern Europe, one way to defend against machine gun fire and exploding shells was to dig deep trenches for cover.

So in October 1914, after the Allies had stalled the German advance in France, both sides “dug in” before winter. They built long rows of trenches protected by machine guns and barbed wire. Parallel lines of trenches soon stretched several hundred kilometres from the English Channel to the border of Switzerland. The trenches twisted and turned across the countryside, separating the opposing

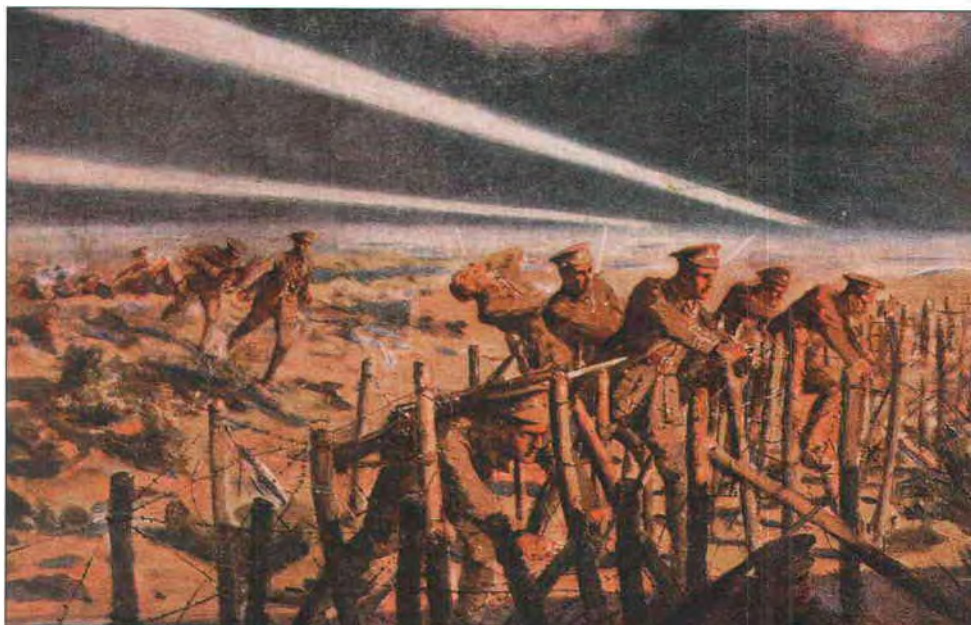
forces in some places by only 25 m. Soldiers had to be on constant watch for machine gun fire or shots from snipers. One Canadian soldier, Will R. Bird, wrote about how one day a German sniper shot the periscope off his rifle as he looked over the top of his trench.

An officer wanted to know how near the enemy was, and would not believe Bird when he told him. He decided to take a quick look over the parapet. Bird shouted, 'Don't!' But he was too late. A bullet went right through the officer's head.

Between the enemy trenches was a desolate area called **no-man's land**. Raiding parties who ventured into no-man's land had to deal with barbed wire entanglements and buried land mines. They were also easy targets for enemy fire and exploding artillery shells. Wounded soldiers caught in no-man's land could sometimes not be brought back to safety. Soldiers in the trenches could only listen in vain to the cries of their dying comrades.

Most attacks came at night or during the hours of dawn and dusk. At these times, soldiers stood with rifles at the ready, tense and watchful for any signs of attack. Raiding parties at night would cut through the barbed wire in no-man's land with wire cutters and make surprise attacks with their bayonets. The area they cut through the wire had to be wide. If it

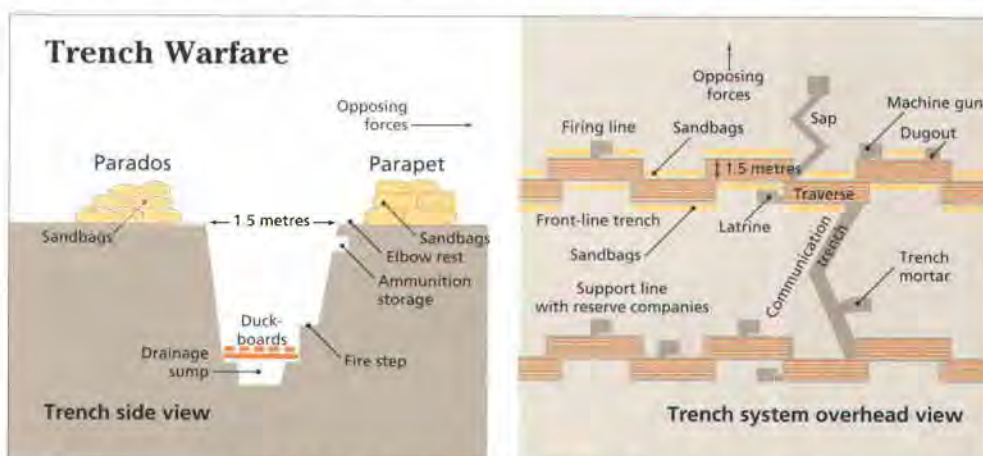
Soldiers had to struggle through barbed wire and mines to cross no-man's land.



wasn't and they were detected, they were an easy target for enemy machine guns. It is little wonder that neither side could gain much territory in the war.

During the day, the soldiers slept or dozed as best they could. Often they crawled into crude dugouts cut into the

walls of the trenches or slumped against the sandbags. Conditions in the trenches were terrible at the best of times. In wet weather, the trenches became flooded and the men stood in water up to their knees. They were always cold, wet, and covered with mud. One report noted:



The trenches were laid out in a zigzag pattern so that enemy fire could not sweep along the whole length of the trench. The front-line trenches were usually about 2 m deep and protected by sandbags. Firing lines were linked by sections called traverses. Small trenches, called saps, probed out into no-man's land and served as look-out posts. Communication trenches led back to a line of support trenches, where command posts and reserve companies of soldiers were stationed.

"There was mud everywhere, thick, gluey mud, in which was mixed up all the ruin of the war, bits of trees and buildings and guns . . . and human bodies." A Canadian soldier, Gregory Clark, described life in the trenches this way:

They speak of trenches. Trenches is too romantic a name. These were ditches, common ordinary ditches. As time went by, they became filthy. We had no garbage disposal, no sewage disposal. You would dig a deep hole and that was your latrine. You threw everything you didn't want out over the parapet. And if you stood at a place where, with powerful binoculars, you could look at the trenches, you saw this sort of strange line of garbage heap wandering up hill and down dale as far as the eye could see. In that setting men lived as if it were the way men should live, year after year!



Soldiers huddled in the trenches, sometimes sleeping sitting up.

In such conditions, sickness and disease spread rapidly. Since the soldiers could not keep their boots dry, many found that the flesh between and around their toes began to rot. This condition became known as trench foot. Others suffered from a painful infection in their gums called trench mouth. Every soldier had body lice living in his mud-caked uniform. Rats running through the trenches feeding on the garbage and human waste also carried diseases.

There was also the tremendous mental stress of battle. Some soldiers suffered from shell-shock, a severe nervous breakdown. Shell-shock was first recognized as a serious illness during World War I. For soldiers in the trenches, there was no escape from the constant fire and threat of death.

. . . For the guns hardly ever stopped firing, day or night. High explosive shells

fell upon the dugouts and buried men alive. Shrapnel shells burst in the air, spraying their deadly splinters above the open trenches — the tin helmet was invented to protect men's heads against shrapnel. Machine guns spluttered. Rifles cracked. There were many different noises at the front. Even more terrifying than the crash of the explosions was the noise the shells made as they flew through the air. The heavy shells rumbled like express trains. The smaller shells whined. The bullets whistled. The men learned to recognize the different noises and this often saved their lives.

After a month or so in the trenches, units would be allowed to go to the rear for the chance to sleep in a dry place, rest, eat a decent meal, and above all, bathe and clean up. Then it was back again to the front lines.



Developing Skills: Using Computer-Stored Information for Research

The Internet, on-line encyclopedias, CD-ROMS, and other computer resources are vast storehouses of information. In fact, there is so much information in these resources that it can be difficult to find exactly what you are looking for. When you are using the Internet, there is also another issue. How can you be sure the information is accurate and reliable? People who post web pages are not necessarily experts. No matter what you are looking for when using on-line resources, you need some key skills to help you:

- search for information effectively, and
- evaluate the information you find.

Searching for Information

Suppose your class will be doing research reports on “New Technology in World War I.” Your particular topic is “poison gas.” You want to use computer-stored information resources for your research. Here are some helpful tips.

- Describe your topic. What do you want to know about poison gas? Write down three or four key questions you want to answer in your research.

Poison gas in World War I:

- What kinds were used and how were they made?
- How was poison gas used?
- What effects did it have?

- Analyze your topic to decide on the key concepts. These concepts will help to focus your search. As you write down each key concept, stick to key words or phrases. Successful searches depend on key words.

Key Words

- Concept #1 poison gas
 Concept #2 World War I
 Concept #3 effects of poison gas

Notice how each concept focuses your topic further. A search for poison gas may bring up a great deal of information that has nothing to do with World War I. Listing World War I as your second concept more clearly defines your topic. Concept #3 focuses on another particular aspect of the topic you want to explore.

- Next, brainstorm synonyms or related key words for each concept. These will help you to define your topic even further.

Key Words	Synonyms or Related Key Words
Concept #1 poison gas	mustard gas, chlorine gas, chemical warfare
Concept #2 World War I	German military history 1916
Concept #3 effects of poison gas	deaths, casualties, gas mask

General Search Strategies

- Select a key word (e.g., poison gas).
- Try the singular or plural form of the key word (e.g., poison gases), or type the word followed by an asterisk (e.g., gas*).
- If you are searching for a person, type in the common form of the name (e.g., Nellie McClung).
- Try words with similar meaning (e.g., airplane/aircraft or poison gas/chemical warfare).
- Try expanding or narrowing your topic (e.g., poison gas, mustard gas, chlorine gas).
- Use the Boolean features (*and/or/not*) to focus your hits.
- Bookmark promising sites so that you can return to them afterward.

4. Now you are ready to start your search. Try any of the key words. If you need to broaden or narrow your search, you can use the Boolean operators.

- To narrow the search, use the Boolean operator *and*.

Example 1: mustard gas *and* World War I

Example 2: mustard gas *and* World War I *and* casualties

Note that *and* is often typed as +:

mustard gas + World War I + casualties.

- To broaden the search, use the Boolean operator *or*.

Example: mustard gas *or* chlorine gas *and* World War I

- To narrow the search further, use the Boolean operator *and not*.

Example: mustard gas *and* World War I *and not* chlorine gas


Or, you could link all three of your concepts using *and*.

Example: poison gas *and* World War I *and* effects of poison gas

Boolean Searches

Boolean searches help you focus your hits using *and/or/not*.

A and B = maple leaf AND hockey 

A or B = maple leaf OR hockey 

A and not B = maple leaf AND NOT hockey 

- Does the domain address give you a clue about who sponsors the web site? Generally, government and educational sites are more reliable than a personal web page. Business, organizational, and personal web sites may have a particular viewpoint or bias you need to take into account.

gov	a government site
edu	an educational site, usually a college or university
org	an organization or advocacy group site
com	a business or commercial site
ca	a Canadian site
~	a personal web page

b) Content and Accuracy

- Is the information correct? Can it be checked in other sources? Is there a list of sources used? Are there links to other web sites on the topic?
- Check how up-to-date the information is. The site should tell you when it was created or updated.

c) Bias

Information you get from a web site can be biased. Bias is a particular point of view. Biased information may include only some facts that support the point of view the author wants to present. Examine information carefully to determine if it is biased or unbiased. A site that is unbiased will aim to give you a balanced opinion. It will consider many people's opinions or sets of facts. You should be able to form your own opinions based on the facts.

Evaluating the Information

You have located some key sources of information. Now you are ready to examine each one. How can you evaluate the information to be sure it is reliable? Here are some important criteria to use, especially when you are evaluating information on the Internet.

a) Authority

- Is there any information about the author on the web site? Who is the author? What are the author's qualifications and reputation in the subject? (If they are not listed, can you find out?)

Citing Internet Sources

When you do research, you are borrowing words, facts, and ideas of others. You must tell your reader where the material comes from. List all the sources you quote, paraphrase, or summarize at the end of any research report. This list of sources is often called "Works Cited," "References," or "Bibliography." Here is one format you can use for

citing sources from the Internet. It follows the Modern Language Association (MLA) documentation style. For more information on the MLA citation styles, visit this web site:

<http://www.english.uiuc.edu/cws/wworkshop/mlamenu.htm>.

Format:

Author(s). *Name of Page* (in italics or underlined). Name of Organization (or the term "Home page" if it is a personal home page). Date of Posting. Date you accessed the material. <electronic address, i.e., URL of the site>

Examples:

World Wide Web pages

Ivarone, Mike. *Armory: Gas Warfare*. Home page. Updated 12 Nov. 1999. 31 Nov. 1999. <<http://www.worldwar1.com/arm006.htm>>

On-line Encyclopedia

No author listed. "Chemical Warfare." *Britannica Online*. Dec. 1998. 14 Jan. 1999.

<<http://www.eb.com/180>>

CD-ROMs

Coffman, Edward M. "World War I." *World Book Multimedia Encyclopedia*. CD-ROM 1998.

Try It!

1. Put your new skill to work by doing research on one of the following topics related to World War I. Follow each step outlined above. After your search, cite the Internet sources you found and considered reliable. Include notes on any sites you found that you did not consider reliable and note why.

- | | |
|-------------------|------------------|
| a) trench warfare | d) aircraft |
| b) tanks | e) role of women |
| c) submarines | |



Netsurfer

Visit an excellent site for research on World War I at www.worldwar1.com.

After Ypres, more effective gas masks were developed. Though banned by international treaty, both chlorine and mustard gas were used during World War I.



Battles on the Western Front

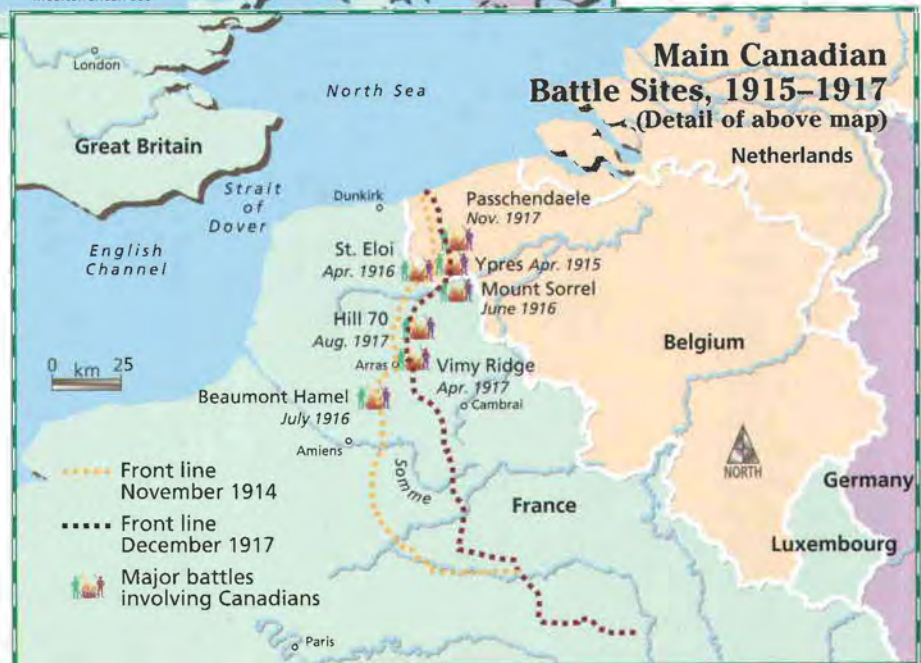
The first division of 20 000 Canadian troops took up places alongside their allies on the front lines in mid-April 1915. In the horror of the months and years that followed, they were joined by another 600 000 fellow Canadians. Some of Canada's most prominent moments in the war are associated with battles along the **Western Front**. Canada's contribution will



never be forgotten at Ypres, Festubert, the St. Eloi craters, Mount Sorrel, the Somme, Courcellette, Vimy Ridge, the Scarpe, Passchendaele, Amiens, Arras, the Canal du Nord, and Cambrai. The following are only a few of the major battles in which Canadians were involved.

Gas Attack at Ypres

Canada's first major battle in the war was fought near the ancient city of Ypres in Belgium in 1915. Canadian troops were sent to help hold 3.5 km of the front line in the face of heavy German attack. It was a harsh beginning. The troops were surprised by a deadly new weapon—poison gas! It was the first poison gas attack in history. As the yellow-green clouds of gas filled the trenches, the Canadians were the only troops able to hold their position and mount a successful counterattack. They stalled the German advance and won high praise for their courage, but the cost was high. Over 6000 men died.



One in five was listed as killed in action, gassed, missing, or wounded.

One soldier recalled, "I have never been in a battle—and I have been in many—where the men were suffering in such numbers that their crying and groaning could be heard all over the battlefield." The deadly chlorine gas burned the eyes and throat, and destroyed the lungs. Soldiers who breathed the gas choked, gagged, gasped, coughed, and died. A Canadian medical officer recognized the gas as chlorine and came up with an antidote—the men soaked their handkerchiefs in urine and held them over their faces. It was their only defence.

Later in the war, even more deadly poison gases were used by both sides. Worst of all was mustard gas. This burned the skin and the respiratory tract, and caused blindness.

Battle of the Somme

The first day of the Battle of the Somme in France—1 July 1916—was the most disastrous the British army had ever faced. The Canadian corps fought as part of the British forces under the command of British General Haig. By nightfall, British and Canadian casualties totalled 57 470, the highest ever in warfare for one day's fighting.

*Where is the front line in 1914?
Where is it in 1917?
What does this tell you about the amount of territory gained during the war?*

Troops from Newfoundland and Labrador played a major part in the Battle of the Somme. These troops faced a particularly strong part of the German line at Beaumont Hamel. British bombardment was supposed to have taken out the German machine gun posts and cleared no-man's land of barbed wire. This was tragically untrue. The soldiers were mowed down by machine gun fire as they struggled to get across no-man's land. When it was over, 90 per cent of the regiment was dead or wounded. It was the greatest single disaster in the 500-plus year

history of Newfoundland and Labrador. July 1 is still marked as a solemn memorial day in that province.

In spite of the heavy losses, hardly any ground had been captured. General Haig, however, insisted that the attack go on. For 141 days, the Battle of the Somme dragged on. Canadians fought so heroically that they were marked out as storm troops. During the rest of the war, they were often called in to spearhead an attack. British Prime Minister Lloyd George later wrote in his war memoirs: "Whenever the Germans found the Canadian corps coming into their line, they prepared for the worst."

When the Battle of the Somme finally ended five months after it began, both armies were exhausted. Casualties for both sides had reached 1.25 million, of whom 24 000 were Canadians. The British had advanced no more than 11 km.

At home, people were horrified by this massacre. Many blamed General Haig for insisting the battle go on despite the heavy casualties. Others blamed the politicians who started the war. The real enemy seemed to be neither the Germans nor the Austrians, but the war itself.

Vimy Ridge

In February 1917, Canadian General Arthur Currie was given orders to capture Vimy Ridge. The German position on the ridge seemed invincible. But Currie had learned from the experience of earlier battles. He was convinced that poor preparation and

As the battle of the Somme began at exactly 7:30 a.m., a British officer led his troops "over the top." One soldier was hit as soon as his head appeared over the trench. The others stumbled through no-man's land toward the German trenches through a hail of machine gun fire. At the end a British sergeant recorded, "Our dead were heaped on top of each other . . . in places three and four deep."





Tanks were used for the first time in warfare during the Battle of the Somme.

1. Describe the features of the tank shown in this painting.
2. How does this painting show the effectiveness of the tank for trench warfare?
3. Why do you think military leaders at first did not believe in the value of the tank? What disadvantages do you think tanks would have on the Western Front?

scouting had caused high casualties and heavy losses in the past. Currie was not prepared to send his men blindly across no-man's land to be slaughtered as they stumbled toward enemy machine gunners and barbed wire. He had spoken up against unsound plans from British headquarters in the past. Instead, he had submitted alternative plans, which were often adopted.

Currie became a respected strategist in the war and was the first Canadian to be promoted to the rank of general. He also fought to keep Canadian soldiers together in a true Canadian Division. Now at Vimy, all Canadian Divisions would fight together.

Currie made sure that preparations for the battle were extremely thorough. Troops built a full-scale model of the battle area and carefully practised their manoeuvres again and again. Planes flew reconnaissance (scouting) missions and clearly plotted out the positions of the German guns. Light railway lines were built to move artillery, and a maze of underground tunnels was dug to move troops and supplies safely and secretly. When the time for the battle arrived, every soldier knew his job.

The plan was to have the troops closely follow a massive barrage of artillery fire on the German position. Usually, troops waited for days for artillery fire



Netsurfer
For more information on
Canada's participation
in the war, visit the
Canadian War Museum at
www.civilization.ca/cwm

Canadian General Currie became a respected strategist in the war. Before the battle of Vimy, he said, "Thorough preparation must lead to success. Neglect nothing."



to blow out enemy guns before they dared advance. By following the barrage immediately, Canadian infantrymen gained the element of surprise. They pushed forward and successfully took the ridge. The Canadians had won the only significant victory for the Allies in 1917. It was a turning point in the war for the Allies and for Canada as a nation. Largely as a result of this victory, Canada won a seat as a separate nation at the peace talks after the war.

In Richard Jack's painting of the Vimy battle, Canadian soldiers fire heavy artillery guns at the German position. It was Canada's most celebrated victory.



Passchendaele

After Vimy, General Currie was knighted and promoted to command the entire Canadian corps. In October 1917, he was called in by British General Haig to formulate a plan for the capture of **Passchendaele**. This Belgian area of land had once been beneath the North Sea. When the shelling destroyed drainage ditches, the land became waterlogged. Soldiers sometimes wept with the sheer frustration of trying to advance through the mud. Narrow duckboards were placed as pathways over the mire. Nevertheless, thousands of soldiers and horses who slipped into the mud were sucked in and drowned. Locomotives sank to their boilers and tanks quickly bogged down.

The troops took the ridge, but it was a bitter victory. A British official, seeing the battlefield for the first time, cried out, "Good God! Did we really send soldiers to fight in that?" Almost 16 000 Canadians lost their lives at Passchendaele. The offensive gained 7 km of mud that the Germans soon won back again.



ArtsTalk



Women Making Shells by Henrietta Mabel May



The Stretcher-Bearer Party by Cyril Henry Barraud



Canadian Gunners in the Mud (at Passchendaele)
by A.T.J. Bastien

Canadian War Art

During World War I, artists, photographers, and reporters were sent to the front to record the action. A Canadian named Max Aitken (Lord Beaverbrook) played an important role in keeping Canadian war records. Originally born in New Brunswick, he had moved to England and become a wealthy and influential newspaper baron. In 1914, he offered his services to the Canadian government and became responsible for reporting on the Canadian Expeditionary Force. He also established the **Canadian War Memorials Fund**, which paid artists from various countries to produce works of art related to the war.

Several artists, including some who later became part of the famous Group of Seven, went to the front lines. Between 1916 and 1919, over 800 works of art by more than 80 artists were produced. Today many of these paintings and sketches are found either in the Canadian War Museum in Ottawa or in the British War Museum in London. Lord Beaverbrook also wrote the immensely popular series of books, *Canada in Flanders*, which recorded the achievements of Canadian soldiers in the field.

War reporters and artists shared the same hardships and risks as front-line soldiers. Often they sent back rough sketches along with their notes and news stories. Other artists sometimes completed the work for publication. The scenes were frequently copied in quantity and sold to patriotic Canadians. The war artists did not glorify war. They portrayed the grim horror of the battlefield. Some artists also painted scenes showing the effects of the war at home.

1. Why would artists have been called upon to act as reporters during World War I?
2. Describe the scenes shown in the paintings. What impressions do they create of the war?
3. Research other Canadian war paintings. Display copies of the paintings and add captions to describe the events and the artists.

The War in the Air

When war broke out in 1914, the airplane was a new and unproven invention. Few military leaders had any confidence in the airplane as a weapon of war. Canadian Colonel Sam Hughes is reported to have said, “The airplane ... will never play any part in such a serious business as the defence of a nation.”

Canada had no air force of its own when the war broke out. The Royal Canadian Air Force was not organized until 1924. But Canadians who wanted to fly joined the British Royal Flying Corps. They served as pilots, gunners, air crew, and mechanics. Canadian airmen proved to be formidable flyers and quickly gained a reputation for bravery and prowess in battle. Britain responded by launching a pilot training program in Canada. By 1918, 40 per cent of the British Airforce pilots were Canadian.

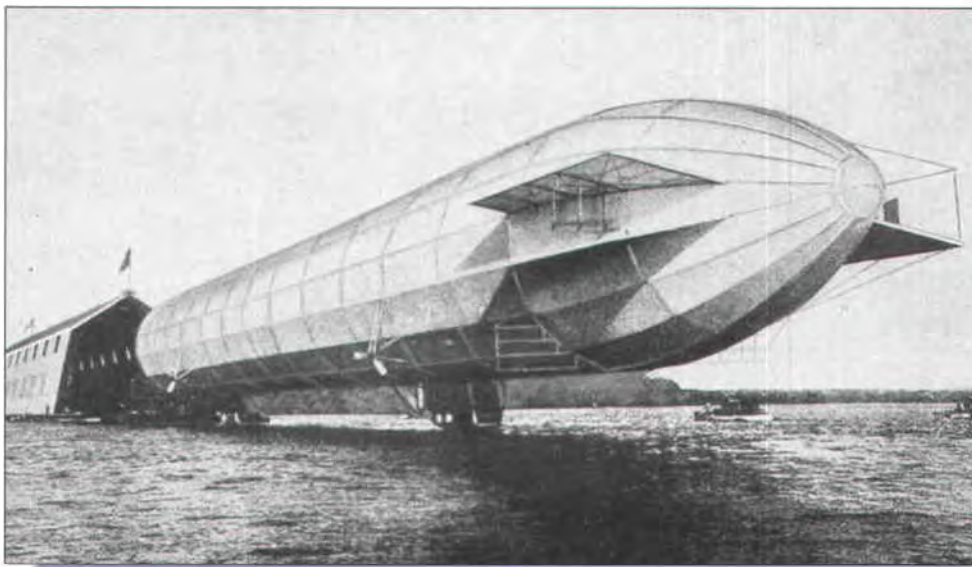
At the beginning of the war, Germany seemed to have the upper hand in the air war. The Germans had 400 airplanes, while the French had only 156 and the British

113 planes. By autumn 1915, the Germans also had a superior fighter plane called the Fokker. It was armed with a machine gun that had a timed firing mechanism so that bullets did not hit its own propeller blades. German flyers also used gasfilled balloons called Zeppelin dirigibles or airships on observation missions and bombing raids. Eventually, both sides used airships. By 1917, the British had developed the Sopwith Camel, an effective fighter plane.

Young men, most in their late teens or early twenties, flocked to the air force. Trench warfare offered no glory. Pilots fought in leading edge war machines and received better food, pay, and uniforms. They also slept in warm beds at night. But they paid a high price for their glory. The percentage of pilots killed was higher than in any other branch of the military. In late 1916, it was said that the average life of a pilot was three weeks. The air service was called “the suicide service.” Planes were sometimes referred to as “flying coffins.”

The pilots’ fighting technique was to engage in dangerous aerial duels called **dogfights**. The flyers manoeuvred their

Zeppelins were huge balloons with a metal frame that were filled with hydrogen. Some had platforms on the top from which guns could shoot at airplanes overhead.





An artists' impression of Canadian pilot Roy Brown shooting down Germany's Red Baron.

light planes to dive on the enemy from the rear and then fire. Those hit went down in a "flamer." There were no parachutes to save those unlucky enough to be shot down. Many other casualties were the result of mechanical failure.

Canada's Air Aces

The great air aces included Germany's Manfred von Richthofen, Britain's Alfred Ball, and Canada's Billy Bishop. An **ace** was a fighter who had shot down at least five enemy planes. Von Richthofen, known as the Red Baron, downed 80 planes in his career.

Few people know that it was a Canadian air ace who finally shot down the Red Baron. On 21 April 1918, von Richthofen, flying above the Somme Valley, spotted an Allied plane far below. He put his Fokker into a steep dive and moved in. His target was an inexperienced

Canadian flier, Wilfred ("Wop") May. Suddenly, May's gun jammed, but behind von Richthofen was another Canadian pilot, Captain Roy Brown. Brown, in his Sopwith Camel, opened fire on von Richthofen. The Red Baron fell into a deadly spin. The German ace was dead at the age of 26. Today the seat of the Red Baron's plane is displayed at the Royal Military Institute in Toronto. You can put your finger through the bullet hole in the seat.

Canadian pilots played a very important role in the Allied air battles. A group of Canadian flyers called the **Black Flight** flew several successful missions. On one day in June 1917, they shot down 10 German planes. In total, Canadian fighter pilots brought down 438 enemy aircraft during World War I. Four of the top seven leading aces of the Royal Air Force were Canadians. It was a remarkable record!



SPOTLIGHT ON...

Billy Bishop

Billy Bishop was one of the greatest fighter pilots of the British Commonwealth. As a boy in Owen Sound, Ontario, he practised shooting at moving targets with his rifle in the woods. His firing expertise later served him well during the war. Billy Bishop first joined the Canadian Mounted Rifles after the war broke out, but he was not completely happy in the cavalry. One day, while at camp in England, he saw a Nieuport biplane land and knew that he wanted to fly. He transferred to the air force as an observer and flew patrols and scouting missions.

It wasn't until 1916 that he got his fighter pilot's training. He got into his first dogfight in March 1917. On that first day behind the front lines, he shot down a German plane. Later, in one five-day period, Bishop destroyed 13 planes.

Billy often flew the skies alone. On one occasion, he attacked a German air base near Cambrai, France. Two enemy planes rose to chase him, and Bishop shot down both of them. Two more enemy planes came up to attack him. One fell from the deadly fire of Bishop's gun, and the other was driven off, out of ammunition. Billy Bishop returned safely to his home field.

Despite his successes, Billy Bishop was often depressed by the high rate of death among pilots and by the loss of his fellows. He had his own brush with death more than once. On one occasion, German ground guns hit his fuel tank. With his plane on fire he still managed to make it back to Allied territory, but crashed into a tree. Lucki-



ly it was raining and the rain put out the fire in his plane, but Billy was badly shaken.

By the end of the war, Billy Bishop was awarded the Victoria Cross by Britain and the highest honours of France. He was among the top three Allied air aces. He went on to become Director of Recruiting for the Royal Canadian Air Force in 1940.

1. Other Canadian flyers who became known for their accomplishments include Billy Barker, Raymond Collishaw, Roy Brown, A.A. McLeod, and Donald McLaren. Research their contributions and create a poster highlighting their achievements.
2. Why do you think it is important to remember people like Billy Bishop? How can we remember others who also fought or contributed to the war effort but who are not as well known?



The War at Sea

Germany knew that command of the seas was of supreme importance to Britain. As an island nation, Britain depended on its navy to keep the sea lanes open for supplies of food and raw materials. The German surface navy was no match for the British Royal Navy, but the Germans had a more deadly weapon—the submarine or **U-boat** (*Unterseeboot*). From the beginning of the war, German submarines prowled the seas. They attacked British ships in an attempt to cut off supplies. At the same time, the British navy tried to blockade the German coast so that food and war supplies could not get into Germany by sea.

Germany warned that it would sink all ships in enemy waters without warning. In 1915, the British luxury liner *Lusitania* was torpedoed. Eleven hundred and ninety-eight people drowned in panic and chaos. More than half the passengers on the vessel were Americans. The American people were shocked at this attack on their citizens. The United States had to this point stayed out of this European war. But American public opinion was turning against Germany. For a time, Germany held back and did not want to risk the Americans joining in the war.

But by 1917, the war on the Western Front was still dragging on. Some decisive action was needed. Germany decided to introduce a policy of “unrestricted submarine warfare.” German U-boats would sink any Allied or neutral ship approaching Britain. The goal was to cut off all supplies and weapons from reaching that Allied nation. The policy was extremely effective.

In four months, German submarines sank over 1000 Allied ships. Britain had to find a way to counter the U-boats, or it would be starved into surrender.

One answer was the **convoy system**. Since the beginning of the war, Canada had been shipping huge quantities of food, munitions, and other war supplies to Britain. The port of Halifax was the chief transport link between Canada and Europe. Now instead of cargo ships sailing alone from Canada and the United States to Britain, they began to sail in fleets or convoys. Supply ships were escorted by armed destroyers that kept constant watch like sheepdogs guarding a flock of sheep.

Canada’s navy had only two warships at the beginning of the war, but yachts and other vessels were bought, refitted, and armed. These ships took part in many of the convoys to Britain and helped get through necessary supplies. A Canadian Patrol Service also protected shipping and sought out submarines off Canada’s coast.

By the end of the war, Canada’s navy had grown to 112 warships staffed by 5500 officers and men. Canadian shipyards built more than 60 anti-submarine ships and more than 500 smaller anti-submarine motor launches. In addition, several thousand Canadians served in the British Royal Navy, in the Royal Naval Canadian Volunteer Reserve, and in the Royal Naval Air Service.

The U-boats did tremendous damage to British and Allied shipping. However, the sinking of American ships by U-boats brought the United States into the war against Germany. The entrance of the Americans in 1917 helped to turn the tide in favour of the Allies.



The Technological Edge

SUBMARINES, MACHINE GUNS, AND AIRPLANES

With World War I came many new advances in technology, especially in weaponry. Poison gas and tanks were used for the first time in warfare. New types of machine guns and fighter planes were developed. On the seas, submarines that could fire torpedoes at moving targets made their debut. As each of these new weapons was developed, new ways of defending against them also had to be invented.

Submarines

World War I submarines were relatively small, but their torpedoes could sink the largest ships. The early submarines could stay submerged for two and a half hours. Submarines carried a crew of 35 and 12 torpedoes. Torpedoes were very expensive, but could be fired underwater at a moving target. However, U-boats preferred to come to the surface and sink their enemies by gunfire.

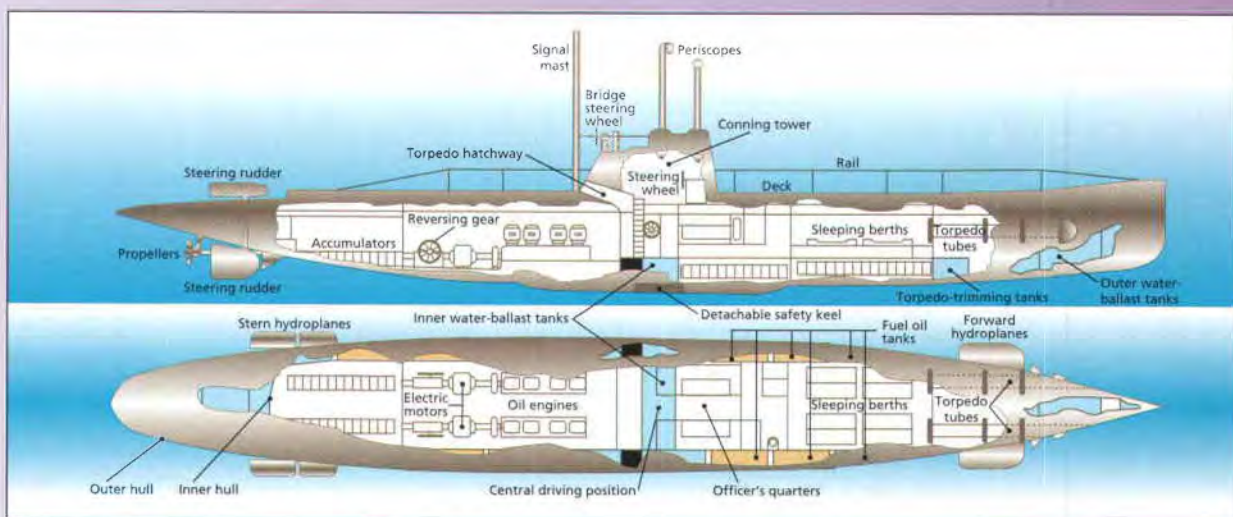
All navies developed hydrophones (listening equipment) to pick up the sound of the submarines' engines underwater. By the end of the war, they also used sound echoes to find the position of the sub-

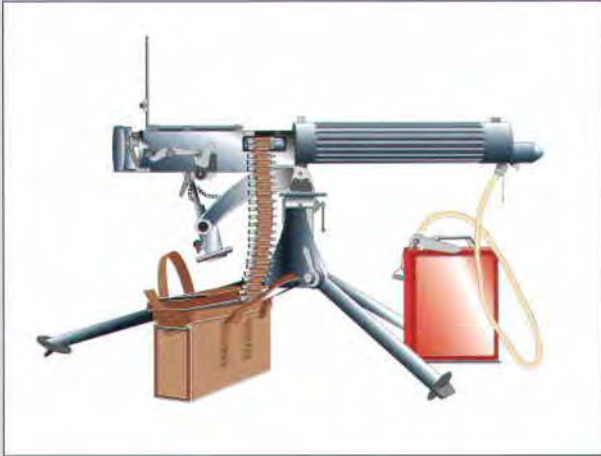


marines and then dropped depth charges (explosive devices) to destroy them.

Machine Guns

At the beginning of the war, British generals believed the machine gun would be of only limited use. Machine guns were steadily refined and improved in their killing efficiency during the war and accounted for a vast number of casualties. They proved to be a very effective weapon for mowing down enemy troops advancing over no-man's land.





The Vickers Mark 1 was used by the English army during the war. It could spit out bullets at the rate of 450 to 550 rounds a minute. Soldiers often referred to machine guns as “coffee grinders” because they ground to pieces anyone or anything in their range.

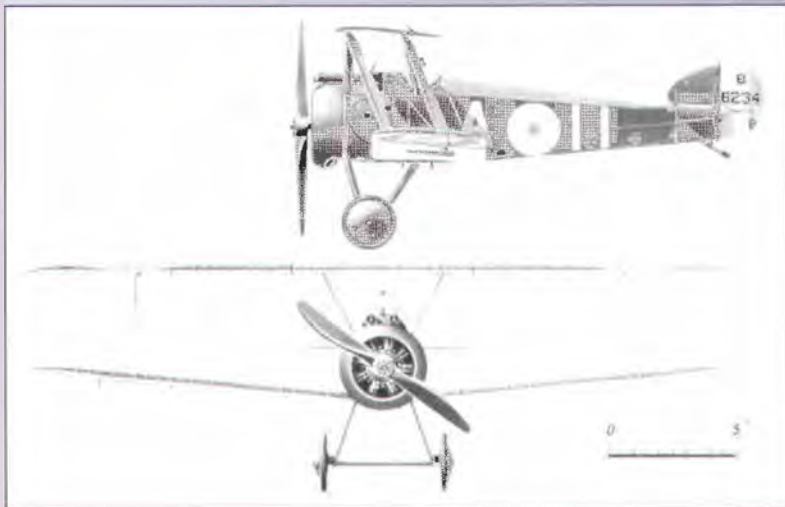
Airplanes

The earliest airplanes in World War I were usually single-seaters. Their maximum speed was between 95 and 125 km/h, and they could stay airborne for only an hour without refuelling. At first unarmed airplanes were used just to scout enemy positions

behind the lines. Some pilots carried pistols, rifles, and shotguns. Others caught in battle threw bricks or links of rusty chain at the propellers of opposing planes to bring them down.

The Sopwith Camel was the premier fighter plane developed by the Allies during the war. Pilots flying in Camels shot down more enemy planes than pilots in any other aircraft. The Camel had the unique ability to make a very sharp turn to the right, allowing a skilled flyer to swoop in on the tail of an enemy plane. It could reach maximum speeds of 182 km/h and fly to a height of 5800 m.

1. In groups, discuss and record some of the pros and cons of the technological advances made during World War I. Consider how these developments were used both during the war and how they could be used in peacetime.
2. Choose one technological advance such as the submarine or airplane. Do some research on one of the most advanced military aircraft or submarines used today and compare it with the World War I models. What advances have been made? How are these aircraft or submarines used today? Include diagrams, models, photographs, or other media in your presentations.



A diagram of a Sopwith Camel, the premier fighter plane used by the Allies during World War I.

The Last Hundred Days

By the spring of 1918, Germany's leaders realized a crisis had come. The policy of unrestricted submarine warfare had not forced Britain to surrender. Now the United States had entered the war. Germany's allies, Austria-Hungary and Turkey, were on the point of collapse. The only hope for Germany was to launch a mighty offensive on the Western Front before the United States army could arrive in Europe in large numbers.

Thousands of German soldiers poured into France. They were stopped only 80 km from Paris. Canadian forces participated in one final great sweep against the German attack. This Allied effort that finally broke the back of the German military was called the "Hundred Days."

On 8 August, Canadian troops spearheaded the Allied attack. Supported by tanks and aircraft, the troops swept north and east toward Germany. Fresh American troops with tanks had also

arrived and were a great encouragement for the Allies. Tanks were now better armed and more reliable than earlier models. Aircraft, using new tactics, blasted German trenches with bombs. The Germans fought hard, but they fell back steadily. The Allied advance moved a staggering 130 km. This was a far cry from the earlier gains of only a few kilometres at a time. For six weeks, the Canadians were at the forefront of the Allied advance. Eventually, the Allies won back France and then Belgium.

By November, the Allies had reached the frontiers of Germany. On **11 November 1918**, at a predawn ceremony, Germany formally surrendered. Hostilities ceased at 11:00 on that morning. Five minutes before 11:00, a sniper killed George Price, the last Canadian to die in World War I. For some Canadian troops, the war ended on the streets of the Belgian town of Mons. The Belgians flew flags that had been hidden for four years while their country was occupied by German forces. Grateful Belgians shouted, "Vive les braves Canadiens!"

Canadian troops celebrate the end of the war in Belgium. The war had cost over 4 million lives on all sides, but it was finally over.





Developing Skills: Preparing a Research Report

How many times have you had to look for information on one topic or another? You may have needed information on anything from how to fix your bicycle to the latest innovation in CD-players. The ability to research, record, and report information effectively is an important skill you can use in almost anything you do.

You are asked to write a research report about World War I. Where do you start? Here are some key steps to follow.

Step I Purpose

1. Be sure you understand your assignment. For example, you need to know that a **report** summarizes and presents important information on a particular topic. It is different from an **essay**, which develops a particular point of view or argument. First, ask yourself these questions.

- What exactly am I being asked to do?
- When is the assignment due?
- How long should it be?
- How is it to be presented—written, oral, etc.?
- How will it be evaluated?

Highlight key words in your assignment so you are absolutely clear on what you need to do.

Step II Preparation

2. You may be given a choice of topics. Choose your topic carefully. Ask yourself:

- Will I find this topic interesting?
- Is this topic manageable?
- Will I be able to find resources?
- Will I have enough time to complete the work on this topic?
- Is the topic specific or too broad? Do I need to define it more carefully?

Suppose you want to investigate new technology developed during World War I. By asking the above questions, you will come to the conclusion that this topic is not manageable. It is too broad. So much new technology was introduced that it would be impossible to cover it all in a short report. You need to narrow your topic. For example, you could focus on poison gas, which was first used in warfare during World War I.

3. You can go one step further in focusing your topic. Ask yourself what you want to know about poison gas. Write down three or four key questions you want to answer.

Poison gas in World War I:

- What kinds were used and how were they made?
- How was poison gas used?
- What effects did it have?

Step III Process

4. Once you have a clear idea of your topic, you can start your research. Two places to start are the card or computer catalogue in your resource centre and the Internet. These will help you to identify possible resources.

The catalogue in your resource centre lists all resources by author, title, and subject. You will need to look under the subject to start. You could look under “poison gas,” “World War I,” or “weapons.” [Hint: Always have a pencil and paper with you when using the catalogue. Jot down the call numbers of the books so you can locate them on the shelves.] Also check periodical indexes and computer databases for magazines, audio-visual resources, newspaper reports, and journal articles. Check the vertical information files. You will probably be surprised by the amount of information you discover.

If you are searching the Internet or other computer-stored information resources, you can apply the skill you learned on pages 86-88.

5. Next, get an overview of your topic by browsing and skimming through a number of the resources you locate. The idea is to familiarize yourself with the information available on your topic. Then you can decide where you will focus your attention in your research.

For example, you may discover that the Internet, special reference books on weapons of World War I, and documentary films are the best sources of information.

6. Make point-form notes from your resources. Try to use your own words. Gather references for illustrations as well. Always note the source of the information. You will need this information when you compile your list of references later.

Step IV Product

7. Once you have gathered your information, develop a working outline for your report. You can use this outline as a framework later when you write your report.

Examine the sample below. Your outline should include a few main sub-topics. The sub-points under each sub-topic would include more detailed information, illustrations, photos, etc. As a conclusion, you could present your ideas on what impact poison gas had during World War I and how it changed warfare. You could also include your ideas on the positive and negative aspects of wartime technological developments.

8. Prepare a draft copy of your report. Decide on an introduction that will grab the reader's or listener's attention. It should give a clear and concise statement of the focus topic.

Develop each of your sub-topics. Be sure the sub-topic is clearly expressed in a topic sentence and the sub-points refer to and develop the sub-topic. Put the sub-points in the most effective order.

Write a conclusion that summarizes your main points, reinforces what you have said, and leaves your audience with something interesting to think about.

9. Edit your draft. Be sure that:

- you have met the requirements of the assignment
- the report is organized logically and makes sense to the reader
- the sentences vary in length and structure
- the spelling, grammar, capitalization, and punctuation are correct.

Sample Outline

Names in group: _____ _____ _____	Teacher's Name: _____ Class: _____ Due Date: _____	
Focus Topic: Poison Gas in World War I		
Sub-Topic: What kinds were used and how were they made? Sub-points: _____ _____ _____	Sub-Topic: How was poison gas used during the war? Sub-points: _____ _____ _____	Sub-Topic: What effects did poison gas have? Sub-points: _____ _____ _____
Conclusion: _____ _____ _____ _____		

Oral	Visual/Digital	Written
panel discussion	slide show or overhead	report
dramatization	transparencies	booklet
role play	picture story	newspaper
radio broadcast	models/ diagrams	letter or diary
interview	charts, graphs, maps	poem
talk with visuals	film or video	play
	bulletin board display	memoir
	web page	
	presentation on computer	

10. Consider a variety of possible formats or a combination of ways to present your research report.

11. Be sure to include a list of all the resources you used to prepare your report in a section called “References” or “Bibliography” at the end of your report. You can find examples of the Modern Language Association (MLA) documentation style by visiting this web site:
<http://www.english.uiuc.edu/cws/wworkshop/mlamenu.htm>.

Step V Personal Learning

12. Once you have completed or presented your report, reflect on it. Evaluate what you have done and think about what you might do differently next time to improve your work. Classmates or your teacher can also help you with this evaluation process.

Try It!

1. Choose one of the following topics on World War I and prepare a research report.

- | | |
|-------------------|------------------|
| a) trench warfare | d) aircraft |
| b) poison gas | e) submarines |
| c) tanks | f) role of women |



Activities

Understand Facts and Concepts

1. Add these new terms to your *Factfile*.

- | | |
|---------------------|-----------------------------|
| trench warfare | Canadian War Memorials Fund |
| no-man's land | dogfight |
| Western Front | air ace |
| Battle of Ypres | Black Flight |
| Battle of the Somme | U-boat |
| Vimy Ridge | convoy system |
| Passchendaele | <i>Lusitania</i> |
| 11 November 1918 | |

2. Write a descriptive paragraph about trench warfare using words from the following list. Refer to the diagram on page 84 for help.
- | | |
|----------------------|------------------|
| duckboards | no-man's land |
| sap | sniper |
| trench foot | dugout |
| trench mouth | machine gun fire |
| communication trench | exploding shells |
| traverses | |
3. Why were Canadian troops singled out as storm troops during the war?
4. What new strategies did Canadian General Arthur Currie use at the Battle of Vimy Ridge?
5. Using a mind map, outline the contributions of Canadians to the war in the air and at sea.

Think and Communicate

6. Create a photo essay or scrapbook entitled "Canadians in World War I." Divide your photo essay or scrapbook into topics such as the following:
- Life in the Trenches
 - In the Heat of Battle
 - Behind the Lines
 - Canada's Air Aces
 - Canadians at Sea
 - The Tragedy of War
- Research the photos and include detailed descriptions of them in your presentation. You could also intersperse first-hand accounts from Canadian soldiers.
7. a) You are a soldier on the front lines. Would you rather attack or defend a trench? Explain.
- b) Imagine you are generals called in to plan an attack on an enemy position much like Vimy Ridge. Discuss your strategy and tactics. Outline the stages of your attack and how you will use the troops and weapons at your disposal. Use sketch diagrams, clearly outline your plan of attack in steps, and indicate the expected results. Exchange your plan with other groups for evaluation.
8. Soldiers are frequently expected to fight in intolerable conditions. At Passchendaele, it was almost impossible to carry on trench warfare in the mud of the battlefield. Many believe the battle should have been stopped because of the conditions and the high number of casualties. Yet, the commander ordered the fighting to continue.
- Would soldiers ever be justified in refusing the order to fight? Why?
 - Do you think military leaders were to blame for the high number of casualties? Why?

- c) Write statements a commander in the battle might have made to defend his position. Then write a number of counterarguments. Role play an interview with the commander in your class.
9. Work in groups. You are reporters at the Battle of Ypres or Passchendaele. You have witnessed the Canadians taking a severe beating from the enemy and suffering heavy casualties. Discuss how you would report the battle. If you describe the battle accurately, you could demoralize the people at home. On the other hand, if you do not tell what happened, you could mislead Canadians and give them false hope. What do you think you should do? Write and record a short radio report. Listen to the reports from other groups. Make comparisons and evaluate the effects of the reports.
10. a) Explain why Germany thought it was necessary to sink all ships in enemy waters, including ships of neutral nations and passenger vessels.
b) Was the sinking of a civilian ship a justifiable act in a time of war? Debate the issue.

Apply Your Knowledge

11. Memorials are objects (often statues or plaques) or traditions (special holidays) established in memory of important people or events. People have created many memorials associated with World War I. Each year on 11 November, for example, we celebrate Remembrance Day. With a few moments of silence and special ceremonies around the world, we remember the many people who died in the war.
- a) Discuss why memorials are important. Which people or events do you feel should be remembered about World War I?
b) Find more information about some famous World War I memorials or visit some memorials in your community. How do they make you feel? Why?
c) Create your own memorials for World War I. You can use a variety of media—sculptures, posters, collections of memoirs, videos, audiotapes, ceremonies, or web pages.
12. Which media (newspapers, television, radio, etc.) were used to report on battles in World War I? Today television and the Internet are major sources of news. Have television and the Internet improved media coverage of wars? Discuss your point of view and give examples.
13. Research the lives of prominent Canadian individuals associated with World War I. Consider soldiers, artists, leaders, and social reformers. Examples include Sir Arthur Currie, Max Aitken (Lord Beaverbrook), Jerry Jones, Francis Pegahmagabow, Captain Roy Brown, Sam Hughes, and Nellie McClung. Prepare a short biography or role play interviews with these people for the class. Discuss how you think these individuals contributed to the development of Canada's identity during World War I.

Get to the Source

14. The soldiers in the trenches must often have wondered what they were doing there. One soldier recalled:

It seemed that [the Germans] didn't want to be there any more than we did. But it seemed to be that somebody else was manipulating the strings behind the line, and we were just put there to work out a game. It wasn't really hatred. Only sometimes you did hate, when you see your chums and your friends get shot. It would be pretty hard on you that way, and you could say you'd hate for a while, but not necessarily hate that you wanted to kill. But you had to kill or be killed, if you wanted to survive. ...

Sometimes at that time I felt, well, it's so unnecessary. A bunch of men ... a hundred yards away ... you could talk to them and you could hear them talking, hear them working, and here you was [sic], you've got to make an attack. And you had to kill them or get killed. And you would sometimes wonder what it was all about.

Source: Bill Boyd in *The Great War and Canadian Society: An Oral History* (1978), p. 134.

- Most soldiers went to war in 1914 full of enthusiasm and with a sense of adventure. Contrast this soldier's view with the mood of most volunteers at the beginning of the war.
 - How does this soldier describe his role in the war? How much do you think soldiers in the trenches knew about the plans of generals in battles? Why do you think this was so?
 - Given this soldier's feelings, what effects do you think years of battle would have on him if he survived?
15. A Japanese soldier in the war recalled a chilling incident when the Japanese platoon fought at Hill 145.

A shell exploded near our platoon. I heard a Japanese cry, 'I'm hit!' It was Narita. He had terrible head wounds and died very quickly. The platoon commander was also killed by the same blast. Tada was killed later in the day. Sato and I were fortunate and got through Hill 145 without a scratch. Later we wrote to the relatives as we had promised our dead comrades.

During the battle a German charged me with a bayonet. I parried and went for his chest. I missed and the bayonet got him on the wrist. I was about to make my second thrust when I heard him cry, 'Mother!' I thought of my aged mother in Japan and stopped. I made him my prisoner. He was an 18-year-old boy straight from high school.

—Roy Ito, *We Went to War* (1984), p. 57.

- How does this soldier's account illustrate the terrible personal losses during the war?
- What effect did the young German boy's cry have on the Japanese Canadian soldier? Why?