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## Section One: Project/Lesson Overview

**Grade:** 12 and 9

**Subject:** History 122 / Social Studies – Canadian Identity 9

**Lesson Title:** How did Canadians deal with the end of the Great War?

**Lesson Description:** How Canada recovered from the First World War.

**Time Required:** One 65 minute class

**Specific Curriculum Outcomes:**

- Life on the home front
- The Canadian response to the First World War

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## Section Two: Project/Lesson Implementation

**Equipment/Materials Required:**

- Projector or copies of the NBM images :*The Finlay Family 1990-11-89(1).jpg* and *Armistice Day Parade, St. Andrews, NB 2002-1-2.jpg*
- Copies of the Photograph Analysis Worksheet (attached)

**Lesson Procedures/Teaching Strategies:**

1. **Begin class with viewing the NBM image “St. Andrew’s Armistice Nov 1918”. Ask students to complete the worksheet on Photograph Analysis. Students can either work individually or in groups of two or three.**
2. **Begin a class discussion on what students have found and lead students into a lesson on the end of the war in Canada. Examine how these people have gathered and the purpose of their gathering. How has the gathering changed? We still gather on November 11 each year, but the nature of the gathering is very different in tone than the event in 1918. An important concept for students to learn is the importance of memory - collective memory, in particular. This is linked to the Benchmark concept of Continuity and Change, Significance, and to a lesser degree Evidence.**
3. **Using NBM image 1990-11-89(1).jpg “The Findlay Family”, students are asked to use another Photograph Analysis Worksheet.**
4. **After a few minutes of working in groups of two or three, students share what they have discovered about the image. In this case, students are acting as historical investigators.**
5. **Some of the key questions that they are likely to come up with and attempt to answer include: Who are these people? Why are they on the roof? Why is the man in a military uniform? What is the relationship between the four people? Why did they bring a pregnant woman to the roof?**

- a) The fact that there is no additional information that can answer these questions leads the students to do what historians do – guess: What are the possibilities? What is the most probable possibility? What is the simplest explanation?
  - b) Ask students where they have pictures taken. Ask students about strange places they had their pictures taken.
  - c) Potential extension/project idea: Have students examine family albums for photographs of people gathered in unusual places and attempt to find out the story behind the photo.
6. Lead into lesson on what happened to Canada after the war.
- a) Focus on returning soldiers, the effects on families and communities, employment and stories that might be told at these gatherings.
    - i) Why would some soldiers be reluctant to talk about their experiences overseas? What might conversations be like among family and friends?
    - ii) Possible extension/project idea: Ask students to construct a conversation (dinner table?) with a soldier returning home and family/friends. Write the dialogue of a family excited and relieved to have a soldier home and wanting to know about what the war was like, pressing for information, an a soldier reluctant to speak about it. Students could perform this as a one act play.

**Suggested Assessment Strategies:**

- Write the story of what happened just before and after the photo was taken. Include a dialogue of what takes place.
- Group/self assessment
- Demonstrate the learning of the historical benchmark of historical thinking by analyzing a new photo. (Suggest NBM image Emerson,CV-1.jpg bridal party June 1936.) Think about the Great Depression, what would a wedding look like in 1926, 1936 and two years for now? Look at clothing styles, what does this reveal about the economics of the time? Look at the cost of a wedding, who paid for it all? How was this accomplished in a time of depression? What is timeless? What was the “fad”. What is missing from this photograph that we might see now? Where is the groom? What would he have been wearing? What were the traditions of weddings? Compare to today. How many invitations do you believe were sent? Did the nature of gatherings change during the depression? How did fashion trends change as a result of economic circumstances? Students can search online, talk to parents and grandparents, and look at archive photos for comparison.

### **Section Three: Project/Lesson Resources**

**Teacher Generated Resources:** All of the teacher generated resources contributed to support this lesson are available for download by clicking on the link(s) below:

**Supplementary Resources:**

**Web-Based Resources:** [www.nbm-mnb.ca](http://www.nbm-mnb.ca) Virtual Exhibition “Gatherings”

**Disclaimer:** The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

## **Section Four: Additional Information**

**Modifications:** Concrete questions and limit the number of questions. Focus on what can be seen in the photo.

**Additional Comments:** This lesson could extend into several other disciplines such as economics, fashion technology and 112 History, 122 History.

**Credits:**

**Contact Information Including Name, Email, School and District:**

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