

**To Teachers:**

Thank you for purchasing this resource package. The assessments provided here are intended to serve as formative assessments for key competencies embedded within The Big Six historical thinking concept of Evidence as suggested by Seixas and Morton in their text of the same name.

In fifteen minutes or less, these tasks assess whether or not students are able to source documents, assess the strengths and limitations of a source, identify and assess the plausibility of inferences through close reading and examination. These are fundamental competencies within historical inquiry and require consistent practice and revision.

The focus of these assessments are these competencies, not the content of the sources themselves. No extensive background knowledge is required to complete the tasks, as if necessary, it is provided within the assessment itself.

Historical thinking assessments reveal where students are at regarding key understandings and applications of specific competencies and whether or not their thinking is progressing. Without this assessment evidence, it is far more challenging for teachers to make timely adjustments to ensure that all students receive appropriate teaching and scaffolding to become more sophisticated historical thinkers.

Perhaps even more importantly, assessments can serve as both evaluation *and* teaching tools, providing students detailed and actionable feedback, and encouraging self-reflection and teacher-student dialogue regarding key understandings about historical thinking.

This document includes both assessments and answer keys. I hope you and your students find these tasks useful.

If you have any comments or questions regarding the design, implementation or interpretation of these assessment tasks, do not hesitate to send me a message via [TPT.ca](http://TPT.ca)

Sincerely,

NJM

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: WWI Internment Camps**

*During World War I, Prime Minister Sir Robert Borden introduced the War Measures Act in 1914 giving the Canadian government broad powers to respond to perceived threats to national security [the safety of the country]. Thousands of people of Ukrainian, German, and other Central European background were labelled “enemy aliens” and placed in internment camps. William Dillon Otter oversaw the internment operations, while various military officials and local authorities were involved in the establishment and management of the camps. The camps were closed in 1920, two years following the end of the war.*

The prisoners in Canadian Internment Camps came to the Dominion [of Canada] as peaceful emigrants and the great majority of them at least have been good, law abiding residents .... In other words, these men now held as prisoners ... are good, sturdy, inoffensive men, able and willing to work, most of them desirous of becoming [wanting to become] Canadian citizens. .... There is no doubt in my mind, that at the present moment, the great majority of the prisoners....could safely be returned to their homes and families, and that such return would be more profitable [valuable] to Canada in the end...

**Source:** Willrich, G. US Consul, Quebec City, 16-21 November 1916. G. Willrich reported on the conditions in Canadian internment camp, as neutral governments were permitted to inspect the treatment of prisoners of war being held in enemy camps due to the 1907 Hague Convention.

1. This source is a
  - a. Primary source
  - b. Secondary source
  - c. Neither a primary nor secondary source
  - d. Textbook
  
2. The author of the source is:
  - a. Robert Borden
  - b. G. Willrich
  - c. William Otter Dillon
  - d. General Hague
  
3. The source was created in...
  - a. 1916
  - b. 1907
  - c. 1914
  - d. 1920

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: World War I Training**

*Prior to entering combat, Canadian and allied troops typically received their military training in Great Britain. The source below is a letter sent from Canadian Allan Hager to his sister on November 12<sup>th</sup>, 1915.*

Dear Sister:

You'll excuse me if this letter is a wee bit short to-night. I only have a few minutes to spare and I am very tired. I have had a very trying time these last two weeks. They have made a musketry instructor out of me. I don't know how long the job is going to last, but I hope it won't be long. It is no joke to get up in front of a bunch of men, and lecture them for six hours every day, and then take them to the ranges and have the responsibility of them shooting at the targets and watching to see that they don't shoot themselves. You would think there was not much to learn about handling a rifle but just a bunch of green men and put them at target shooting without any training and you would find a great many dead men before the day was out.

Source:

<https://www.canadianletters.ca/document-4995?position=0&list=fKWfEfuAHrNXrtuyXgULSmX9170Hh988Ku3ASRJAdYw>

**Your Task:** Which of the following are inferences and which are statements of fact?

	Statement
Inference / Non-Inference	The author of this letter served as a musketry instructor.
Inference / Non-Inference	The author of this letter found his role exhausting and stressful.
Inference / Non-Inference	The author of this letter was responsible for lecturing trainees and guiding them through target practice.
Inference / Non-Inference	The author of this letter believes it is important that trainees receive adequate training to ensure they and those around them are kept safe.
Inference / Non-Inference	The author of this letter does not enjoy his job.

**Short Answer:** What is the difference between inferential and non-inferential statements?

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: World War I Training**

*Prior to entering combat, Canadian and allied troops typically received their military training in Great Britain. The source below is a letter sent from Canadian Allan Hager to his sister on November 12<sup>th</sup>, 1915.*

**Directions:** Use the following source to answer the questions below.

Dear Sister:

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Source:

<https://www.canadianletters.ca/document-4995?position=0&list=fKWfEfuAHrNXrtuyXgULSmX9170Hh988Ku3ASRJAdYw>

**Your Task:** Examine the inferences below and use two different coloured highlighters to note evidence which could be used to support each inference.

Alternative Inferences	
Person 1:	The author of this letter found his role exhausting and stressful.
Person 2	The author of this letter believes it is important that trainees receive adequate training to ensure they and those around them are kept safe.

**Short Answer:** Why might the two people viewing the same source have made different inferences?

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: World War I Training**

*Prior to entering combat, Canadian and allied troops typically received their military training in Great Britain. The source below is a letter sent from Canadian Allan Hager to his sister on November 12<sup>th</sup>, 1915.*

**Directions:** Use the following source to answer the questions below.

Dear Sister:

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<https://www.canadianletters.ca/document-4995?position=0&list=fKWfEfuAHrNXrtuyXgULSmX9170Hh988Ku3ASRJAdYw>

**Your Task:** Examine the inferences below and use two different coloured highlighters to note evidence which could be used to support each inference.

Alternative Inferences	
Person 1:	The author of this letter found his role exhausting and stressful.
Person 2	The author of this letter is does not enjoy his job and wants to retire from the military.

**Short Answer:** Which inference is most plausible? Person 1 / Person 2 (Circle One) Explain your reasoning below.

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: World War I Experience**

*Prior to entering combat, Canadian and allied troops typically received their military training in Great Britain. Until 1917, German zeppelins were used to bomb areas of England. The source below is a letter sent from Canadian Allan Hager to his sister on November 12<sup>th</sup>, 1915.*

**Directions:** Use the following source to answer the questions below.

Dear Sister:

...

We had a heavy loss last night, somewhere about seventeen men killed and about thirty wounded, out of our brigade. A German Zeppelin went over our lines. I just missed being one of the unfortunates by the skin of my teeth. All our guard was blown to atoms. It was my turn to be on guard, but as I was down at the ranges coaching for the 7th Brigade, I missed my turn. I saw the whole thing five minutes after it happened. It was all too terrible to mention. The men were shattered to a thousand pieces. It is just a taste of what it will be soon. You people over in Canada have not the slightest idea of how bad the war really is. Even here in England a person never knows when he is going to be killed. I have barely escaped two or three times now. I don't think I had better tell you any more this time.

The Canadians are making a great name for themselves over here. We all swore last night when we saw so many of our comrades killed that the Germans would get no quarter from the 5th Artillery Brigade. I will send you some souvenirs sometime soon.

Your brother Allan.

**Student A:** The letter suggests that the author has become detached and indifferent to the loss of his fellow soldiers and to the devastation of war.

**Student B:** I think the letter shows how the devastation of war has taken a toll on him emotionally and worn him down.

Which student's inference is more plausible? **Student A / Student B (Circle One)** Explain your reasoning below:

**Directions:** After reading the background information and examining the sources, answer the questions below.

**Background Information: The Conscription Debate**

Canada's participation in World War I was marked by significant contributions to the Allied cause. As part of the British Empire, Canada sent over 600,000 troops to the Western Front. The ongoing and increasing demand for troops, coupled with a declining number of volunteers, led the Canadian government to implement conscription, or forced military service through the passing of the Military Service Act in 1918.

**SOURCE A**

**THE LINE-UP BY PROVINCES FOR AND AGAINST COMPULSORY EQUAL SERVICE.**

OTTAWA, July 6.—The following was the line up in the house of commons this morning by provinces for or against Compulsory Equal Service on the final vote:

	For	Against
Prince Edward Island . . . . .	2	1
Nova Scotia . . . . .	6	2
New Brunswick . . . . .	7	3
Manitoba . . . . .	7	1
Saskatchewan . . . . .	8	0
Alberta . . . . .	4	1
British Columbia . . . . .	7	0
Yukon . . . . .	1	0
Quebec . . . . .	8	45
Ontario . . . . .	68	2
Total . . . . .	118	55

Thus outside of Quebec only ten members opposed Compulsory Equal Service. West of the Ottawa river only four members opposed it and only one of these represented what might be termed an English-speaking seat, namely Hon. Frank Oliver, of Edmonton. The others were Hon. Charles Murphy, of Russell; Edmond Froulx, of Prescott, and Dr. Molloy, of Provencher. These are largely French seats.

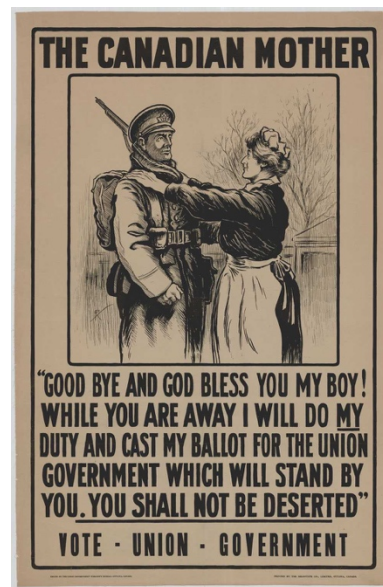
East of the province of Quebec six liberals opposed Compulsory Equal Service, two more than all the way from the Ottawa river to the Pacific coast. Outside of Quebec only six English-speaking members voted against the government measure.

The final vote for Compulsory Equal Service showed over two thirds of the members present favoring the bill. It showed also eight more than half of the total normal membership of the house, including the 22 vacant seats supporting the measure.

*The Halifax Herald, 7 July 1917*

**Source:** The Halifax Herald  
[Newspaper]  
**Date:** July 7, 1917

**SOURCE B**



**Title:** *The Canadian Mother*  
**Source:** Union Government Publicity Bureau  
**Date:** 1916

**Statement:** Which source would be more useful in assessing how Canadians felt about conscription during World War I? **Source A / Source B (Circle One)** Explain your reasoning below:

Source \_\_\_ is more useful because...

Source \_\_\_ is less useful because...

**Directions:** Use the image, background information, and source information to answer the questions that follow.

**Trench Warfare**

*Within months of the outbreak of World War I in 1914, intricate series of defensive trenches were constructed along the Western Front, particularly in France and Belgium. Canadian soldiers participated in many battles until the war was ended in 1918.*

**SOURCE A**



**Title:** *Private Thomas Hawkins, Royal Canadian Regiment, digging slit trench near Motta, Italy, 3 October 1943.*  
**Photographer:** J.H. Smith  
**Date:** 1943

**SOURCE B**



**Title:** *The Second Battle of Ypres, 22 April to 25 May 1915*  
**Artist:** Richard Jack – Canadian War Artist commissioned by the Canadian War Records Office to document Canada’s participation in World War I. While not present at Ypres, Jack interviewed soldiers who had participated, and had some pose to recreate the scene of the battle.  
**Date:** 1917

**Statement:** Which source would be more useful if learning about the experience for Canadian soldiers during World War I? **Source A / Source B (Circle One)** Explain your reasoning below:

Source \_\_\_ is more useful because...

Source \_\_\_ is less useful because...

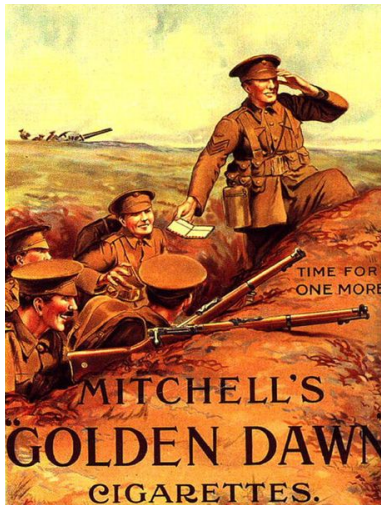


**Directions:** Use the image, background information, and source information to answer the questions that follow.

**Trench Warfare**

Within months of the outbreak of World War I in 1914, intricate series of defensive trenches were constructed along the Western Front, particularly in France and Belgium.

**SOURCE A**



**Title:** Time for One More  
**Artist:** Mitchell's "Golden Dawn" Cigarettes  
**Date:** 1914-1918

**SOURCE B**



**Title:** *The Second Battle of Ypres, 22 April to 25 May 1915*  
**Artist:** Richard Jack – Canadian War Artist commissioned by the Canadian War Records Office to document Canada's participation in World War I. While not present at Ypres, Jack interviewed soldiers who had participated, and had some pose to recreate the scene of the battle.  
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**Statement:** Which source would be more useful if learning about the experience for Canadian soldiers during World War I? **Source A / Source B (Circle One)** Explain your reasoning below:

Source \_\_\_ is more useful because...

Source \_\_\_ is less useful because...

**Directions:** Use the image, background information, and source information to answer the questions that follow.

## WWI Internment

*During World War I, Canada established internment camps as a part of its war effort, particularly targeting individuals of enemy alien status. The Canadian government, under the leadership of Prime Minister Sir Robert Borden, authorized the internment of thousands of people of Ukrainian, German, and other Central European descent.*

### SOURCE A

The prisoners in Canadian Internment Camps came to the Dominion [of Canada] as peaceful emigrants and the great majority of them at least have been good, law abiding residents ... In other words, these men now held as prisoners ... are good, sturdy [strong], inoffensive men, able and willing to work, most of them desirous of becoming [wanting to become] Canadian citizens. ... There is no doubt in my mind, that at the present moment, the great majority of the prisoners....could safely be returned to their homes and families, and that such return would be more profitable to Canada in the end...

**Source:** American government representative G. Willrich reported on prisoners of war being held in a Canadian internment camp, 29 December 1916. Under the terms of the 1907 Hague Convention neutral governments were permitted to inspect the treatment of prisoners of war

### SOURCE B

As for the Galicians [Ukrainians] I have not met a single person in the whole of the North West who is sympathetic towards them. They are, from the point of view of civilization, 10 times lower than the Indians. They have not the least idea of sanitation. In their personal habits and acts, [they] resemble animals, and even in the streets of Edmonton, when they come to market, men, women, and children, would if unchecked, turn the place into a common sewer.

**Source:** An interview with Reverend Father Moris in the *Calgary Daily Herald* January 27, 1899:

**Statement:** Which source would be more useful when inquiring into the living conditions and behaviour of Ukrainian immigrants in the Canadian prairies leading up to and during WWI? **Source A / Source B (Circle One)** Explain your reasoning below:

Source \_\_\_ is more useful because...

Source \_\_\_ is less useful because...

**Directions:** After reading the background information and viewing the source, answer the questions below.

**Background Information:** This source below is a recruitment poster for the Montreal-based 73rd Battalion of the Royal Highlanders of Canada. The 73<sup>rd</sup> Battalion was mobilized in 1915, and took part in the battle of Vimy Ridge, and the Somme.



**Title:** The Happy Man Today is the Man at the Front

**Artist:** Rolf-Clark-Stone [Printing Company]

**Date:** 1914-1919

**Statement:** The poster “The Happy Man Today is the Man at the Front” is useful to historians to understand how soldiers in the Canadian military felt about serving in the military. **Agree / Disagree (Circle One)** Explain your reasoning below:

The poster is not at all / somewhat / very [Circle One] useful because...

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: WWI Internment Camps**

*During World War I, Prime Minister Sir Robert Borden introduced the War Measures Act in 1914 giving the Canadian government broad powers to respond to perceived threats to national security [the safety of the country]. Thousands of people of Ukrainian, German, and other Central European background were labelled “enemy aliens” and placed in internment camps. William Dillon Otter oversaw the internment operations, while various military officials and local authorities were involved in the establishment and management of the camps. The camps were closed in 1920, two years following the end of the war.*

The prisoners in Canadian Internment Camps came to the Dominion [of Canada] as peaceful emigrants and the great majority of them at least have been good, law abiding residents .... In other words, these men now held as prisoners ... are good, sturdy, inoffensive men, able and willing to work, most of them desirous of becoming [wanting to become] Canadian citizens. .... There is no doubt in my mind, that at the present moment, the great majority of the prisoners....could safely be returned to their homes and families, and that such return would be more profitable [valuable] to Canada in the end...

**Source:** Willrich, G. US Consul, Quebec City, 16-21 November 1916. G. Willrich reported on the conditions in Canadian internment camp, as neutral governments were permitted to inspect the treatment of prisoners of war being held in enemy camps due to the 1907 Hague Convention.

1. This source is a
  - a. Primary source
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2. The author of the source is:
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3. The source was created in...
  - a. 1916
  - b. 1907
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**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: World War I Training**

*Prior to entering combat, Canadian and allied troops typically received their military training in Great Britain. The source below is a letter sent from Canadian Allan Hager to his sister on November 12<sup>th</sup>, 1915.*

Dear Sister:

You'll excuse me if this letter is a wee bit short to-night. I only have a few minutes to spare and I am very tired. I have had a very trying time these last two weeks. They have made a musketry instructor out of me. I don't know how long the job is going to last, but I hope it won't be long. It is no joke to get up in front of a bunch of men, and lecture them for six hours every day, and then take them to the ranges and have the responsibility of them shooting at the targets and watching to see that they don't shoot themselves. You would think there was not much to learn about handling a rifle but just a bunch of green men and put them at target shooting without any training and you would find a great many dead men before the day was out.

**Your Task:** Which of the following are inferences and which are statements of fact?

	Statement
Inference / <b>Non-Inference</b>	The author of this letter served as a musketry instructor.
<b>Inference</b> / Non-Inference	The author of this letter found his role stressful.
Inference / <b>Non-Inference</b>	The author of this letter was responsible for lecturing trainees and guiding them through target practice.
<b>Inference</b> / Non-Inference	The author of this letter believes it is important that trainees receive adequate training to ensure they and those around them are kept safe.
<b>Inference</b> / Non-Inference	The author of this letter wants to quit the military.

**Short Answer:** What is the difference between the inferential and non-inferential statements?

**Exemplary Answer:** *“The non-inference statements are just facts that are provided by the author. In the letter he says he has become a musketry instructor, and describes lecturing trainees and leading target practice. However, the inference statements are not directly stated by the author. You have to kind of read between the lines. His mention about having little time, being tired, hoping his role will not continue, and description of the challenges of providing safe training all support the inferences, which are like little interpretations. Some inferences are better supported than others. It is possible that despite the challenges of his work, the author does not want to quit the military.”*

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: World War I Training**

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**Directions:** Use the following source to answer the questions below.

Dear Sister:

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**Your Task:** Examine the inferences below and use two different coloured highlighters to note evidence which could be used to support each inference.

Alternative Inferences	
Person 1:	The author of this letter found his role exhausting and stressful.
Person 2	The author of this letter believes it is important that trainees receive adequate training to ensure they and those around them are kept safe.

**Short Answer:** Why might the two people viewing the same source have made different inferences?

**Exemplary Answer:** *“While different personal experience can lead to different perspectives and inferences from a source, differences in background knowledge, interest, or the questions that a person is asking also can impact what they focus on in a source. Both of these inferences are plausible and do not conflict each other. They just reflect the different focuses of the two people.*

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: World War I Training**

*Prior to entering combat, Canadian and allied troops typically received their military training in Great Britain. The source below is a letter sent from Canadian Allan Hager to his sister on November 12<sup>th</sup>, 1915.*

**Directions:** Use the following source to answer the questions below.

Dear Sister:

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**Your Task:** Examine the inferences below and use two different coloured highlighters to note evidence which could be used to support each inference.

Alternative Inferences	
Person 1:	The author of this letter found his role exhausting and stressful.
Person 2	The author of this letter is does not enjoy his job and wants to retire from the military.

**Short Answer:** Which inference is most plausible? **Person 1** / **Person 2 (Circle One)** Explain your reasoning below.

**Exemplary Response:** *“The author of the letter describes having little time and being very tired. He also describes how the past two weeks have been very trying. This seems to suggest that he in fact did find his role exhausting and stressful as Person 1 noted. While he hopes that his role as a musketry instructor won’t last long, nothing in the language in his letter doesn’t suggest that he is ready to quit the military entirely. This seems to be too far of a jump. Therefore, I think Person 1’s inference is definitely more plausible.”*

**Directions:** After reading the background information and examining the source, answer the questions below.

**Background Information: World War I Experience**

*Prior to entering combat, Canadian and allied troops typically received their military training in Great Britain. Until 1917, German zeppelins were used to bomb areas of England. The source below is a letter sent from Canadian Allan Hager to his sister on November 12<sup>th</sup>, 1915.*

**Directions:** Use the following source to answer the questions below.

Dear Sister:

...

We had a heavy loss last night, somewhere about seventeen men killed and about thirty wounded, out of our brigade. A German Zeppelin went over our lines. I just missed being one of the unfortunates by the skin of my teeth. All our guard was blown to atoms. It was my turn to be on guard, but as I was down at the ranges coaching for the 7th Brigade, I missed my turn. I saw the whole thing five minutes after it happened. It was all too terrible to mention. The men were shattered to a thousand pieces. It is just a taste of what it will be soon. You people over in Canada have not the slightest idea of how bad the war really is. Even here in England a person never knows when he is going to be killed. I have barely escaped two or three times now. I don't think I had better tell you any more this time.

The Canadians are making a great name for themselves over here. We all swore last night when we saw so many of our comrades killed that the Germans would get no quarter from the 5th Artillery Brigade. I will send you some souvenirs sometime soon.

Your brother Allan.

**Student A:** The letter suggests that the author has become detached and indifferent to the loss of his fellow soldiers and to the devastation of war.

**Student B:** I think the letter shows how the devastation of war has taken a toll on him emotionally and worn him down.

Which student's inference is more plausible? **Student A / Student B (Circle One)** Explain your reasoning below:

**Exemplary Response:** *The letter's content provides evidence that the author is emotionally affected by the loss of fellow soldiers and the devastation of war. The author's description of the event as "too terrible to mention" and the imagery of "the men were shattered to a thousand pieces" convey a sense of horror and trauma. This suggests that the author is deeply impacted by the loss. Given the explicit description of the horror and the fact that the author is cautious about revealing more details, it's more plausible to infer that the author is emotionally impacted by the loss rather than detached and indifferent.*



**Directions:** After reading the background information and examining the sources, answer the questions below.

**Background Information: The Conscription Debate**

Canada's participation in World War I was marked by significant contributions to the Allied cause. As part of the British Empire, Canada sent over 600,000 troops to the Western Front. The ongoing and increasing demand for troops, coupled with a declining number of volunteers, led the Canadian government to implement conscription, or forced military service through the passing of the Military Service Act in 1918.

**SOURCE A**

**THE LINE-UP BY PROVINCES FOR AND AGAINST COMPULSORY EQUAL SERVICE.**

OTTAWA, July 6.—The following was the line up in the house of commons this morning by provinces for or against Compulsory Equal Service on the final vote:

	For	Against
Prince Edward Island . . . . .	2	1
Nova Scotia . . . . .	6	2
New Brunswick . . . . .	7	3
Manitoba . . . . .	7	1
Saskatchewan . . . . .	8	0
Alberta . . . . .	4	1
British Columbia . . . . .	7	0
Yukon . . . . .	1	0
Quebec . . . . .	8	45
Ontario . . . . .	68	2
Total . . . . .	118	55

Thus outside of Quebec only ten members opposed Compulsory Equal Service. West of the Ottawa river only four members opposed it and only one of these represented what might be termed an English-speaking seat, namely Hon. Frank Oliver, of Edmonton. The others were Hon. Charles Murphy, of Russell; Edmond Froulx, of Prescott, and Dr. Molloy, of Provencher. These are largely French seats.

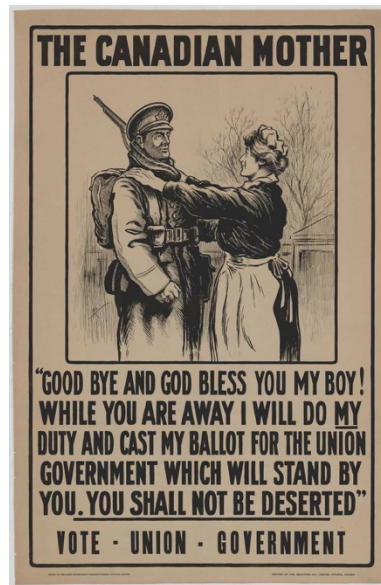
East of the province of Quebec six liberals opposed Compulsory Equal Service, two more than all the way from the Ottawa river to the Pacific coast. Outside of Quebec only six English-speaking members voted against the government measure.

The final vote for Compulsory Equal Service showed over two thirds of the members present favoring the bill. It showed also eight more than half of the total normal membership of the house, including the 22 vacant seats supporting the measure.

*The Halifax Herald, 7 July 1917*

**Source:** The Halifax Herald  
[Newspaper]  
**Date:** July 7, 1917

**SOURCE B**



**Title:** *The Canadian Mother*  
**Source:** Union Government Publicity Bureau  
**Date:** 1916

**Statement:** Which source would be more useful in assessing how Canadians felt about conscription during World War I? **Source A** / **Source B (Circle One)** Explain your reasoning below:

**Exemplary Response:**

Source A is more useful because...it reveals how members of parliament voted for and against conscription. The MPs would have to be mindful of how the citizens they represent felt about conscription and their votes likely reflect the views of the average citizen in their province or territory.

Source B is less useful because it is a political poster made by the Union political party to encourage support for conscription. While it may have had an impact on citizens views, it cannot by itself provide strong evidence for how Canadian citizens felt, only how the Union government wanted them to feel.

**Directions:** Use the image, background information, and source information to answer the questions that follow.

### Trench Warfare

Within months of the outbreak of World War I in 1914, intricate series of defensive trenches were constructed along the Western Front, particularly in France and Belgium. Canadian soldiers participated in many battles until the war was ended in 1918.

## SOURCE A



**Title:** Private Thomas Hawkins, Royal Canadian Regiment, digging slit trench near Motta, Italy, 3 October 1943.

**Photographer:** J.H. Smith

**Date:** 1943

## SOURCE B



**Title:** The Second Battle of Ypres, 22 April to 25 May 1915

**Artist:** Richard Jack – Canadian War Artist commissioned by the Canadian War Records Office to document Canada's participation in World War I. While not present at Ypres, Jack interviewed soldiers who had participated, and had some pose to recreate the scene of the battle.

**Date:** 1917

**Statement:** Which source would be more useful if learning about the experience for Canadian soldiers during World War I? **Source A** / **Source B** (Circle One) Explain your reasoning below:

### Exemplary Response:

*Source B is more useful because...it was created by Richard Jack who conducted a great deal of research to ensure the painting he completed was accurate. However I would note that because he was commissioned by the Canadian government, he might have been pressured to create a more positive portrayal of the battle.*

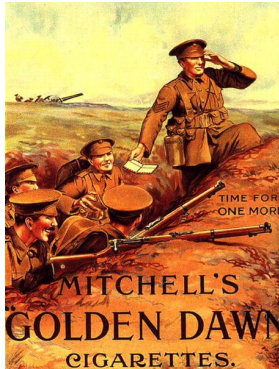
*Source B is less useful because while it appears to portray trench warfare in WWI, when I sourced the photo, I noted that it was actually taken in 1943 in Italy, which means it was taken during WWII, not WWI. Therefore, it cannot be used as evidence to learn about the experience of Canadian soldiers during World War I.*

**Directions:** Use the image, background information, and source information to answer the questions that follow.

### Trench Warfare

Within months of the outbreak of World War I in 1914, intricate series of defensive trenches were constructed along the Western Front, particularly in France and Belgium.

## SOURCE A



**Title:** Time for One More  
**Artist:** Mitchell's "Golden Dawn"  
Cigarettes  
**Date:** 1914-1918

## SOURCE B



**Title:** *The Second Battle of Ypres, 22 April to 25 May 1915*  
**Artist:** Richard Jack – Canadian War Artist commissioned by the Canadian War Records Office to document Canada's participation in World War I. While not present at Ypres, Jack interviewed soldiers who had participated, and had some pose to recreate the scene of the battle.  
**Date:** 1917

**Statement:** Which source would be more useful if learning about the experience for Canadian soldiers during World War I? **Source A** / **Source B** (Circle One) Explain your reasoning below:

### Exemplary Response:

*Source B is more useful because...it was created by Richard Jack who conducted a great deal of research to ensure the painting he completed was accurate. However I would note that because he was commissioned by the Canadian government, he might have been pressured to create a more positive portrayal of the battle.*

*Source A is less useful because...it appears to be an advertisement for a cigarette company and seems to portray a heavily romanticized and positive portrayal of trench warfare. Mud and rats don't sell cigarettes as well as dry, smiling faces bathed in warm light.*

**Directions:** Use the image, background information, and source information to answer the questions that follow.

### WWI Internment

*During World War I, Canada established internment camps as a part of its war effort, particularly targeting individuals of enemy alien status. The Canadian government, under the leadership of Prime Minister Sir Robert Borden, authorized the internment of thousands of people of Ukrainian, German, and other Central European descent.*

## SOURCE A

The prisoners in Canadian Internment Camps came to the Dominion [of Canada] as peaceful emigrants and the great majority of them at least have been good, law abiding residents ... In other words, these men now held as prisoners ... are good, sturdy [strong], inoffensive men, able and willing to work, most of them desirous of becoming [wanting to become] Canadian citizens. ... There is no doubt in my mind, that at the present moment, the great majority of the prisoners....could safely be returned to their homes and families, and that such return would be more profitable to Canada in the end...

**Source:** American government representative G. Willrich reported on prisoners of war being held in a Canadian internment camp, 29 December 1916. Under the terms of the 1907 Hague Convention neutral governments were permitted to inspect the treatment of prisoners of war being held in enemy camps.

## SOURCE B

As for the Galicians [Ukrainians] I have not met a single person in the whole of the North West who is sympathetic towards them. They are, from the point of view of civilization, 10 times lower than the Indians. They have not the least idea of sanitation. In their personal habits and acts, [they] resemble animals, and even in the streets of Edmonton, when they come to market, men, women, and children, would if unchecked, turn the place into a common sewer.

**Source:** An interview with Reverend Father Moris in the Calgary *Daily Herald* January 27, 1899:

**Statement:** Which source would be more useful when inquiring into the living conditions and behaviour of Ukrainian immigrants in the Canadian prairies leading up to and during WWI? **Source A / Source B (Circle One)** Explain your reasoning below:

### **Exemplary Response:**

*Source A is more useful because...it comes from G. Willrich, an American government representative whose job it was report on the treatment of prisoners of war. As someone not directly involved or related to the situation, he likely has a better or more balanced perspective on conditions of the camps.*

*Source B is less useful because...while Father Moris may have been familiar with the Ukrainian-Canadian community in the prairies, the language he uses to describe them suggests that he held heavily prejudiced views towards them.*

**Directions:** After reading the background information and viewing the source, answer the questions below.

**Background Information:** This source below is a recruitment poster for the Montreal-based 73rd Battalion of the Royal Highlanders of Canada. The 73<sup>rd</sup> Battalion was mobilized in 1915, and took part in the battle of Vimy Ridge, and the Somme.



**Title:** The Happy Man Today is the Man at the Front  
**Artist:** Rolf-Clark-Stone [Printing Company]  
**Date:** 1914-1919

**Statement:** The poster “The Happy Man Today is the Man at the Front” is useful to historians to understand how soldiers in the Canadian military felt about serving in the military. **Agree / Disagree (Circle One)** Explain your reasoning below:

**Exemplary Response:**

The poster is **not very** / somewhat / very [Circle One] useful because...as a recruiting poster, it is intentionally designed to portray the life of a soldier as very positive and enjoyable. Even a cursory examination of photos and letters from WWI trenches reveal that the image on this poster is a far cry from how soldiers felt being on the front line. The happy man was the one who survived the front and was able to rest away from the trenches, mud, and blood.