

Unit Project: WWI Archive / Scrapbook

History is the story of people: how they lived, loved, mourned. Too often in studying history we get caught up in the big events and the influential figures – but history is so much more than that!

This semester, we will be learning about big events and influential figures. This assignment is designed to help you consider how the events and leaders affected the lives of average Canadians. What did mothers think about during WWI? What did soldiers think about in the trenches? How did people live in hard times and good times?

The Activity:

You will be developing an historical archive or scrapbook which follows the story of a family. The starting date for the scrap book is 1914, but your characters will need names, ages, geographical location, ethnic origin and other helpful details such as religion, occupation, and political leaning.

As we work our way through the unit, your fictional family members will react and respond to real historical events. They will also detail their personal lives and provide a glimpse into the lives of Canadians.

Details:

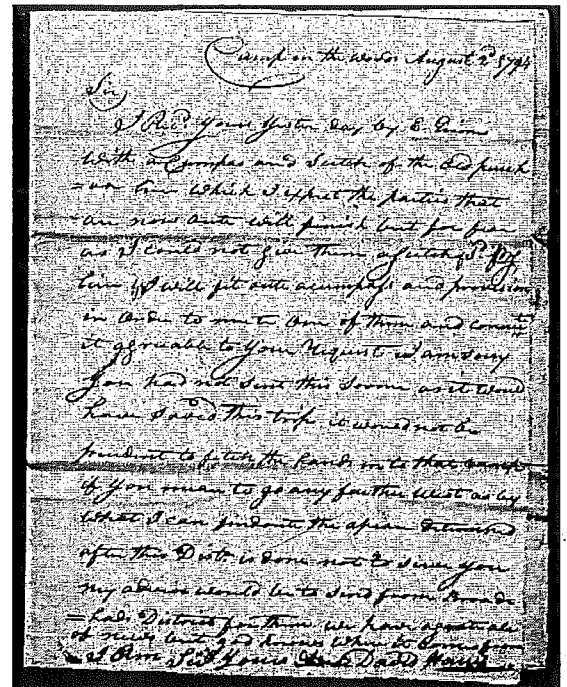
- The archive / scrapbook will contain pictures, letters, notes, journal entries, newspaper clipping and more that you have created. You are encouraged to create artifacts (any object formed by humans) that appear to be old.
- The entries must convey knowledge of facts and show understanding of the social impacts of events covered in the course
- You must also include a MLA-style Works Cited page that correctly cites all resources used.

Grading:

You will submit your archive / scrapbook once for grading and feedback, then use that feedback to improve and complete it.

Due:

→ Entry 'A'	Fri, Sept. 15
→ Entire project	Wed, Sept. 27



Canadians go to war! – WWI Scrapbook - Entry 'A'

You will take the perspective of a Canadian in 1914 who has just heard the news that the country is at war (or who has just joined the army). What is your response?

Write a journal, letter to the editor, radio soliloquy, speech, letter, or newspaper article that demonstrates your position.

You must demonstrate that you have understood the material covered in class so far.

Therefore I am giving you a list of "terms" or "ideas":

- militarism
- nationalism
- imperialism
- Sam Hughes
- racism and prejudice
- ultimatum
- Canada's relationship to Britain
- the fact that Canada is so far away from Serbia
- Prime Minister Borden
- economic depression
- Valcartier, Quebec
- assassination of the Archduke
- alliances
- the Black Hand
- the Ross rifle
- arms race
- recruit
- drought
- etc

You need to use at least 7 of these terms or ideas in your assignment.

There are countless perspectives you could take. Here are a few possibilities:

- mother, father, sister, brother, child, girl/boyfriend, fiancé, etc of a recruit
- a recruit (perhaps of a certain background – Japanese, Aboriginal, Black Canadian, etc)
- an "enemy alien"
- a nurse
- a munitions factory worker/owner/etc
- a French Canadian (recruit, wife, mother, father, son, friend, etc)

Since this will be a part of your scrapbook, **consider ways to fit these events into your family's history.** You could take the perspective of a family member OR the piece could be a newspaper article/editorial that a family member has clipped and saved.

*Assignment must be one page in length, preferably typed (although not absolutely required, especially if it is a journal or letter that may have been handwritten)

*Due:

Unit Assignment: WWI Scrapbook

This section must include the following

- A. Response to war
- B. Letter from the Western Front
- C. Letter from the Home Front
- D. 2-3 Family Pictures
- E. 2 items of your choosing

A. It is 1914 and the war has just started. Write a journal article, letter or letter to the editor demonstrating your position on the war. Do you support the war effort or are you against it? (1 page in length – 200-250 words)
-try to include several terms mentioned in class these may include, militarism, nationalism, alliances, the black hand, Franz Ferdinand, ultimatum, recruit, Robert Borden, Valcartier Quebec

B. Letter from the Western Front. (1pg)

- Maybe from the perspective of a soldier, pilot or a nurse.
- Describe the living conditions in the trench.
- Describe one of the specific battles talked about in class; the person writing should have been involved in some way.
- Think about extras you could include, such as a list of items they want from home, souvenirs from the Western Front.

This is a pretty open-ended component, so do some research and find out what life would have really been like for Canadians on the Western Front.

C. Letter from the Home Front. (1pg)

- This may be in response to the letter from the Western Front
- Send encouraging words to the soldier overseas (you could include Bible verses)
- Choose one of the following topics and explain it to the family member overseas, include your opinion.
 - Enemy Aliens, Halifax Explosion, the Conscriptio Crisis

This is a pretty open-ended component, so do some research and find out what life would have really been like for Canadians on the Home Front.

D. Find at least 2 pictures that will represent your family during WWI.

E. 2 Items of your choosing: these two items can be anything of your choosing but must reflect Canadian during WWI. Examples include:

- Personal letters, journal entries, children's school assignments, death certificates, newspaper clippings, war medals

Criteria	4	3	2	1
Content (KU)	All facts are historically accurate and highly plausible. Considerable historical detail is provided; content is fully described and very specific.	Major facts are historically accurate and plausible. Historical detail is provided; content is described and specific.	Most major facts are historically accurate and plausible. Historical detail is sparsely provided; account needs elaboration and more specifics.	Many facts are inaccurate or historically implausible. Almost no historical detail is given; account is incomplete and vague.
Required Elements (TI)	All required elements have been completed with excellence and originality.	All required elements are included and completed in scrapbook.	Some required elements are incomplete, omitted, or not done as specified in the requirements.	Several requirements have been omitted, or not done as specified in the requirements.
Presentation (A)	Creative and attractive presentation with visual appeal that reflects the historical context of the writer.	Presentation is neat. Some attempts at creative enhancement are made to connect the content to the historical context.	Presentation is neat. Some attempt at creative enhancement is made but had little to do with understanding the historical context.	Presentation is sloppy or unorganized. Presentation makes little impact on understanding the historical context of the content.
Empathetic Perspective (A)	The artifacts richly imagine a historical character's point of view. The perspective is very realistic and personal.	The artifacts capture a historical character's point of view. The perspective is quite realistic and personal.	The artifacts capture some of a historical character's point of view. The perspective is usually realistic and personal.	The artifacts do not offer a historical character's point of view. The perspective is unrealistic and impersonal.
Historical Writing (C)	Historical facts and empathetic perspective are incorporated smoothly into writing.	Historical facts and empathetic perspective incorporated into writing in a fairly smooth manner.	Historical facts presented need to be more smoothly integrated into empathetic perspective.	More attention needs to be given into smoothly incorporating facts into empathetic writing.
Conventions (C)	Spelling and Grammar are almost error free.	Very few spelling and grammar errors.	Moderate editing for spelling and grammar required.	Spelling and grammar require considerable editing.

Comments: