



*"A battle in Flanders. As pictured by the Daily Papers." JM Sketchbook, Vol. 1.
Victoria to Vimy. The University of Victoria Libraries*

Victoria to Vimy

Grade 9 – Unit Plan

‘Propaganda and War’

Unit Overview

- Introductory research skills
- Examine the concept of propaganda particularly as used in war. Then explore Canadian examples from the First World War
- Describe, compare, and recognize primary and secondary sources
- Explore propaganda stakeholder perspectives and make inferences about their values
- Create an example of historic or contemporary war propaganda

FOR TEACHERS

Brief Summary of Unit

In this Grade 9 Social Studies unit about global and national issues between 1750 and 1919, students will examine wartime propaganda in order to learn about war as a complex global conflict as well as nationalism and the development of modern nation-states. Students will identify primary and secondary sources and then plan and conduct research using these sources. After exploring primary and secondary First World War source material located at UVic Libraries, learners will independently create an imagined textual and/or visual physical artifact that incorporates the concept of propaganda. Creativity is encouraged.

In the culminating performance task, learners will share their work with the UVic community by displaying their artifact as part of a temporary exhibit at UVic Libraries' commemorating WWI. Learners' artifacts should demonstrate historical thinking, originality, and meet learning standards as outlined in British Columbia's Grade 9 Social Studies curriculum. The unit concludes with an optional class visit to the UVic Libraries' for hands-on exploration of real First World War artifacts housed in Special Collections and Archives.



Soldiers preparing to dig a trench during WWI. Destrubé family fonds, The University of Victoria Libraries

FOR TEACHERS

Established Goals as aligned with the BC Social Studies curriculum for Grade 9:

- Students will understand explore local, regional, and global conflicts as well as the concept of nationalism and the development of modern nation-states, including Canada. (British Columbia Ministry of Education Area of Learning: Social Studies—1750-1919—Grade 9, 2015).
- Students will plan and conduct research using primary and secondary sources.
- In recognition of the WWI centennial, students will experientially explore the collections of UVic Libraries' and Archives.
- Students will develop an authentic understanding of historical thinking concepts by taking an historical perspective, expanding their historical consciousness, and constructing historical significance (Seixas & Morton, 2013).

What essential questions will be considered?

- What is historical thinking?
- How can historical significance be established?
- What is primary source evidence and how can it be used?
- On what basis can we make judgments about continuity and change?
- Why and how can we analyze cause and consequence?
- How can we take authentic and meaningful historical perspectives?
- In what ways can we understand the ethical dimensions of historical interpretations?

(Seixas & Morton, 2013)



'Georges Destrubé's First World War uniform jacket.'
Victoria to Vimy. The University of Victoria Libraries

FOR TEACHERS

What key knowledge and skills will students acquire as a result of this unit?

Students will know...

- Political, social, economic, and technological revolutions
- Nationalism and development of modern nation-states, including Canada
- Local, regional, and global conflicts



'Animal Head Bachelor Button.' Victoria to Vimy. The University of Victoria Libraries

Students will be able to...

- Ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- SIGNIFICANCE: Assess the significance of people, places, events, and developments at particular times and places, and from group to group
- EVIDENCE: Assess the justification for competing historical accounts after investigating points of contentions, reliability of sources, and adequacy of evidences
- CONTINUITY & CHANGE: Compare and contrast continuities and changes from different groups during this time period
- CAUSE & CONSEQUENCE: Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments
- PERSPECTIVE: Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs
- ETHICAL JUDGEMENT: Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond

(Ministry of Education, 2015)

DISCLAIMER: Because this collection focuses on war, some of the images and texts will inherently depict aspects of violence. No gratuitous images or descriptions are included, but images of fallen soldiers, grave markers, and guns are persistent throughout the collection.

FOR TEACHERS

Lesson Plan 1 – Research and Historical Thinking

Lesson Plan 1, Research and Historical Thinking, guides Grade 9 students through the research process as commonly experienced by many first year university students. This introductory and exploratory research process emphasizes the development of historical thinking as outlined by Seixas and Morten (2006). These lessons can be completed independently or with peers.

Duration

This Grade 9 Social Studies unit will take approximately 3 weeks to complete, one week per lesson. This lesson comprises the first week of the unit. Students will work during school time and at home. Some sections can be completed with peers, but ultimately each student is responsible for developing their own imagined artefact.

By the end of this lesson your students will have an understanding of:

1. Introductory research skills
2. What propaganda is and how it has been used in war
3. What constitutes primary and secondary sources
4. What perspectives stakeholders may have had when designing or consuming propaganda used in Canada during the First World War
5. How to create their own example of historic or contemporary war propaganda

Students will need:

- A library card to their local library so they may access the online reference database *Gale Virtual Reference Library*
- Access to the internet so they may search library websites

FOR STUDENTS: Lesson 1 – Research and Historical Thinking



Welcome!

Dear Student,

In the lessons below, your Social Studies learning takes you out of your school and into the vaults of Special Collections and Archives at the University of Victoria (UVic). In the tasks that follow, you will learn about the First World War from a perspective that is both local and global.

UVic's Special Collections and Archives houses hundreds of artifacts related to experiences of Canadians on both the front lines and the home front during the First World War. In commemoration of this war's centennial, UVic created an interactive, online collection of over 400 digital objects including diaries, postcards, letters, interviews recordings, photographs, drawings, and family scrapbooks from the First World War.

This Social Studies assignment focuses on your exploration of this remarkable digital collection, *Victoria to Vimy: The First World War Collections at the University of Victoria Libraries* (www.victoriatovimy.ca). Browse objects such as an officer's uniform jacket in stunning detail. Listen to veterans share memories of the war in their own words. Flip through hundreds of black and white photographs. Read moving letters, diary entries, and postcards.

This website was created with you in mind. We hope that by exploring it, Victoria's First World War history will hold new and detailed meaning for you. We are certain the stories within will stay with you and that your idea of the First World War will be forever changed.

Welcome again and happy researching!

The Archivists and Librarians at the UVic Libraries

By the end of this lesson you will have an understanding of:

- Introductory research skills
- What constitutes primary and secondary sources
- What propaganda is and how it can be used in war
- What perspectives stakeholders may have had when designing or consuming propaganda used in Canada during the First World War
- How to create your own example of a historic or contemporary war artefact which explores the concept of propaganda

First, take a moment to reflect

Before you start searching, take a moment to think about your understanding of the First World War. Consider these guided questions.

- What images or ideas does your mind conjure when you hear the phrase ‘the First World War’, or ‘The Great War’ or ‘World War I’?

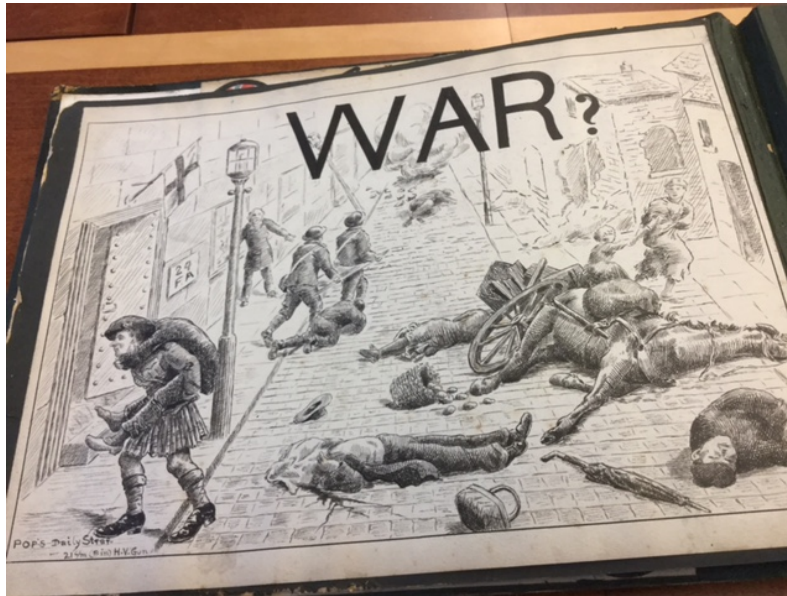
- Where do these images or ideas come from? What do you think might be their source?

- What do you already know about Canada’s role in the First World War? What do you still wonder about?

NOTE: Taking notes as you go is a great way to keep your research organized. Keep a log or record of all the results you locate, their sources, and ideas; a Google doc or a print notebook work equally well.

Planning and conducting research

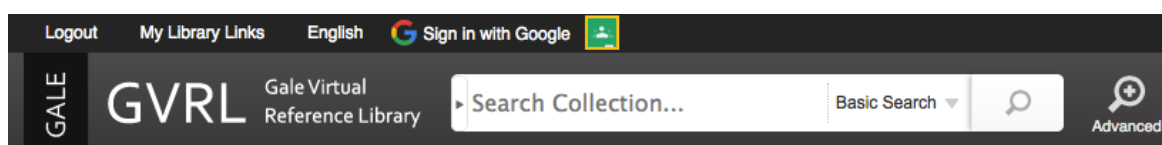
Developing your topic an important first step in the research process, before you start searching you need to be certain of what you are and are not looking for. Being as specific as you can will save you a lot time sifting through irrelevant results. For this assignment, we will use the topic of propaganda. Let's start by finding a good quality definition of propaganda. As you search, take notes of key ideas and sources.



"War?." JM Sketchbook, Vol. 1. Victoria to Vimy. The University of Victoria Libraries

Getting an overview of your topic

- Go to the website of your local library. For example, if you live in Victoria, go to the Greater Victoria Public Library website: www.gvpl.ca
- Within this website, look for an e-resource (not a book) titled, *Gale Virtual Reference Library*. *Gale Virtual Reference Library* is an excellent online reference source for students requiring subject-specific dictionaries and encyclopedias. Your school library may also have a subscription.
- Access the *Gale Virtual Reference Library* by signing in using your local library card information.
- Once in *Gale Virtual Reference Library*, type the word 'propaganda' into the search box and press enter. Use the 'Basic search' function. Be sure to spell propaganda correctly.



- You will locate about 1800 results. The first results will include 'topic overviews' from reference sources such as *The Encyclopedia of Genocide and Crimes Against Humanity* (Shelton, 2005) and *Europe Since 1914: Encyclopedia of the Age of War and Reconstruction* (Merriman and Winter, 2006).
- Click on the definition of propaganda from the ebook *Europe Since 1914: Encyclopedia of the Age of War and Reconstruction*. Read this article, take notes, and answer the following questions.
 - Who wrote this article? _____
 - Google this person, who are they? _____
 - How would you cite this article using the Modern Language Association (MLA), 7th edition citation style? Hint, use the UVic Libraries' MLA style quick guide for examples, <http://www.uvic.ca/library/research/citation/guides/index.php>

- **Answers:**
 - Nicholas J. Cull
 - Professor Cull works as the University of Southern California and his research expertise is the role of media, propaganda, and culture in international politics
 - "Propaganda." *Europe Since 1914: Encyclopedia of the Age of War and Reconstruction*. Ed. John Merriman and Jay Winter. Vol. 4. Detroit: Charles Scribner's Sons, 2006. 2099-2105. Gale Virtual Reference Library. Web. 14 June 2016.

Citing your sources

- While searching be sure to take notes of items of interest, pull some direct quotations and use quotation marks when recording any words that are not your own. Recording where you located information relevant to your research, known as citing your sources, is very important. Not sure how to cite? Consult UVic Libraries' Citation Help pages, especially our 'Avoiding Plagiarism' resources: <http://www.uvic.ca/library/research/citation/plagiarism/index.php>



"The WARC." *JM Sketchbook, Vol. 1. Victoria to Vimy.* The University of Victoria Libraries

Let's further explore the concept of propaganda by consulting additional reference sources.

Dictionary definitions

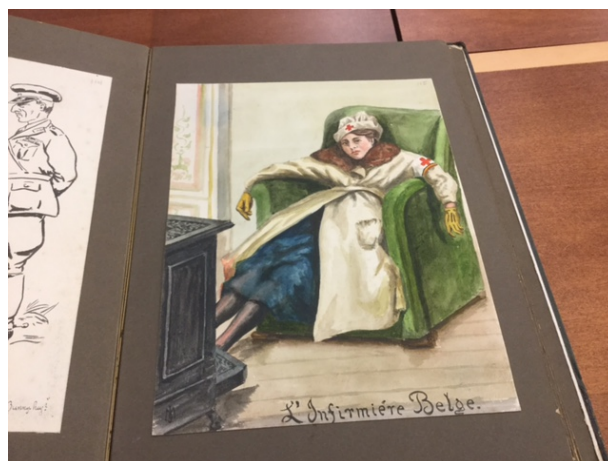
- Locate a print dictionary in your classroom, school library, local library, or at home and search for the word 'propaganda'.
- Take notes of the definition you locate.
- How would you cite this definition using the MLA style conventions?

Wikipedia

- Go to Wikipedia (www.wikipedia.ca) and search for 'propaganda'.
- Read this article, take notes, and look through the 'references' and 'further reading' lists.
- Do you know who wrote this article (circle one)? Yes No
- How would you cite this article using the MLA style conventions?

Your own definition

- Compare and contrast the information you found in the print dictionary and Wikipedia with what you found in *Europe Since 1914: Encyclopedia of the Age of War and Reconstruction*. After consulting these various sources, how would you and your peers define propaganda in your own words?



"L'infirmiere Belge." JM Sketchbook, Vol. 1. Victoria to Vimy.
The University of Victoria Libraries

Now let's find some more detailed resources such as books and websites on propaganda.

Effectively locating library books

- Go to a library website such as your school library, your local public library, or UVic Libraries' website, www.library.uvic.ca
- Search the online library catalogue for the word 'propaganda'. For example, if searching the box in the UVic Libraries' 'Books & Media' tab, type in 'propaganda' and select 'subject keyword' from the drop down menu, then select enter.
- If you live in the greater Victoria regional district and have your parents' written approval, you are eligible for a community borrower card to UVic Libraries. With a library card, you will be able to borrow up to 25 books for two weeks. For more information on getting a library card, consult the UVic Libraries' website: <http://www.uvic.ca/library/use/info/community/index.php>
- Take note of relevant books you locate in your search results. If you are searching in UVic Libraries' collection, you will find over 800 books on propaganda (when doing a 'subject keyword' search). Sort your results by date (latest to earliest) so that you can see what the most current titles are.
- You will notice that with so many results, some are not always relevant to wartime propaganda and/or propaganda used in Canada. If so, try modifying your search. If you are looking in the UVic Libraries' catalogue, press the button 'Edit search'.
- Here is a handy trick, type in exactly as written: 'propaganda and canad?' and from the drop-down menu, select 'Keyword (with Boolean)'; search instructions are also below the search box. When you use the word 'and' in your search you can combine multiple concepts, this will narrow down your results. If you use the '?' symbol, you can search for words with multiple endings. For example, searching 'canad?' will get results for all three words: Canada, Canadian, and Canadians. The UVic Libraries' catalogue uses the '?' symbol, other catalogues and databases use the '*' symbol. This way of searching with AND, OR, quotation marks, and the '?' or '*' is called Boolean searching.
- Learn more about Boolean searching from the UVic Libraries' very popular 'Research Tips' pages: <http://www.uvic.ca/library/research/tips/searchsmart/index.php>
- After editing your search to 'propaganda and canad?' you will likely get about 90 results; again, sort your results by 'date (latest to earliest)' for the most current books. 90 is still quite a long list of results. Now try adding a third concept to your search. Edit your search one last time and type 'propaganda and canad? and war', now you will get about 20 results. Scroll through your list and note any books that might be relevant.

- List the call number, title, author, publisher, and publication year and location of 2-4 books that appear relevant to your search. Try listing your books using MLA style. Call numbers are not part of citations; just note the call number next to your citation. To learn more about call numbers, consult the UVic Libraries' 'Research Tips' page: <http://www.uvic.ca/library/research/tips/callnumbers/index.php>

Search for and evaluating websites

- Using the same search strategy you used above to locate books in an online library catalogue, replicate this search in Google. Type in 'propaganda and canad? and war' (without the single quotation marks) into the www.google.com search box. For additional Google and web search strategies, consult the UVic Libraries' 'Research Tips' pages: <http://www.uvic.ca/library/research/tips/web%20search/index.php>
- Your search will retrieve millions of results, but the first few will likely be from the Canadian War Museum. Go to this museum's website titled 'Canadian Wartime Propaganda' and look at their materials. Focus on the First World War, also referred to as 'The Great War' and 'World War I'.
- Go back to your Google results list and scroll through additional results to see if any more websites may be relevant. One of the biggest differences between searching the internet and searching library websites is that of quality assurance. Libraries pride themselves on curating high quality content. Websites on the internet do not always have that level of quality assurance. When evaluating websites, at UVic Libraries, we like to remember the handy mnemonic, BAT (bias, authority, and timeliness). For more information, consult the UVic Libraries' research tips page 'web search tips' <http://www.uvic.ca/library/research/tips/web%20search/index.php>

Primary and secondary sources

So far we have explored secondary sources, which are sources *about* Canadian wartime propaganda but not actual artifacts or sources of Canadian wartime propaganda. Original sources of Canadian wartime propaganda created at the time, such as posters or photographs, are considered primary sources. Time is a key distinction between primary and secondary sources. Secondary sources are one step removed from the original source and include sources such as textbooks or documentary films. For more information about the difference between primary and secondary sources, consult the UVic Libraries research tips page 'Primary or secondary sources': <http://www.uvic.ca/library/research/tips/primvsec/index.php>

Summary

By now, you will have your own working definition of propaganda, some books and websites to further detail propaganda as used during wartime in Canada, and an introduction to the research process. You have been introduced to: citation styles, specifically MLA; Boolean searching; library catalogue and database searching; how to avoid plagiarism; how to evaluate websites; and, the difference between primary and secondary sources.

Learning checklist

Write a very short report responding to each of the points below.

- In your own words, how do you define the concept of propaganda?
- In alphabetical order, list all the sources you located above using MLA style. These sources should include a definition from *Gale Virtual Reference Library*, a print dictionary, Wikipedia, several library books, and one or more websites.
- What are three ways to evaluate the quality of websites?
- What is the difference between primary and secondary sources?
- Reflect on how your knowledge about research changed throughout the exercises above. What new knowledge and/or skills will help you in the future? What do you still wonder about?



"L'infirmiere Belge." *JM Sketchbook*, Vol. 1. Victoria to Vimy.
The University of Victoria Libraries

FOR TEACHERS

Lesson Plan 2 – Real and Imagined War Memories

Lesson Plan 2, Real and Imagined War Memories, familiarizes Grade 9 students with a rich collection of primary sources specific to the First World War. Emphasis is made on: how media sources can both positively and negatively affect our understanding of important events and issues; distinguishing between both primary and secondary sources; the comparison of media coverage in the context of controversial issues; and, determining criteria for evaluating sources for credibility and reliability (British Columbia Ministry of Education, 2016). These lessons are to be completed by students independently.

By the end of this lesson your students will have:

1. Described, compared, and recognized primary sources and understood them in relation to previously located secondary sources.
2. Explored multiple stakeholder perspectives and made inferences about their values
3. Planned how to create their own example of historic or contemporary war propaganda

Students will need:

- Access to the internet so they may search UVic Libraries' digital collections

Duration

This Grade 9 Social Studies unit will take approximately 3 weeks to complete, one week per lesson. This lesson comprises the second week of the unit. Students will work during school time and at home. Some sections can be completed with peers, but ultimately each student is responsible for developing their own imagined artefact.

DISCLAIMER: Because this collection focuses on war, some of the images and texts will inherently depict aspects of violence. No gruesome images or descriptions are included, but images of fallen soldiers, grave markers, and guns are persistent throughout the collection.

FOR STUDENTS: Lesson 2 – Real and Imagined War Memories

In the previous lesson, you developed an understanding of the fundamentals of research. Searching for good quality background information, developing a research topic, and citing your sources, are all common research activities for university students. Well done! In this next lesson, you will explore in-depth the many primary source materials located within the Victoria to Vimy digital collection.

By the end of this lesson you will have:

- Described, compared, and recognized primary and secondary sources
- Explored stakeholder perspectives and make inferences about their values
- Planned how to create your own example of historic or contemporary war propaganda

NOTE: Keep up your note taking. Keep a log or record of all the results you locate, their sources, and ideas; a Google doc or a print notebook work equally well.



"The little grey home in the wet" JM Sketchbook, Vol. 1.
Victoria to Vimy. The University of Victoria Libraries

DISCLAIMER: Because this collection focuses on war, some of the images and texts will inherently depict aspects of violence. No gruesome images or descriptions are included, but images of fallen soldiers, grave markers, and guns are persistent throughout the collection.

1. Exploring primary sources: The Victoria to Vimy digital collection

Getting to know the Victoria to Vimy collection

- Go to UVic Libraries' Victoria to Vimy website www.victoriatovimy.ca. Click on 'Enter the main exhibit'.
- Read the welcome and then familiarize yourself with the 'Stories' section. Be sure to read the stories about the Barrow Bomb incident, the Destrubé family, and the J. M. sketchbook.
 - POP QUIZ
 - What object did the Barrow family kept as a reminder of the bomb incident?
 - What were the names of the three Destrubé brothers who fought in France? In what company did they serve?
 - To whom did J. M. dedicate his sketchbook?



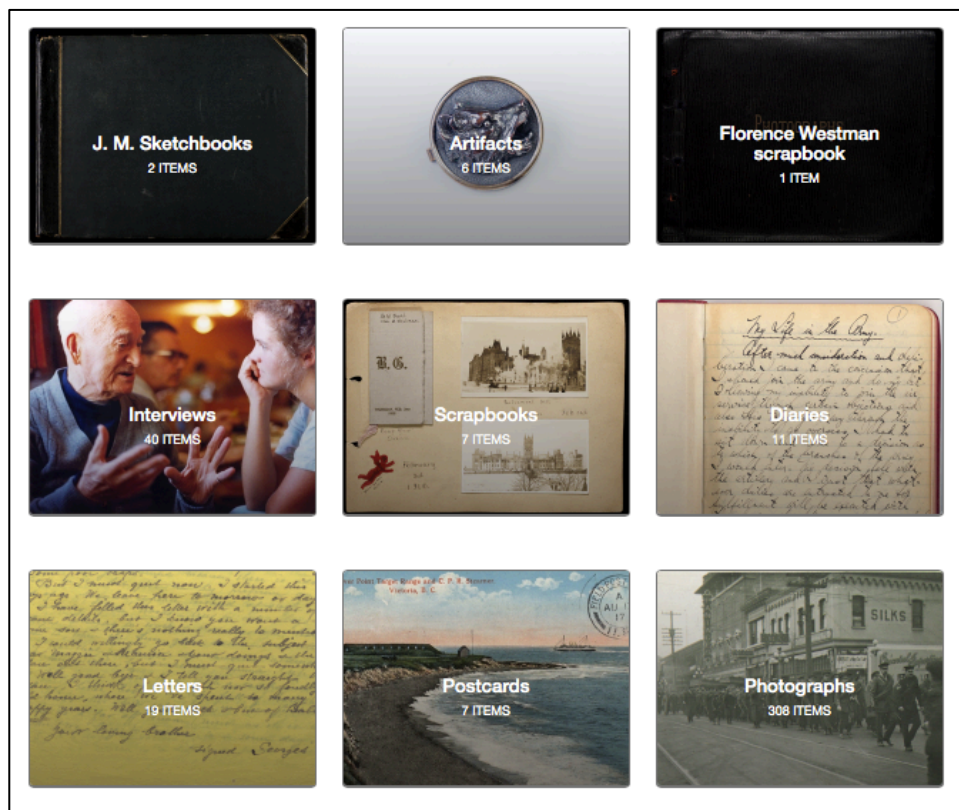
"Title page" JM Sketchbook, Vol. 1. Victoria to Vimy. The University of Victoria Libraries

○ ANSWER KEY

- Coal shed bolt
- Paul, Guy and Georges. All three served in the same company, the 22nd Royal Fusiliers
- His daughter, Adele

Exploring the collection by primary source type

- From the top menu bar, click on 'Browse'. Once on the Browse page, you will notice that the Victoria to Vimy collection is sorted by source type. There are six source sections: Interviews, diaries, letters, photographs, sketchbooks, and postcards.



- First, explore the seven postcards that are all from the Theodore Monk collection. On each card, notice the name and address of the receiver. Note also the date. These postcards were all written during the war, note the obvious and subtle reminders of wartime in each postcard. For example, what objects and locations of the postcard images reflect wartime?

- Next, explore the scrapbooks beginning with the W.O.H. Dodds Scrapbook titled 'Newspaper Cuttings and Other Records relating to the Life and Service of Brig. General W.O.H. Dodds, C.M.G, D.S.O. in the Great War of 1914-1918'. Flip through to page 5 of 107 or W.O.H. Dodds Scrapbook Pages 6-7.
- Locate the newspaper clipping titled: 'Chat and Chaff, War Nursery Rhymes' and before reading the clipping, read a brief background about the real 'Who killed cock robin' nursery rhyme <http://www.learner.org/jnorth/tm/robin/CockRobinRhyme.html>. Now read the parody version in the clipping.
 - Key question: Think about how something as seemingly innocent as a nursery rhyme can be political. Do you think the nursery rhyme in the clipping is a form of propaganda? Does it fit with your definition of propaganda from lesson 1?

- Now browse the J. M. scrapbook titled, 'WWI Sketchbooks collection: J.M. sketchbooks' starting with volume 1. Slowly, flip through to page 24, the image titled, 'A battle in Flanders. As pictured by the Daily Papers.' Now flip to page 25, the image titled, 'Not pictured by the Daily Papers'.
 - Key question: What is J. M. saying in these images. What is the subtext of these drawings and their captions?

- Browse the Florence Westman First World War scrapbook, and flip to page 56. Notice how Florence has sketched a copy or a facsimile of a propaganda poster. Not only was the First World War well before the invention of the internet and television, it was also before the mass public adoption of the telephone, radio, and photography. Posters were an enormous aspect of the visual culture at the time.
 - Key question: Imagine your world with posters as a leading source of information for advertisement and public notice. Reflect briefly on how different this would be from the world you live in today.

- While still in Florence Westman First World War scrapbook, flip to page 61 and read the publication titled, 'The Listening Post'.
 - Key question: Make note of your initial observations of this publication.

2. Exploring primary sources: The Daily Colonist

The Victoria to Vimy objects explored above are, as you have learned, primary sources. Another very important type of primary source are newspapers. UVic Libraries has a digital archive of one of the city of Victoria's most common daily newspapers, The British Colonist. Every page of every issue, from the first one on December 11, 1858 until the end of June, 1910 was scanned and made searchable.

Getting to know The Daily Colonist digital archive

- Go to UVic Libraries' Daily Colonist' website <http://www.britishcolonist.ca>.



- Click on 'Browse by date' and search through issues during wartime. For example, here is an image of the front page of the issue for November 11, 1918



- When we explore historic newspapers, a detailed account of daily life can be explored. However, be sure to consider media bias in such sources. For example, consider which groups and individuals are featured in such dailies and who are consistently absent.

Last, take a moment to reflect

Now that you have explored the Victoria to Vimy collection, take a moment to think about how your understanding of the First World War may have changed since you started this assignment in lesson 1. Consider these guided questions.

- What surprised you most about the Victoria to Vimy collection? How about the Daily Colonist digital archive? What had you not expected to learn or find?

- What images or text do you remember most clearly from Victoria to Vimy and the British Colonist?

- How do these images and texts compare with those you initially identified as what your mind previously conjured when you hear the phrase ‘the First World War’, or ‘The Great War’ or ‘World War I’?

- How has your understanding of Canada’s role in the First World War evolved throughout this task? What do you still wonder about?

2. Propaganda and War

Victoria to Vimy is a rich collection; and, it is easy to get lost in all the astonishing stories, images, and mysteries. Now it is your turn to create your own imagined story about the First World War.

- Go through your notes, citations, and reflections. Brainstorm your own key interests, discoveries, stories, objects, and images which you learned about in the above two lessons. Be specific. After all the searching and exploration, what are you now most intrigued by and why?

- The concept of propaganda has been a focus throughout this unit. Now consider what does propaganda mean to you? Determine your own definition of propaganda. What do you feel makes something an item of propaganda? List criteria or attributes which you feel must be present for an item (i.e., a poster, photograph, newspaper article, etc...) to be considered propaganda

- Now, let's put all your previous learning from this unit together. It is your turn to create your own artifact. It may be series of imagined letters or diary entries. Perhaps it is a war poster or a fictional newspaper clipping. Your imagined artifact should take the form of a primary source, much like the ones explored above. Strongly consider the idea of political power, propaganda, or media bias as you plan your artifact. What is the subtext of your idea? Creativity is encouraged.

Plan your artifact below:

FOR TEACHERS

Lesson Plan 3 – Imagined Artifacts Exhibited

Lesson Plan 3, Imagined Artifacts Exhibited, asks students to consolidate their learning in a way that is individualized, creative, and authentic. Students will create their own artefact. It may be series of imagined letters or diary entries. Perhaps it is a war poster or a fictional newspaper clipping. Regardless, the imagined artifact should take the form of a primary source, akin to those explored in the lessons above. A key aspect of this culminating project is that students strongly consider the idea of political power, propaganda, or media bias as they plan, create, and reflect upon their imagined artifact. Creativity is strongly encouraged.

Teachers and their students are invited to submit their work for a temporary exhibit in the UVic Libraries. A class visit to the library is also possible. Please contact the Education Librarian, Pia Russell, for more details.

By the end of this lesson your students will have:

1. Planned their imagined First World War artifact and included examples, notes, and perspectives as discussed in the preceding two lessons
2. Created their imagined First World War artifact keeping in mind the authentic characteristics or attributes of the wartime objects they explored
3. Reflected upon their imagined First World War artifact including how their perspectives changed throughout the unit
4. Prepared their artifact for exhibition

Students will need:

- Access to the internet so they may search UVic Libraries' digital collections
- Supplies, software, or other materials from which to create their artifact

Duration

This Grade 9 Social Studies unit will take approximately 3 weeks to complete, one week per lesson. This lesson comprises the second week of the unit. Students will work during school time and at home. Some sections can be completed with peers, but ultimately each student is responsible for developing their own imagined artefact.

FOR STUDENTS: Lesson 3 – Imagined Artifacts Exhibited

In the previous lessons, you developed an understanding of the fundamentals of research. You also explored wartime primary sources such as newspapers, scrapbooks, photographs, and letters housed in the UVic Libraries' Special Collections and Archives. Now it is your turn to create your own artifact. It may be series of imagined letters or diary entries. Perhaps it is a war poster or a fictional newspaper clipping. Your imagined artifact should take the form of a primary source, much like the ones explored above. Strongly consider the idea of political power, propaganda, or media bias as you plan your artifact. Be sure to think about what the subtext of your artifact is. Creativity is strongly encouraged.

By the end of this lesson you will have:

1. Planned your imagined First World War artifact and included examples, notes, and perspectives as discussed in the preceding two lessons
2. Created your imagined First World War artifact keeping in mind the authentic characteristics or attributes of the wartime objects you explored
3. Reflected upon your imagined First World War artifact including how your perspectives changed throughout the unit
4. Prepared their artifact for exhibition

1. Plan your artifact

- Using your planning notes from the preceding lesson, sketch out a plan of your artifact.
- Select an article type, for example, a poster. Then do a bit more background research on this type of source used in Canada during the First World War. For example, if you are interested in Canadian war posters, you will find sources throughout the UVic Libraries and also on the web. One of the best is found at McGill University. Their Rare Books and Special Collection's Division has digitized copies of over 250 Canadian wartime posters <https://digital.library.mcgill.ca/warposters/english/index.htm> . Remember, as you do your back ground research, keep notes so you can create a bibliography of the sources you consulted
- Discuss your artifact with your peers, teacher, and anyone else you might wish to include.
- Revise your plan or sketch



"Keep All Canadians Busy" Artist Unknown. Canadian War Poster Collection. McGill University Libraries

2. Create your artifact

- Create your imagined artifact!

3. Reflect upon your artifact

- Write a bibliography, using MLA format, of the sources you consulted throughout your planning.
- After completing your imagined artifact, share it with your peers, teacher, or others.
- In approximately 500 words, write a short reflection on your imagined artifact in relation to the other tasks you completed throughout this unit.

4. Prepare your artefact for exhibition

- Put together an artifact submission package of materials to send to the UVic Libraries. Include your original artifact or a good quality copy of it; a print copy of your 500 word reflection; a print copy of your bibliography; and, a very short write up including the title of your piece, your name, grade, and school, and the date you created your artifact. After exhibition, your package will be returned. The archivists and librarians at UVic are excited to view and exhibit your work. Thank you for sharing it!