WAR

Mrs. Fitton

Summary WW1 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Individuals and Society



The 20th century is the century of war. In August 1914 a gunshot in Bosnia killed Archduke Franz Ferdinand of Austria which plunged Canada into a devastating four year war. **Militarism**, **nationalism, Imperialism** and a system of **alliances** in Europe lead to “The War to End All Wars.” 30,000 Canadians immediately volunteered to join the Canadian Expeditionary Force (**CEF**) figuring the conflict would be over by Christmas. Troops were given rudimentary training in **Valcartier**, Quebec before being shipped to France or Belgium where the majority of the fighting occurred. The conflict bogged down into **trench warfare** with no side making large gains. Trenches were filthy, disease infested dugouts. The government also invoked the “**War Measures Act**” which gave them the right to intern people whose ethnic origins were of enemy countries.

With war comes technological advancement. Airplanes, poison gas, blimps, sophisticated guns, submarines and dreadnoughts were all enhanced during the war to make killing more efficient.

Canada also gained a national identity during the war: we forged a reputation as fierce fighters. At the 2nd Battle of **Ypres**, (First use of gas against Canadians) the Battle of the **Somme**, (a bloodbath) **Vimy Ridge** (the day Canada became a nation) and **Passchendaele**, (the first time Canadians were led by Canadian commander) Canadians experienced losses and hardships but they also distinguished themselves as able combatants.

The war also led to societal changes. Women worked in manufacturing because men were away. They would later gain the right to vote in part as a result of their help with the war effort.

World War One came close to home only once during the course of the war. On December 6, 1917, the Mont Blanc, a French ship carrying dynamite was hit by the Norwegian “Imo” and exploded in Halifax harbour. Halifax was devastated by the blast.

Because the war involved so many lost lives, in 1917, Prime Minister Robert Borden held an election on the issue of **Conscription**. Quebeckers were insulted at the possibility of being dragged into a war that they didn’t feel was theirs. The issue resulted in an anti-Borden sentiment.

By 1917, two events changed the course of the war. Russia collapsed under internal revolution and the USA was dragged into the conflict when Germany sunk an American passenger boat (the **Lusitania**). On **November 11th, 1918** an armistice was signed and the guns fell silent on the western front.

The war helped shape Canada’s drive towards independence. Robert Borden insisted that Canada was represented at the Paris Peace Conference (instead of having Britain make our decisions) and that Canadians received their own seat in the “League of Nations,” an organization set up to ensure peace.



The last insult of the “war to end all wars” was the winter after the conflict. Europe was in tatters: without roads, crops or transportation, and many people starved or died of exposure to the elements. Also, the deadly **Spanish Flu** spread across the world killing 22 million people globally. The war itself killed 15 million people over four years.

Identify 5 vocabulary words from the movie that relate to the history we studied. The terms can appear directly or indirectly**.** Please explain briefly **what they are and how they were used.**

***Example: General George Washington: The most well-known General of the Continental Army. After the war was over he became the first American President. In the movie The Patriot an African American character mentions that he promised them their freedom if they fought for the Patriots.***

**Terms to consider (You may use things that do not appear on this list)**

Machine Gun No Man’s Land Treaty of Versailles Fighter Aircraft

Tanks Ypres Armistice Ace

War of Attrition Somme Infantry Bayonet

Battlefield warfare Passchendaele Calvary Flame Thrower

Triple Entente Vimy Ridge Poisonous Gas Douglas Haig

Triple Alliance Zeppelin Archduke Ferdinand Ross Rifle

Trenches Conscription Artillery Patriotism

Militarism Nationalism Alliance system Imperialism

Term 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Term 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Term 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Term 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Term 5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Criterion A: Knowing & Understanding**

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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Student did not fill in or hand in the sheet.** |
| 1-2 | The student:   1. uses limited relevant terminology, 2. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. | **Does not have all terms filled in**  **Explanations are short, incorrect or explain what they are, but not how they are used in the movie** |
| 3-4 | The student:   1. uses some terminology accurately and appropriately, 2. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. | **May miss one term, but the rest are filled in with correct explanations. May miss the definition, but does have explained how they are used in the film** |
| 5-6 | The student:   1. uses a range of terminology accurately and appropriately, 2. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. | **All five terms are filled in correctly. Have an accurate explanation of what they are and how they are used in the film. May use terms that are obvious and easy to pick out, but they are all correctly identified.** |
| 7-8 | The student:   1. consistently uses a wide range of terminology effectively, 2. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. | **All five terms are explained and analyzed in a sophisticated, clear and thorough way. Some terms are less obvious in the film (may be implied instead of directly named). Explanations are detailed, thorough and have both the definition and an analysis of how they are used in the film** |