

Name:

Date:

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UNIT 1: *Canada and the Great War***Directions:**

Read your Unit 1 Notes carefully before starting as every question below can be answered from that document.
Answer in full sentences unless a question asks for a list.

Vocabulary — 16 marks (2 each)

For each of the terms below, write a definition in your own words and use it in a sentence that shows you understand what it means.

Term	Definition
Militarism	
• Sentence:	
Alliance	
• Sentence:	
Imperialism	
• Sentence:	
Nationalism	

• Sentence:	
No Man's Land	
• Sentence:	
Conscription	
• Sentence:	
Armistice	
• Sentence:	
Treaty of Versailles	
• Sentence:	

Section A — The Causes of the Great War

Using your Unit 1 Notes (Sections 1-2), answer the following questions.

1. Identify and briefly explain the four long-term causes of the First World War. (4 marks)

2. What event is generally seen as the immediate "spark" of the war, and how did the alliance system turn it from a regional dispute into a continental war within about five weeks? *(3 marks)*

Section B — Canada Goes to War

Using your Unit 1 Notes (Section 3), answer the following questions.

3. Why was Canada automatically at war the moment Britain declared war in August 1914? *(2 marks)*
4. Give two different reasons Canadian men volunteered to enlist in 1914. *(2 marks)*
5. Describe the Ross Rifle controversy in your own words, and explain what it reveals about Sam Hughes as a wartime leader. *(3 marks)*

Section C — Canada's Major Battles

Using your Unit 1 Notes (Section 5), answer the following questions.

6. What made the Battle of Vimy Ridge significant both militarily and for the development of Canadian national identity? *(3 marks)*

7. Choose ONE other major battle from your notes (the Second Battle of Ypres, the Somme, Passchendaele, or the Hundred Days Campaign). Describe what happened and explain its human cost. *(3 marks)*

Section D — The Home Front and Conscription

Using your Unit 1 Notes (Sections 6-8), answer the following questions.

8. Describe two ways daily life in Canada changed during the war. *(2 marks)*

9. What was the Conscription Crisis of 1917, and why was it especially controversial in Quebec? *(3 marks)*

10. What was the Halifax Explosion, and why is it notable even though it was not an act of war? (2 marks)

Section E — The War Ends and Its Impact

Using your Unit 1 Notes (Sections 9-11), answer the following questions.

11. How did Canada's independent signature on the Treaty of Versailles reflect the country's growing independence from Britain? (2 marks)

12. Identify three lasting impacts of the First World War on Canada. (3 marks)

Assignment: Perspectives on the Great War — 10 marks

Choose ONE of the following people referenced in your Unit 1 Notes:

- A young Canadian man who volunteered to enlist in 1914
- A French Canadian conscript called up under the Military Service Act in 1917
- A woman working in a munitions plant on the home front
- An Indigenous soldier, such as Francis Pegahmagabow

Write a one-page diary entry or letter home from this person's point of view, incorporating at least four specific facts from your Unit 1 Notes. Marked holistically using the rubric on the last page, scaled to 10 marks.

Sample Answer (excerpt):

"April 10, 1917 — We go over at dawn tomorrow, up at Vimy. They've had us rehearsing behind the lines for weeks, running through taped-out trenches like it was a play. Sam still won't admit his Ross jams every time it counts — half our platoon has traded theirs for Lee-Enfields off the dead. If we take this ridge, they say it'll be the first time all four of our divisions have gone in together. I hope that's worth something."

(A full response would continue for a complete page and weave in at least four such details naturally.)

Holistic Marking Rubric

Used to mark the Assignment above.

Insufficient Evidence of Learning (0-4 marks)	Accessing (4.5-6 marks)	Developing (6.5-7.5 marks)	Mastering (8-9 marks)	Excelling (9.5-10 marks)
- Does not demonstrate sufficient understanding of content, or awareness of competencies. - Presentation is difficult to make meaning out of.	- Demonstrates some understanding of some of the required content. - References competencies accurately or uses competencies partially, perhaps without acknowledging the skill itself. - Attempts to communicate some new learning, relevant to the topic or skill being worked on. Presentation may be somewhat confusing or disorganized.	- Demonstrates good understanding of most required content. - Demonstrates clear understanding of relevant competency or competencies, and an ability to accurately, perhaps partially, use it/them. - Communicates learning in a way that makes sense to the reader/viewer/listener and demonstrates an effort at improving mechanics of grammar, presentation, etc.	- Demonstrates excellent, complete, understanding of required content. - Uses relevant questions. - Demonstrates strong, complete use of the relevant competency or competencies. - Communicates learning clearly and creatively. Grammatical or presentational flaws do not detract from impact or meaning.	- Demonstrates exceptional understanding of required content. Possibly extends beyond requirements. - Uses insightful questions. - Demonstrates confident, extensive, and self-reflective use of the relevant competency or competencies. - Communicates learning clearly, articulately, effectively and with intended impact, without grammatical or presentational flaws.