



First World War Field Trip Workshop for Elementary and Secondary Students



(Image taken from www.learn4good.com website)

© 2011
Niagara Historical Society & Museum
43 Castlereagh Street, PO Box 208, Niagara-on-the-Lake, Ontario, L0S 1J0
P: 905-468-3912 E: contact@niagarahistorical.museum
www.niagarahistorical.museum

First World War Workshop at NHSM

The Niagara Historical Society and Museum has a large collection of First World War items that present a great opportunity for elementary and secondary school teachers to educate their students in an interactive way that appeals to multiple intelligences. With the centennial of the beginning of the First World War approaching in 2014, the Museum is planning an interactive workshop as part of a field trip to the Museum. The workshop will consist of two parts:

Part 1: Students will take a guided tour of the “First World War in Niagara” exhibit with some explanation of how the war began, and the town of Niagara-on-the-Lake was affected by the First World War.

Part 2: Students move through four stations of artefacts and, through investigation and discussion, answer a worksheet which can be further discussed back in the classroom (as a debriefing and informative exercise, especially for those students who could not attend).

The exhibits and artefact stations are yet to be finalized but will most likely come from this list:

1. **“Sons and Daughters of Niagara”:** Lists, photos, certificates, medals, and newspaper articles pertaining to men and women from Niagara-on-the-Lake during the war.
2. **“Life in the Trenches”:** A soldier’s kit including a water bottle, shaving mirror, spoon and fork, trench map, pay book, gas mask and case, and trench periscope.
3. **“Wolf in Sheep’s Clothing”:** Trench art including items such as lamp bases, spoons, ash trays, and containers made from discarded bullet and shell cases.
4. **“Weapons of War”:** Assorted rifles, machine guns, shotguns, and trench knives (NOT AN ARTEFACT STATION!).
5. **“Women in the War in Niagara”:** Photographs and letters of women in the area showing their contribution to the war effort.
6. **“The Houghton Boys”:** Photographs, letters, and a memorial service program displaying the war contribution of the three Houghton sons from Niagara-on-the-Lake.
7. **“A Town Transformed”:** Photographs and artefacts from Camp Niagara during the war.
8. **“Propaganda”:** Propaganda posters from the First World War.
9. **“Little Poland”:** Photographs, newspaper articles, and letters displaying the contribution of the Polish soldiers who were trained at Camp Niagara.
10. **“Mark of a Hero”:** Medals, pins, and cap badges from the First World War.
11. **“Lewis Arthur Warner”:** Certificates, honourable discharges, medals, and medal receipts given to Lewis Arthur Warner, from Niagara-on-the-Lake, for service during the First World War.

The workshop has numerous curriculum connections to grade 8 and 10 History classes in Ontario, namely:

Grade 8:

Subject and Strand: *History - Canada: A Changing Society*

Specific Expectations:

- *Describe the factors contributing to change in Canadian society. (Knowledge and Understanding)*
- *Describe the treaties, alliances, events, and people that contributed to the start of the First World War, and explain their significance to Canada. (Knowledge and Understanding)*
- *Use a variety of primary and secondary sources to locate relevant information. (Inquiry/Research and Communication Skills)*

Grade 10:

Subject: *Canadian History Since World War I (Academic or Applied)*

Strand: *Communities: Local, National, and Global*

Specific Expectations:

- *Explain how participation in international events, institutions, and agreements has contributed to Canada's evolving identity.*
- *Assess the influence of Great Britain and Europe on Canada's participating in war and peacekeeping.*
- *Explain the causes of World War I and World War II and how Canada became involved in these two wars.*
- *Describe Canada's and Canadians' contributions to the war effort overseas during World War I and World War II.*
- *Describe Canada's and Canadians' contributions to the war effort at home during World War I and World War II, as well as some of the effects the wars had on the home front.*

Strand: *Change and Continuity*

Specific Expectations:

- *Identify the major groups of immigrants that have come to Canada since 1914 and describe the circumstances that led to their decision to emigrate.*
- *Summarize the evolution of Canadian political autonomy from Great Britain since World War I.*

Strand: *Social, Economic, and Political Structures*

Specific Expectations:

- *Compare regional social and economic disparities in Canada in selected decades.*
- *Explain how and why the Canadian government restricted certain rights and freedoms in*

wartime and describe the impact, both short and long-term, of these restrictions on the general population and on various groups within Canada.

Strand: *Methods of Historical Inquiry and Communication*

Specific Expectations:

- *Gather information on Canadian history and current events from a variety of sources found in various locations.*
- *Analyze information, employing concepts and theories appropriate to historical inquiry.*
- *Distinguish between fact, opinion, and inference in texts and visuals found in primary and secondary sources.*

(The workshop also has Ontario curriculum connections to English in grades 8 and 10)

To book a workshop field trip to the Niagara Historical Society and Museum anytime beginning in the spring of 2014, please call the museum directly at **(905) 468-3912** between 10 a.m. and 5 p.m. any day of the week. On the last page of this document you will find the worksheet that will accompany the workshop so teachers will have an idea of what to cover in class for any students who were unable to come on the field trip. We look forward to seeing you!



Niagara Historical Museum First World War Workshop

Name: _____

Class: _____

Definition of a Museum Exhibit: *A museum exhibit is a display of one or more items, that work together to tell a story, in a public space.*

Answer the questions below for each of the four artefact stations you visit with your group. Spend approximately 5-7 minutes at each station.

1. Within your group, try and identify three of the items at each station:

Station 1: _____

Station 2: _____

Station 3: _____

Station 4: _____

2. Pick one item from each station and, within your group, come up with two additional facts about it (i.e., what it is made from, who used it, its purpose, who wrote it (letter), who it belonged to, etc.):

Station 1: _____

Station 2: _____

Station 3: _____

Station 4: _____

3. Discuss, within your group, possible names for exhibits that could be constructed from the items at each table:

Station 1: _____

Station 2: _____

Station 3: _____

Station 4: _____

4. Within your group, construct a list of four facts that you have discussed in class with your teacher that were verified on the tour or by your investigation of the artefacts at the stations:

Fact 1: _____

Fact 2: _____

Fact 3: _____

Fact 4: _____

5. If you were a First World War exhibit designer what kind of exhibit would you make? List three items you would include and why (anything including weapons, medals, letters, equipment, etc.), and the name of your exhibit with justification:

