



LESSON PLAN

WHO WILL REMEMBER Us ?

*Commemorating the Historic Achievements
of Women in Atlantic Canada*



Photo: Archives of Esther Clark Wright, Acadia University

A Multi-activity Parks Canada Lesson Plan

Overview

The following activities are intended for use in conjunction with the *Who Will Remember Us?* booklet, which outlines the contributions that women and women’s organizations have made in Atlantic Canada. In addition to addressing the specific learning outcomes stated in the table below, these activities emphasize the social and historical context of women’s history. The activities vary in their approach, including individual and group work, the language arts, visual art, and drama, and teachers are encouraged to pick and choose, adapting freely.

Grade Level(s), Provinces, and Subject(s)

Grade 7, Atlantic Canada (Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador) Social Studies – Empowerment (Unit 5 – Societal Empowerment) and Grade 8 – Newfoundland and Labrador, Social Studies – Newfoundland and Labrador History (**Note: See html.version of this lesson plan to find curriculum links for other provinces**)

Atlantic Curriculum Links

	COURSE	UNIT	OUTCOME	DESCRIPTION
Atlantic Canada	Gr 7 Social Studies	5	7.5.1	Evaluate the conditions of everyday life for the people of Canada at the turn of the 20th century.
			7.5.3	Explain how women became more empowered through their role in the social reform movements of the late 19th can early 20th centuries.
Newfoundland & Labrador	Gr 8 History	2	SCO 2.1	The student will be expected to demonstrate an understanding of the Aboriginal peoples who lived in Newfoundland and Labrador in the 19th century.
			2.1.3	Discover reasons for the extinction of the Beothuk (A).
			2.1.4	Compare the life styles of Aboriginal peoples (K).
			SCO 2.5	The student will be expected to demonstrate an understanding of lifestyles of people in Newfoundland and Labrador in the 19th century.
		2.5.7	Draw conclusions about the role of women in the life and economy of the family (A).	
		3	SCO 3.4	The student will be expected to demonstrate an understanding of the impact of political events of the 1930s
3.5.5	Describe the role of selected organizations in improving the			

- a. How and why do we represent ourselves to others in daily life?
 - b. How do we understand the lives of people in the past (e.g. people in our families, famous people)?
 - c. How would you like to be remembered and why?
3. Use the class discussion to explore the various 'channels' or sources through which both personal and public memory flows, using visual aids to record information about sources and limitations:

E.g.:

SOURCES	LIMITATIONS
1. old photographs	- only common in later 19 th c. - bias in selection of subjects

Draw students' attention to the fact that the processes of representation and memory construction – analogous to their drawing and interpretation – are accomplished in a variety of ways and by numerous people. While everyone in the class had an opportunity to present themselves through the activity, people are not equally represented in history.

Have the class brainstorm a list of the kinds of people they think might tend to be left out of or underrepresented in our history books, then discuss why might this happens. Again, use visual aids to record information:

E.g.	PEOPLE	REASONS FOR EXCLUSION
	1. non-literate people(s)	left fewer records
	2. the poor	considered unimportant by early historians
	3. women	not as well represented as men in government (for example) considered unimportant by early historians

Part of the job of Parks Canada is to address these gaps through initiatives like the *Who Will Remember Us?* booklet.

Evaluation

Collect student papers from the representation activity and evaluate for effort (e.g. thoughtfulness, use of pictures rather than words).

Students should be able to list at least three types of people who have tended to be underrepresented in the historical record and explain why.

2. Perceptions of Gender Roles Today

Learning Outcomes Students will query their own ideas about gender roles and develop a hypothesis as to the sources of their ideas about gender.

Duration 45 min.

Required Materials pens, paper

Teacher Background

This activity offers some insight into the different ways in which men and women are represented in our society today, and the ways in which students perceive these differences. It provides an opportunity for the class to generate and examine its own body of 'sociological data', the sum of which should reveal genuine patterns in students' perceptions of gender roles today.

Procedure

1. Divide the students into small groups, instructing half of the groups to list as many famous men as possible, and the other half to list as many famous women as possible in 5-10 minutes. Lists may include the living, the dead, or both, at the teacher's discretion.
2. When the time limit is reached, have the students go back to their lists and categorize each of the people named according to what makes them famous. Try to have them keep the categories relatively broad (i.e. instead of one category for Prime Minister and another category for Member of Parliament, just use a single category: politician). This broad approach will assist in compiling and comparing the data.

3. Instruct the students to count up the numbers of men and women represented by each category, and elicit data from groups. Display the resulting information using visual aid(s) and discuss the patterns.
 - a. What patterns exist in the data (generally, then with respect to gender roles)? Were they predictable?
 - b. Why might these patterns exist?
 - c. How might these patterns have differed 100 years ago?
 - d. How might they differ 100 years from now?

For interest, you may attempt to compile the data from the various groups into a single class list, and/or expand the data set by having students conduct surveys of other classes.

Evaluation

Students write a 1-page paper answering the questions:

1. What gender role patterns did you observed in your data?
2. Do you think these patterns are facts or perceptions? Where do these patterns come from?

3. Changing Gender Roles

Learning Outcomes Students will understand the difference between *sex* and *gender*, and will be able to provide examples of how gender roles have changed over the past several decades with respect to women.

Duration 60 min.

Required Materials textbooks (old and new), newspapers, visual aid (OHP, board)

Teacher Background

This activity introduces the social science concept of gender (as distinct from sex) and invites students to explore differences in the socially constructed gender roles of men and women by investigating ‘artifacts’ of those constructions (e.g. textbooks, newspapers, institutional composition) over time. The point here is to emphasize that men’s and women’s identities and social roles are flexible and, to a significant degree, socially constructed. This fact clears the way for a freer discussion of social justice issues relating to gender for, if gender roles are mutable, then the shapes

they ultimately take are arguably subject to some degree to social justice concerns.

Sex: The biological categories into which most organisms are divided: male or female.

SOURCE: Adapted from Princeton University, WordNet 2.1.

Gender: A term sometimes used as a synonym for sex, but generally used in the social sciences to refer to “the social and cultural, as opposed to the biological, distinctions between the sexes.”

SOURCE: Adapted from Oxford English Dictionary.

For example, a Canadian woman in the year 1900 would not have been in a combat role in the military, while a Canadian woman today could be. Both of these women have the same biological sex, but their gender identities are different owing to changing social norms and values. Therefore, we might say that sex is a natural category while gender is a cultural category.

Procedure

1. Survey a history textbook or current newspaper. Divide it up among the class members page by page. Count the number of references to men versus the number of references to women, and display the results visually (e.g. a pie or bar graph). Is there a difference? If so, invite the class to speculate as to the reasons why.
2. Do a comparative analysis of a modern publication and publications from the past. Are there differences in the ways women and men are treated that have changed over time? Discuss.
 - You could compare current and older textbooks (check your public library, used book stores, the book storage room in your school, or your local Teacher's Resource Centres and Book Bureaus). Current and historical magazines are another possibility. For a collection of women's magazines from the 19th-early 20th c., see:
<http://ocp.hul.harvard.edu/ww/magazines.html>:
Woman's Home Companion (1899-1921)
The New England Home Magazine (1898, 1901)
Ladies' Home Journal (1892-1907)
Also
Trade catalogues (1870-1930)
<http://ocp.hul.harvard.edu/ww/trade.html>

- For more detail, investigate patterns in the differences. For example, categorize the men and women according to why they are represented. Are they government officials, athletes, adventurers, and are there patterns in the gender roles displayed?
- Alternatively, investigate other areas (e.g. House of Commons, provincial legislators, municipal councils, boards of directors of companies or other organizations) and search for similar gender patterns. Students may also explore patterns among people they regularly come into contact with (e.g. doctors, dentists, nurses, teachers, principals, etc.). To what degree are our social lives constrained by notions of gender today? Are gender-based differences in social roles appropriate or not? Why or why not?

3. Pose the question: What causes gender roles to change over time? Keep track of responses using visual aids.

Evaluation

Ask students to illustrate the difference between sex and gender with reference to an example drawn from their general historical knowledge or from a recent history lesson.

4. The Case for Women's History

Learning Outcomes

Students will be able to provide evidence, drawn from socio-economic data, to demonstrate the fact that women's struggle for equality is not over. E.g.:

- a) Women are more likely to be single parents than men;
- b) Women earn less than men even for the same work;
- c) Women are unequally represented in the workplace, in university programs, and in government.

Duration

40 min.

Required Materials

Handout: Women's history Questionnaire
 Women's history Questionnaire (Answers)

Teacher Background

Students may not be fully aware that the struggle for women's equality is ongoing, both in Canada and abroad. While western countries have come a long way in the past century, significant barriers remain, and the struggle for women's rights in many parts of the world is still in its early phases (as of April 2006, only one country in the world allows men to vote but not women: Saudi Arabia). The following activity, presented in the form of a questionnaire, helps situate Women's history in a global and historical context.

Procedure

1. Before handing out the questionnaire, ask students whether they think the following statement is true:

In Canada, women and men are equal.

Briefly discuss reasons for or against.

2. Provide students, either working individually or in groups, with the questionnaire sheet and give them ten minutes to fill it in. Be sure to tell them that it is okay to guess if they don't know the answer, but they should have a reason to support their guesswork.
3. Review the questions one by one, cultivating discussion where possible.
 - What did students think the answer was and why?
 - What social and historical factors might explain these results?

For interest, teachers may poll students regarding career aspirations and compare the results with the statistics presented.

Evaluation

Ask students to judge the validity of the following statement with reference to evidence: *In Canada, women and men are equal*. Students should be able to disprove this statement with reference to at least two pieces of statistical evidence.

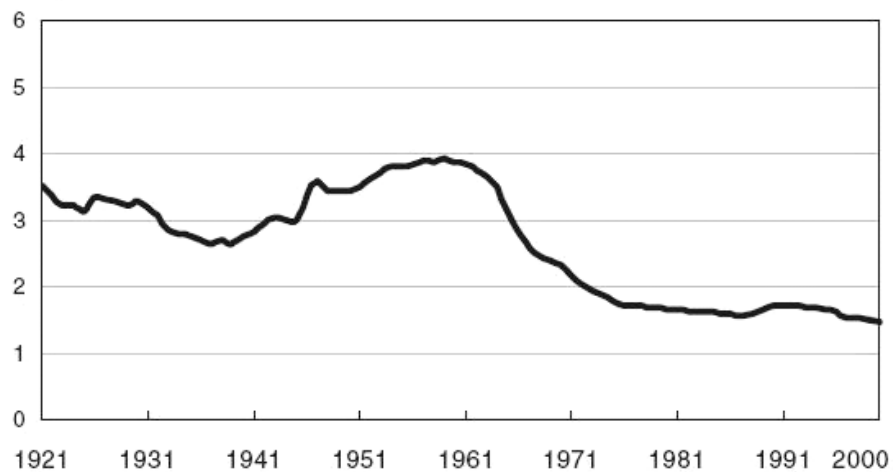
Assess student knowledge of the questionnaire material by administering the questionnaire as a follow-up quiz at a later date.

Women's History Questionnaire

1. In what year did Canadian women get the right to vote in federal elections?
2. True or False: There are more men than women in Canada.
3. Are men or women more likely to be single parents?
4. Are men or women more likely to live below the poverty line?
5. Are men or women more likely to be the victims of violence at the hand of their spouse?
6. What major social factor might account for the drop in fertility rate after the 1960s (see graph)?

Figure 8: Total fertility rate, 1921-2000¹

Births per woman²



¹ Newfoundland included only since 1990.

² Refers to all births over the course of a woman's lifetime.

Source: Statistics Canada, Health Statistics Division.

7. In which of the following university programs in Canada are you more likely to find women than men (2000-2001 data)? Circle the program(s) in which more women are found.
- Engineering
 - Health professions
 - Mathematics/Physical sciences
 - Social sciences (sociology, anthropology, psychology)
8. Do women who work full-time earn (a) more than, (b) the same as, or (c) less than men who work full time?
9. Number the following occupations according to which employ the largest percentage of women in Canada (2002 data) (the occupation where you find the most women = 1; where you find the least women = 5).
- Clerical and administrative
 - Professional (e.g. teachers, lawyers, doctors)
 - Sales and service
 - Senior management
 - Trades (e.g. electricians, carpenters, plumbers)
10. There are 308 seats in the House of Commons in Ottawa. How many are occupied by women?

Women's History Questionnaire (Answers)

1. In what year did Canadian women get the right to vote in federal elections?

Women gained the federal vote with the *Women's Franchise Act*, passed in May 1918.

2. True or False: There are more men than women in Canada.

False: Statistics Canada estimates (2003) there are 15,861,300 women and 15,552,600 men. Women constitute 50.4% of the Canadian population.

3. Are men or women more likely to be single parents?

Women are. Statistics Canada (2001)
8.7% of women and 2.1% of men are single parents.

4. Are men or women more likely to live below the poverty line?

Women are. 8.8% of men overall versus 10.1% of women overall live below the Low Income Cut-Off (LICO).

The difference is especially pronounced with single parents:
11% of male lone parents versus 35% of female lone parents.

5. Are men or women more likely to be the victims of violence at the hand of their spouse?

Women are. Between 1993 and 2002, Canadian women were four times more likely than men to be killed by their spouse. In 2002, there were 67 women killed by their spouses compared to 16 men.

Approximately 448 shelters for abused women reported temporary accommodation for 96,359 women and children, an increase of 6% from 1998 to 2000.

6. What major social factor might account for the drop in fertility rate after the 1960s (see graph)?

Birth control.

7. In which of the following university programs in Canada are you more likely to find women than men (2000-2001 data)? Circle the program(s) in which more women are found.

- a. Engineering and Applied Sciences [Women = 23.3%]
 - b. Health professions [Women = 70.8%]
 - c. Mathematics and Physical sciences [Women = 30.3%]
 - d. Social sciences (sociology, anthropology, psychology) [Women = 58.7%]
8. Number the following occupations according to which employ the largest percentage of women in Canada (2002 data) (the occupation where you find the most women = 1; where you find the least women = 5).
- a. Clerical and administrative [75%]
 - b. Sales and service [58.6%]
 - c. Professional (e.g. teachers, lawyers, doctors) [53.1%]
 - d. Senior management [25.1%]
 - e. Trades (e.g. electricians, carpenters, plumbers) [6.5%]
9. Do women who work full-time earn (a) more than, (b) the same as, or (c) less than men who work full time?

Women earn less than men, not only because they tend to work in lower-paying jobs, but even when they are doing the same jobs as men. Women's earning as a percent of men's earnings:

- a. Across Canada: 71.6%
 - b. Prince Edward Island: 86.3%
 - c. New Brunswick: 72.2%
 - d. Nova Scotia: 71.8%
 - e. Newfoundland and Labrador: 64.3%
(2001 data)
10. There are 308 seats in the House of Commons in Ottawa. How many are occupied by women?

64 out of 308 in the 39th Parliament (April 2006), or 21%

SOURCES:

Women and Men in Canada: A Statistical Glance
 Status of Women Canada
http://www.swc-cfc.gc.ca/pubs/women_men_2003/index_e.html

Government of Canada
 House of Commons – Members
<http://webinfo.parl.gc.ca/MembersOfParliament/MainMPsCompleteList.aspx?TimePeriod=Current&Language=E>

Beijing +10: Fact Sheets
 Status of Women Canada
http://www.swc-cfc.gc.ca/pubs/0662331664/index_e.html

III/ BOOKLET ACTIVITIES:

1. Content Review Game

Learning Outcomes Students will learn basic information about each of the individuals and groups described in 'Who Will Remember Us?' by reading the booklet and competing in a class quiz.

Duration 45 min.

Required Materials 'Who Will Remember Us?' booklet, Review Quiz OHP master (grid), Review Quiz Questions, Review Quiz Answer Key

Teacher Background

This activity is a straightforward quiz for reviewing the contents of 'Who Will Remember Us?' As a review of basic factual knowledge (who, what, when, where, why), it is a useful bridge activity between reading and more analytical work.

Procedure

1. After they have had time to read the booklet, inform students that it is concerned only with Atlantic Canadian women. There are many more stories like these from across Canada. For now, however, we are going to review the booklet with a game.
2. Arrange the students into small groups and invite each group to invent a team name.
3. Display the game board using a visual aid (board, OHP) and outline the rules:
 - Each team, in sequence, gets an opportunity to answer a question by selecting a square on the game grid.
 - Points are awarded for correct answers only according to the following scheme:
 - ✓ 1 correct answer in a single square = 1 point
 - ✓ extra points are awarded for every additional correct answer in a row (e.g. 2nd square = +2 points; 3rd square = +3 points)
4. Facilitate the quiz game, reading the questions as selected and recording team names in the squares as each correct answer is

given. Teams do not lose points for incorrect answers, but the following teams may choose to answer the question during their turn and gain the unclaimed points. The game should become 'interesting' as teams manoeuvre around the board to both capture points and deny them to opponents. Tally points at the end of the game to determine the winner.

Evaluation

Have students create their own review questions as a basis for a rematch. For a more challenging alternative, have students create their own games.

Have students conduct research about other significant Canadian women and collectively assemble their own sequel to the booklet: a national version of 'Who Will Remember Us?' Use the format of the original brochure as a template.

Who Will Remember Us?
Review Quiz

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

Who Will Remember Us?

Review Quiz Questions

1. At what famous place did many war brides enter Canada? Hint: This place is a national historic site.
2. From which country did most war brides originate?
3. How did NONIA fund its health care activities in Newfoundland's outport communities?
4. How do you spell the name of the Aboriginal group of which Shanawdithit and Demasduit were the last surviving members?
5. How were Shanawdithit and Demasduit related?
6. Name two overseas wars in which Georgina Fane Pope was directly involved.
7. What does NONIA stand for?
8. What job did Georgina Fane Pope undertake in 1908?
9. Which of the following statements most closely matches the views of Mary Electa Adams?
 - a. Women should have the same education as men.
 - b. Women should focus their studies on teaching and nursing.
 - c. Women should not pursue education beyond basic literacy training.
10. Of which of the following schools was Mary Electa Adams associated?
 - a. Acadia Ladies' Seminary
 - b. Mount Allison Ladies' Academy
 - c. Sackville Academy
11. In what Cape Breton community did Edith Jessie Archibald spend nearly 20 years working to improve the conditions of miners' families?
12. In what Maritime community was Georgina Fane Pope born and laid to rest?
13. In what Nova Scotia town is the Acadia Ladies' Seminary located?
14. In what Prince Edward Island community was Lucy Maud Montgomery living when she wrote her first novel in 1908?

15. What New Brunswick college (now a university) was the first in the British Empire to award a university degree to a woman?
16. What role did the Acadia Ladies' Seminary play in women's struggle for equal rights?
17. What is a lazaretto?
18. Where did Portia White first learn to sing?
19. Which of the women featured in *Who Will Remember Us?* was president of the Maritime Women's Christian Temperance Movement and the Halifax Local Council of Women, and played a significant role in gaining women the right to vote in Nova Scotia?
20. Which of the women in *Who Will Remember Us?* was an internationally renowned singer?
21. Who was the first woman to earn a university degree in Canada?
22. Who wrote Anne of Green Gables?
23. In what decade was NONIA founded?
 - a. 1910s
 - b. 1920s
 - c. 1930s
 - d. 1940s
24. From which ethnic group did most of the nuns at L'Hôtel-Dieu de Saint Joseph de Tracadie derive?
25. In what year did Nova Scotia women win the right to vote in provincial elections?

Who Will Remember Us?
Review Quiz Answer Key

1. At what famous place did many war brides enter Canada? Hint: This place is a national historic site.

Pier 21

2. From which country did most war brides originate?

Great Britain / United Kingdom

3. How did NONIA fund its health care activities in Newfoundland's outport communities?

Women in the outport communities produced and sold handicrafts to fund the organization.

4. How do you spell the name of the Aboriginal group of which Shanawdithit and Demasduit were the last surviving members?

Beothuk

5. How were Shanawdithit and Demasduit related?

Shanawdithit was Demasduit's niece

6. Name two overseas wars in which Georgina Fane Pope was directly involved.

The South African War (AKA The Boer War)
World War I (AKA The Great War)

7. What does NONIA stand for?

Newfoundland Outport Nursing and Industrial Association

8. What job did Georgina Fane Pope undertake in 1908?

She became Canada's first Nursing Matron, in charge of all Canadian military nurses

9. Which of the following statements most closely matches the views of Mary Electa Adams?

- a. Women should have the same education as men.

- b. Women should focus their studies on teaching and nursing.
- c. Women should not pursue education beyond basic literacy training.

10. Of which of the following schools was Mary Electa Adams associated?

- a. Acadia Ladies' Seminary
- b. Mount Allison Ladies' Academy
- c. Sackville Academy

11. In what Cape Breton community did Edith Jessie Archibald spend nearly 20 years working to improve the conditions of miners' families?

Port Morien

12. In what Maritime community was Georgina Fane Pope born and laid to rest?

Charlottetown

13. In what Nova Scotia town is the Acadia Ladies' Seminary located?

Wolfville

14. In what Prince Edward Island community was Lucy Maud Montgomery living when she wrote her first novel in 1908?

Cavendish

15. What New Brunswick college (now a university) was the first in the British Empire to award a university degree to a woman?

Mount Allison

16. What role did the Acadia Ladies' Seminary play in women's struggle for equal rights?

It provided educational opportunities for young women, some of whom, after 1881, went on to enrol in neighbouring Acadia University

17. What is a lazaretto?

A facility that cares for people with contagious diseases (e.g. leprosy).

The term derives from the Lazarus, a man who, according to the New Testament, Jesus raised from the dead.

18. Where did Portia White first learn to sing?

Her mother taught her (she also received additional instruction at the Halifax Ladies' Musical Club and by Dr. Ernesto Vinci of the Halifax Conservatory)

19. Which of the women featured in 'Who Will Remember Us?' was president of the Maritime Women's Christian Temperance Movement and the Halifax Local Council of Women, and played a significant role in gaining women the right to vote in Nova Scotia?

Edith Jessie Archibald

20. Which of the women in 'Who Will Remember Us?' was an internationally renowned singer?

Portia White

21. Who was the first woman to earn a university degree in Canada?

Grace Annie Lockhart

22. Who wrote Anne of Green Gables?

Lucy Maud Montgomery

23. In what decade was NONIA founded?

- a. 1910s
- b. 1920s
- c. 1930s
- d. 1940s

24. From which ethnic group did most of the nuns at L'Hôtel-Dieu de Saint Joseph de Tracadie derive?

They were Acadian

25. In what year did Nova Scotia women win the right to vote in provincial elections?

1918

2. What is Feminism?

Learning Outcomes	Students will be able to define the concept 'feminism' and briefly explain the three major phases of the feminist movement.
Duration	60 min.
Required Materials	'Who Will Remember Us?' booklet, visual aid (OHP, board), pens, paper

Teacher Background

The term 'feminism', though commonly used, has shades of meaning, and may therefore require some description.

Feminism: A doctrine that advocates equal rights for women.
SOURCE: Princeton University, WordNet 2.1.

The term 'feminism' was coined in 1837 by the French socialist thinker Charles Fourier (*féminisme*). It was first used in English in an 1895 publication. Prior to this, beginning in 1863, the term 'womanism' had been used, but this term has largely been replaced by feminism.

SOURCE: [Oxford English Dictionary](#).

The feminist movement has changed over time to adapt to changes in our society as well as the changing priorities of women. Although the feminist movement has been around for a very long time, it has been particularly active at specific periods in history:

- **First Wave Feminism** describes the feminist movement of the late 19th and early 20th centuries, which was concerned mainly with achieving legal equality, such as women's suffrage (the right to vote).
- **Second Wave Feminism** describes the feminist movement of the 1960s and 70s, which focused on issues of social and economic equality (e.g. securing women's rights in the workplace; birth control; abortion).
- **Third Wave Feminism** is a term sometimes used to describe the feminist movement from the 1990s up to today. Third wave feminists argue that while social and economic equality has not yet been achieved, feminism must broaden its agenda to tackle social

justice issues in a variety of areas, including racism and homophobia.

Procedure

1. Ask students:
 - a) What ideas cross your mind when you hear the term 'feminism'?
(This question may present an opportunity to discuss stereotypes).
 - b) What is feminism? Define it.
 - c) Do you consider yourself a feminist? Why or why not?
2. Provide, using a visual aid (OHP, board), the definition of 'feminism' and its three major phases.
3. After students have read the booklet 'Who Will Remember Us?' discuss the contents with the following questions as guides:
 - a) How many of these women or groups of women would you describe as feminists and why? Which ones?
 - b) What challenges did they face and what restrictions did they overcome?
 - c) What specific achievements did these women make that had lasting significance for women's rights?

Consider organizing this information in the form of a table, using visual aids to help students keep organized notes.

Evaluation

Collect student notes and assess for completeness and neatness.

Have students find examples of social justice activism (e.g. from newspapers, textbooks, from prior knowledge) and have them categorize them as to whether they are feminist activities or not. If so, students should indicate whether each is an example of first wave, second wave, and third wave feminism.

3. Dramatizations

Learning Outcomes	After conducting research and either performing or viewing skits, students will be able to correctly identify all of the individuals or groups represented in 'Who Will Remember Us?' and indicate 2-3 key facts about each.
Duration	120 min.
Required Materials	'Who Will Remember Us?' booklet, Internet access, props (optional)

Teacher Background

Drama offers students an opportunity to embody knowledge as well as ponder it, and this activity invites students to give physical expression to the people and places described in 'Who Will Remember Us?'

Procedure

1. Sort the students into small groups and either assign or have them select one of the one of the individuals or groups described in the 'Who Will Remember Us?' booklet.
2. Have students conduct additional research to learn more about their subjects using the Internet-based sources provided (see Resources), then write and perform a short script dramatizing a significant event in the lives of the women in question. Each dramatization should:
 - (a) provide social commentary by clearly expressing a relevant theme (in other words, they should not just be a simple representation of events); and
 - (b) focus on a *challenge* faced by the women in question.
 - (c) showcase new historical information, additional to the contents of the booklet.

This activity could easily be expanded to explore the lives of other Canadian women not described in the brochure. See

'Commemorating Canada's History' in the Resources section for details.

Evaluation

Assess student dramatizations according to the three criteria listed above.

Compile a list of significant facts during the dramatizations, encouraging students in the audience to do the same, and use this information in a follow-up quiz. To ensure the essential points are understood, facilitate a brief Q&A between the audience and the cast following each skit.

4. Visual Representations

Learning Outcomes Having selected one of the individuals or groups presented in 'Who Will Remember Us?', students will choose relevant images to symbolically represent the key elements of their narrative and theme(s). Through an interview, students will be able to explain image choices and how these images connect with key aspects of their subject.

Duration 120 min.

Required Materials 'Who Will Remember Us?' booklet, historical and contemporary images, tape, glue, Bristol board

Teacher Background

This activity provides students with an opportunity to engage with Women's history through the visual medium. They may employ historical photographs, modern representations, or both to create their own unique visual narratives.

Procedure

1. Ask students to individually choose one of the women or groups of women discussed in the booklet and then conduct research to learn more using the additional sources provided (see Resources).
2. Have students create a visual representation of this individual's or group's story using images derived from a variety of sources, and display the resulting product to the class either in hard copy or digitally (e.g. PowerPoint, HTML).
 - Inform students that images should be chosen and assembled in such a way as to explain the key aspects of the story and/or important themes related to the story.
3. Invite the class to identify the individual/group being represented based only on what they are seeing and what they know from having read the 'Who Will Remember Us?' booklet.
 - Encourage students to explain their particular choices of images and symbols, and reveal additional information they have learned through research.

- As a variation, try visualizing with words by having students write poetry.

Evaluation

Post student art in a public place and have students explain their work to visitors (e.g. parents, other students, visitors from the community, artists). Students should be able to explain image choices and how these images connect with the historical narrative and its relevant theme(s).

5. Lost Letters

Learning Outcomes Students will demonstrate their knowledge of one of the women or groups described in 'Who Will Remember Us?' by writing a fictitious letter. The letter will contain at least three pieces of new information derived from research.

Duration 60 min.

Required Materials *Who Will Remember Us?* booklet, pens, paper

Teacher Background

Chance discoveries frequently play a significant role in historical research. This activity invites students to draft a 'lost letter' that may have been written by a women in the past, or by somebody who knew her.

Procedure

1. After reading the 'Who Will Remember Us?' booklet, have students imagine that a lost letter relating to one of these women or groups has recently been found in somebody's attic.
2. Using the booklet as well as additional information gained through research (see Resources) students individually write a short (e.g. 150 word) letter describing some important aspect the lives of their chosen subjects. This letter should attempt to reflect the social values and perspectives at the time of the events, and may take the perspective of either the women in question or an associate. The letter should introduce at least three (3) new pieces of information relevant to the stories in question.

3. Elicit readings from students and discuss. Why did they choose this subject?
4. As a follow up, search your local archives (if possible, with the students) for letters and/or newspapers describing the historical events and individuals in question. Compare students' renderings of social values and norms with the evidence contained in these archival records.

Evaluation

Evaluate letters for style and content. Each letter must contain at least three additional pieces of information derived from student research.

6. Building Women's history

Learning Outcomes

Students will identify and evaluate significant people and sites relating to women's history in or around their community. Students will learn about the Historic Sites and Monuments Board of Canada and recommend a site or person for designation.

Duration

180 min.

Required Materials

pens, paper, Internet access, Handout: Historic Sites and Monuments Board of Canada (HSMBC) Designations

Teacher Background

Canada contains over 850 national historic sites and more than 1,000 plaques commemorating people, places and events of national historic significance. Decisions about whom and what should be commemorated are made by the Historic Sites and Monuments Board of Canada, which evaluates submissions by government agencies, community groups, and private citizens. The following activity encourages students to study their own community to identify people or places of significance in Canadian women's history, and then launch a designation bid (either real or simulated).

For a similar activity, see:
 'History Close To Home'
[Our Roots, Our Future](#), Parks Canada

http://www.pc.gc.ca/apprendre-learn/prof/racines-roots/itm2-ctiv/histo_e.asp

http://www.pc.gc.ca/apprendre-learn/prof/racines-roots/itm2-ctiv/histo_f.asp

Procedure

1. Brainstorm, either in small groups or as a class, a list of historic places in and around your community, then categorize them according to whether they primarily commemorate men, women, or both. Discuss the results. Across Canada, it is generally true that places relating to women's history are under represented. Expand the list for women's history by interviewing members of the community (historians, elders).
2. Provide students with the Handout: Historic Sites and Monuments Board of Canada (HSMBC) Designations and read it together. Then, as a class or in small groups, review the list of people and places to determine which might be likely contenders for designation.
3. In small groups, students chose and research a person or place and assemble a proposal for designation. Invite members of the community (e.g. local government officials, historical society membership) in to hear student submissions as a 'board' when the proposals are completed.
4. Proposals to the 'board' may take the form of a small written submission with accompanying oral presentation, visual exhibits, etc. Students may want to actually submit their work to the Historic Sites and Monuments Board of Canada.

For additional information on the designation process, see:

'Destination: Designation'

Commemorating Canada's History, Parks Canada

http://www.pc.gc.ca/apprendre-learn/prof/proj/schoolnet-rescol/CCHistory/destination/destination_e.htm

http://www.pc.gc.ca/apprendre-learn/prof/proj/schoolnet-rescol/CCHistory/designation/french_dest_f.htm

Evaluation

Evaluate student contributions to class discussion/debate.

Evaluate group proposals for strength of argument for designation, use of evidence gained through research, and presentation.

Historic Sites and Monuments Board of Canada (HSMBC) Designations

People and places in Canada are officially designated (commemorated) by the federal government by a group called the Historic Sites and Monuments Board of Canada (HSMBC). They encourage private citizens (like you) to nominate people and places that you think are of national historical significance.

Here are the general guidelines:

A place may be designated of national historic significance if it has a direct association with a nationally significant aspect of Canadian history. A site of potential national historic significance will:

- a) illustrate an exceptional creative achievement or a significant stage in the development of Canada; or
- b) illustrate or symbolize a cultural tradition, a way of life, or ideas important in the development of Canada; or
- c) be closely and meaningfully associated with persons who are deemed of national historic importance; or
- d) be closely and meaningfully associated with events that are deemed of national historic importance.

Note: These places “must retain sufficient integrity or authenticity to convey the spirit of the place, and/or to tell the story of the national significance of the person.” In other words, something significant must remain for visitors to see.

A **person** (or persons) may be designated of national historic significance if that person individually or as the representative of a group made an outstanding and lasting contribution to Canadian history.

Persons **deceased for at least twenty-five years** may be considered for designation of national historic significance, with the exception of Prime Ministers, who are eligible for commemoration immediately upon death.

SOURCE: Historic Sites and Monuments Board of Canada
http://www.pc.gc.ca/clmhc-hsmbc/clmhc-hsmbc/index_e.asp
http://www.pc.gc.ca/clmhc-hsmbc/clmhc-hsmbc/index_f.asp

III/ EXTENSION ACTIVITIES:

1. History Interviews

This activity invites students to participate in historical research by interviewing older women in their family or community. If time and resources permit, teachers may arrange for their class to visit a local seniors' facility to conduct the interviews en masse.

1. Assign each student a research task whereby they must interview a woman over the age of 70. The topic of the interview is 'Canadian Women: Changing Roles and Attitudes'. Comparing today to when they were children or young women, ask about differences in:
 - i. Women in the workplace
 - ii. Marriage and family life
 - iii. Women in government and public life
2. Students may also ask a number of supplementary questions of their own choosing.
3. Have the students take notes (and perhaps photographs) during the interview and report back to the class with the results. Afterward, students might assemble a scrapbook of the interviews to present to the interviewees and/or a local historical society.

2. Commemorating Canadian Women

*Teachers may wish to expand the content of the activities presented here to include the accomplishments of women outside of Atlantic Canada, identified in *Commemorating Canada's History* (see Resources).*

Resources

These are only some of the additional resources you may wish to use in order to expand the scope/research for this lesson.

I/ GENERAL

Breaking Through Barriers – Learning Activities

Parks Canada – 3D Tours, Women in History

http://www.pc.gc.ca/apps/dci/src/3d_e.asp?what=learning&sitename=&theme=w h&btn_state=HTML

Celebrating Women’s Achievements

Library and Archives Canada

<http://www.collectionscanada.ca/women/index-e.html>

<http://www.collectionscanada.ca/femmes/index-f.html>

Dictionary of Canadian Biography Online

Library and Archives Canada

www.biographi.ca/EN/

www.biographi.ca/FR/

Canadian Women’s history

Sites, Persons and Events in Women’s history

Parks Canada

http://www.pc.gc.ca/progs/lhn-nhs/femmes-women/itm3-/3b_e.asp

http://www.pc.gc.ca/progs/lhn-nhs/femmes-women/itm3-/3b_f.asp

A Guide to Women in Canadian History

<http://www.heroines.ca/>

Historica Audio Heritage Minutes

[http://www.histori.ca/minutes/theme.do?id=10004&className=ca.histori.minutes .entity.RadioMinute](http://www.histori.ca/minutes/theme.do?id=10004&className=ca.histori.minutes.entity.RadioMinute)

The History of the Vote in Canada

Canadian Museum of Civilization

http://www.civilization.ca/hist/elections/el_000_e.html

http://www.civilization.ca/hist/elections/el_000_f.html

Holding Up Half the Sky

Our Roots, Our Future, Parks Canada

http://www.pc.gc.ca/apprendre-learn/prof/racines-roots/itm2-activ/ciel-sky_e.asp

http://www.pc.gc.ca/apprendre-learn/prof/racines-roots/itm2-activ/ciel-sky_f.asp

This Week in History

Parks Canada

(search by subject – all present except Mary Adams and Ladies' Seminary)

http://www.pc.gc.ca/apps/cseh-twih/archives_E.asp

http://www.pc.gc.ca/apps/cseh-twih/archives_f.asp

Commemorating Canada's History – People, Places, Events

Parks Canada

Search by keyword or by theme "Women`s History".

http://www.pc.gc.ca/apprendre-learn/prof/proj/schoolnet-rescol/CCHistory/home_page/homepage_e.htm

http://www.pc.gc.ca/apprendre-learn/prof/proj/schoolnet-rescol/CCHistory/french_home_page/frehomepage_f.htm

Holt, Evelyn R. "Remember the Ladies"--Women in the Curriculum. ERIC Digest, April 1990. ERIC Clearinghouse for Social Studies/Social Science Education
Bloomington IN.

<http://www.ericdigests.org/pre-9215/ladies.htm>

III/ SPECIFIC

Demasduit & Shanawdithit

http://www.collectionscanada.ca/05/0509/050951/05095181_e.html

<http://www.heritage.nf.ca/aboriginal/beothuk.html>

<http://www.mun.ca/rels/native/beothuk/beo2gifs/texts/shana2.html>

<http://www.heritage.nf.ca/avalon/history/shawna.html>

War Brides

http://www.pier21.ca/War_Brides.2793.0.html

<http://www.canadianwarbrides.com/>

http://archives.cbc.ca/IDD-1-71-1542/conflict_war/war_brides/

Georgina Fane Pope

http://www.civilization.ca/cwm/boer/georginapope_e.html

http://www.civilization.ca/cwm/boer/georginapope_f.html

Newfoundland Outport Nursing and Industrial Association (NONIA)

<http://www.nonia.com/>

Ladies' Seminary

http://www.pc.gc.ca/apps/cp-nr/release_e.asp?id=436&andor1=nr
http://www.pc.gc.ca/apps/cp-nr/release_f.asp?id=436&andor1=nr
<http://admin.acadiau.ca/fund/res/Seminary%20House.swf>

Grace Annie Lockhart

http://heritage.tantramar.com/historic_sites/19_20.htm

Lucy Maud Montgomery

http://www.pc.gc.ca/lhn-nhs/pe/greengables/natcul/index_e.asp
<http://www.upei.ca/lmmi/>
<http://www.cbc.ca/lifeandtimes/montgomery.html>

Portia White

http://www.cbc.ca/maritimemagazine/archives/040222_portiaWhite.html
http://www.mta.ca/faculty/arts/canadian_studies/english/about/study_guide/famous_women/portia_white.html
http://www.liangoodall.com/books/portia_white.html

L'Hôtel-Dieu de Saint-Joseph de Tracadie

<http://collections.ic.gc.ca/hopitaux/Tracadie/HopitalGeneral/hopitalgeneral.htm>
http://www.museevirtuel.ca/pm.php?id=story_line&lg=Francais&fl=&ex=00000066&sl=4984&pos=1