

## SUPPLY LINE LESSON PLAN

# A LONG JOURNEY

## USING MATH AND ART TO EXPLORE THE ROAD TO WAR

### OVERVIEW

This lesson is based around the logistics of moving the volunteers of the 1<sup>st</sup> Canadian Division from their hometowns across Canada to England for training early in the war. Built as a situational problem based around multiplication and division, the lesson includes a response to art.

### GRADE LEVELS:

Grades 4 to 6, Cycles 2 and 3 in Quebec

### CURRICULUM CONNECTIONS:

Social Studies; History; Language Arts; Media Arts; Math; Geography

### ESTIMATED TIME:

1-2 class periods

### OBJECTIVES

Students will:

- Apply mathematic concepts to better appreciate the logistical challenges faced during the First World War;
- Appreciate the real-world applicability of math in understanding of historical events;
- Examine artwork from the First World War to better understand Canada's response;
- Use artwork to express knowledge acquired through the lesson.

### MATERIALS REQUIRED

- Objects from the First World War Discovery Box
  - Service Dress Jacket
  - Service Dress Cap
  - Soldier's Photo Album
- Corresponding Contextual Photographs
- Corresponding Artifact Information Labels
- Art materials: paper, crayons, pencil crayons, markers, paint
- Photocopies of **Worksheet 1**
- Photocopies of **Appendix 1, 2** (optional)
- Interactive whiteboard (optional)

### Important:

The First World War discovery box includes both authentic artifacts from the First World War (about 100 years old) and high quality reproductions of objects from the First World War (made more recently). All objects, whether authentic or reproduction, should be treated with care.



## LESSON

### PART A – INTRODUCTION

Discuss as a class Canada's response to the outbreak of the First World War.

Canadians marched and sang in the streets at the declaration of war in early August 1914. Volunteers enlisted from all across the country and in early October that same year, the First Canadian Contingent sailed for England with over 30,000 troops.

By war's end, some 619,000 Canadians had enlisted in the Canadian Expeditionary Force for service overseas. This was an enormous contribution from a population of just under 8 million in 1914. Approximately seven percent of the total population of Canada was in uniform at some point during the war, and hundreds of thousands of additional Canadians worked on the home front in support of the war.

- Who were the people of Canada in 1914? Talk about immigration, First Peoples, Confederation, urban living vs. rural.
- What kinds of jobs did Canadians have?
- Why did Canada participate in the First World War?
- What were the motivations of the individuals who volunteered for the war?
- How did you travel in Canada in the early 20<sup>th</sup> Century?

### PART B – INTRODUCTION TO ART

Display **Appendix 1 – Canada's Answer** on an interactive whiteboard. Alternatively, display via overhead projector or distribute photocopies for student to examine.

As a class, examine the artwork and discuss. You may choose to use the artwork to illustrate the experience of the First Canadian Contingent or you may use it as a warm-up exercise by combining the methods described in the lesson plan on Visual Thinking Strategies.

### PART C – A LONG JOURNEY

Although the volunteers of the First Canadian Contingent came from all across Canada the next activity focuses on one soldier, Will van Allen, and explores, in greater detail, his experience of going to war.

Will van Allen received word in early August 1914 that his militia unit had been called out. 19 years old at the time, he volunteered immediately and travelled to Valcartier for enlistment and training. The photo album included in the Discovery Box contains copies of pages from the album van Allen created after the war. This album documents his journey from Rosetown, Saskatchewan, to trenches of the Western Front and back to Canada. The following exercise will trace his path from his hometown to his arrival in England.

#### CANADIAN WAR MUSEUM

1 Vimy Place  
Ottawa ON K1A 0M8  
Canada  
[warmuseum.ca/education](http://warmuseum.ca/education)

Hand out photocopies of **Worksheet 1 – A Long Journey** and have students work individually or in groups of 3-4 to complete the problems.

Optional: Display **Appendix 2 – Soldier’s Photo Album** on an interactive whiteboard and explore the album as a class. Alternatively, display via overhead projector or distribute photocopies for student to examine.

## **PART D – RESPONSE THROUGH ART**

Have students choose any stage in the journey of a soldier from his pre-war hometown to his arrival in England for training. Make available a variety of art supplies and have students sketch, colour or paint an image of the scene.

## **APPENDICES**

1 – *Canada’s Answer*

2 – Soldier’s Photo Album (Must be downloaded separately)

## **WORKSHEETS**

1 – Math Situational Problem

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**CANADA'S ANSWER, NORMAN WILKINSON**

Peinture par Lieutenant Commander Norman Wilkinson Collection d'art militaire Beaverbrook  
MCG 19710261-0791



**MATH SITUATIONAL PROBLEM**



*Leaving Rosetown  
August 1914*

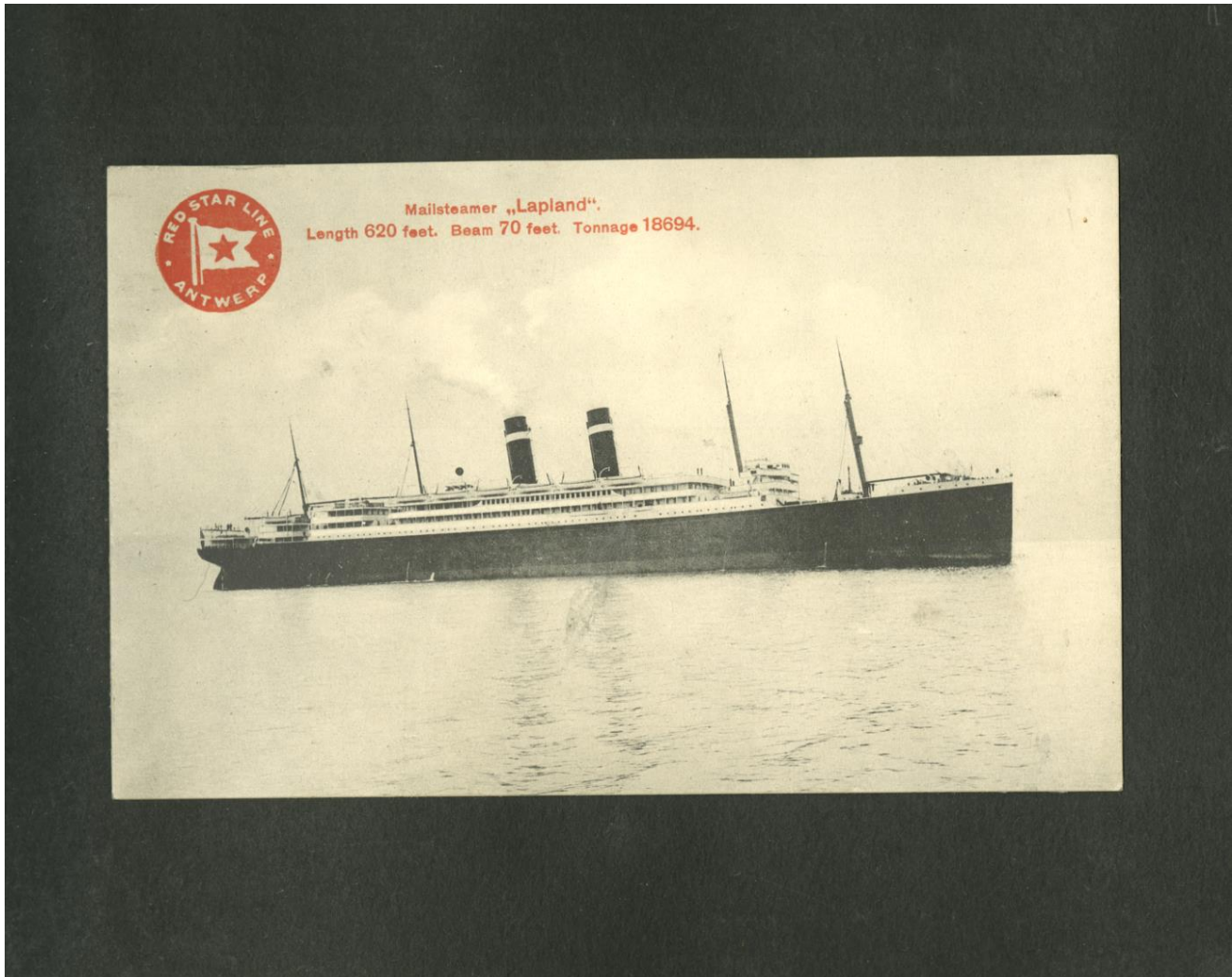
1. In August of 1914, Will van Allen received word that his militia unit had been called to participate in the First World War. Will signed up immediately and soon departed with other members of the 29<sup>th</sup> Saskatchewan Light Horse regiment. Their destination was a training camp in Valcartier, Quebec where they would join the many other volunteers who would make up the First Canadian Contingent.

The trip from Will's hometown of Rosetown, Saskatchewan to Valcartier, Quebec was approximately 3,500 kilometres by train. If the train travelled nonstop at a speed of 75 kilometres per hour, how many hours would it take Will to reach Valcartier? How many days?



2. While at the training camp in Valcartier the troops spent their days practicing their skills, including long marches, physical training and rifle drills. During the early days of the war the average soldier in training would fire approximately 30 bullets per day.

If Will spent 30 days at Valcartier and practiced firing a rifle 30 times every day, how many bullets would he fire in total?



3. In October 1914 the First Canadian Contingent sailed for England where they would spend the winter completing additional training. Sources vary on the actual numbers of soldiers and ships included in the transport. If we say that 30,000 volunteers made the journey aboard 31 transport ships, and each ship carried the same number of passengers, how many soldiers would travel on each ship?