

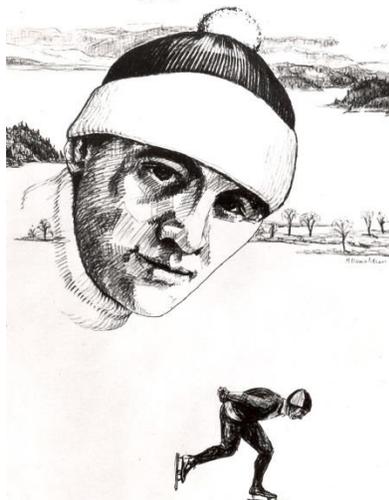


Charles Ingraham Gorman

"Canada's Boy"



Overview



This lesson focuses upon using primary evidence and sources to establish a timeline of events. It introduces a historical thinking process for determining *what* evidence to use and *what* story to tell about Charles Ingraham Gorman. All of the templates, images, and archival sources used in this lesson plan can be found on the Charles Ingraham Gorman [introductory page](#).

Historical Significance

*How do we decide **what** and **whose** stories to tell? (Seixas & Morton, 2013)*

Grade Levels: 7 to 9

Estimated Time: 3-4 class periods

Materials Required:

- Internet access to Canadian War Museum web site: [Canada at the First World War](#).
- Textbook: *Changing Your World: Investigating Empowerment* (2005);
- Coloured markers;
- Mural paper; mounting tape;
- Photocopies (or computer access) to primary archival source documents (as listed on introductory page);
- Photocopies (or computer access) to scaffolding worksheets (as listed on introductory page);
- Large colour print image of Charles Gorman's skates (artefact H.F.980.6-3) and accession record (See introductory page);
- (if possible) similar looking speed skates for students to handle and examine;
- **Additional resource:** The Historical Thinking Project (<http://historicalthinking.ca/>).

Lesson:

Part A - Introduction:

Begin the unit by surveying "[How the War Started](#)" and "[Who Fought](#)" (Sections 01 and 02 of the [Canadian War Museum web site](#))

(Template: Battle Events Organiser)

Think:

1. As a class (using the textbook and/or Internet resources), establish a timeline of events regarding the First World War (1914 – 1918).
 - Working individually, encourage students to create their own chart, to summarise information about Canada's and Newfoundland's involvement in these significant events.
2. Then, as a class, highlight (with coloured markers) the events appearing on your First World War timeline that students consider most significant to Canada's and Newfoundland's history. Encourage each student to justify and explain their contribution:
 - Why was the event significant? Did it result in change? How?

Part B – Gathering Facts About Charles Ingraham Gorman:

Pair:



3. Working in groups, have students examine the First World War military records of Charles Ingraham Gorman—creating a group timeline of his individual life. Begin the exercise by showing students the postcard image of Charles Gorman at Crowborough (PHF70.2-099a). Demonstrate historical thinking by encouraging questions such as:
 - What is it? Where and when was the source created? Who created it? Why (do you think)?
 - What does it say? What clues can you draw from this source about Charles Gorman?
 - What was the significance of Crowborough? (Encourage the students to look it up on the Internet or in the Library)
 - What happened there? Where does it connect with other events on the timeline?

Now encourage students to work in groups and sift through the sources of evidence contained in the archival First World War military personnel records for Charles Ingraham Gorman—and create a similar timeline for his military life. (Remind students to make note of where they found their evidence).

Additional Resources:

- [Lest We Forget First World War Student Information Package](#)

(These information sheets will help to interpret the documents found in the service files of the Canadian Expeditionary Force—including those of Charles Ingraham Gorman.

Note: Please disregard password request)

- [Cursive Letter Writing Guide](#)

Share:

4. Returning to the classroom First World War timeline, encourage each student group to contribute specific details relating to Charles Gorman's life:

- What events in his life connect with the classroom First World War timeline? (add using a different coloured marker).

(Template: Interpreting Artefacts)

Pair:

5. Working in groups, encourage students to examine the artefact source - Charles Gorman's speed skates—and record their evidence using the interpreting artefacts template. Explain that they will be encouraging similar questions as was demonstrated with the previous archival source:



- What is it? Where and when was it created? Who created it? Why ?
- What does this evidence mean? What clues can you draw from the artefact source about Charles Gorman?

6. Now provide students with additional information by handing out the artefact accession record:

- What is the significance of these speedskates?
- What more information about who used them (and why) can you pull from the museum's accession record?
- Where does this evidence connect with other events in Charles Gorman's life?

Encourage students to add the evidence that they have collected to their timeline about Charles Gorman's life (remind them to keep their timeline for further use).

Share:

7. Returning to the classroom First World War timeline, ask each student group:

- What does this reveal about Charles Gorman's speed skating career?
- What more can be added to the classroom timeline ? (Extending the timeline past 1918, to include events in his life after the war)?

(Template: Primary Source Analysis Tool)

Pair:

8. Working in groups, now encourage students to examine the archival sources of evidence (Toronto Daily Star newspaper article; First World War postcard *Canada's Boys at Crowborough*), modelling a historical questioning process that you demonstrated previously, and using this archival analysis template:

Have students add the evidence that they have collected to their timeline about Charles Gorman's life.

Part C – Establishing Historical Significance:

Share:

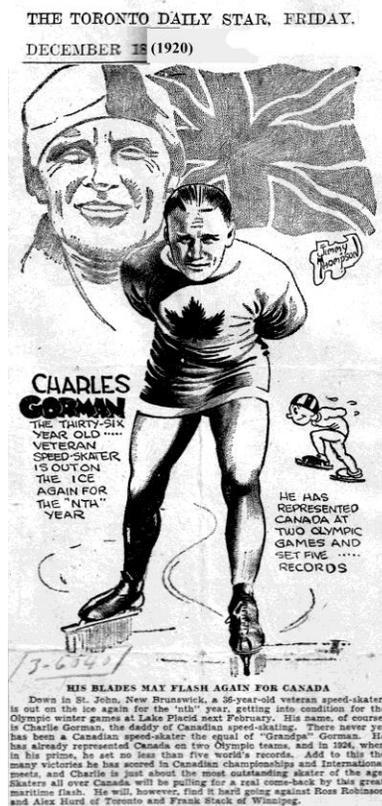
9. Returning to the classroom First World War timeline, encourage each student group to contribute more specific details relating to Charles Gorman's life (extending the timeline past 1918). Begin the activity by leading a class discussion with these questions:

- Together, what do these documents reveal about Charles Gorman's life and character as a person?
- Did he possess leadership skills? What were they exactly?
- Would his military experience have contributed to developing these skills? How?
- What more can you now add to the classroom timeline that relates to Charles Gorman?

Think Aloud:

10. Wrap-up: Using a "think aloud" strategy (and the classroom First World War timeline), model for students how to use criteria of [historical significance](#) and [historical perspective](#) to create a storyline about Charles Gorman. Questions to ask:

- From the perspective of Charles Gorman, how was the First World War significant to him?
- What events, people, or developments resulted in change for him?
- In writing a biography of Charles Gorman, what events, people, or developments would be important to **your** story about Charles Gorman's life?
- What parts on the timeline would you leave out? Why?



Part D – Formative Assessment:

In preparation for the assignment, encourage students to draft a short outline of their story about Charles Gorman, framing it around the topic:

Charles Ingraham Gorman – “Canada’s Boy”

(As part of the assignment, provide students with this assessment rubric to guide their writing. You may also wish that students first prepare a draft—and have the class work as a group to edit each other’s drafts- before submitting the final copy for marking)

Student Writing Assignment: Charles Ingraham Gorman – “Canada’s Boy”

Due date:

Based upon discussions in class, and evidence that you have gathered from primary sources examined in class, write a biographical story about "Canada’s Boy" (Charles Ingraham Gorman). How do you think that his experiences during the First World War may (or may not) have shaped his athletic career? What evidence to you have to support your claims?

Assessment Rubric:

Criteria for Historical Thinking about Significance	Very well	To some extent	To a limited degree	Not at all
Student begins the paragraph with a statement as to whether the First World War shaped Charles Gorman’s athletic career (or not).	3	2	1	0
As the paragraph continues, student reveals evidence from primary sources to support this claim.	3	2	1	0
Student makes more than three references to comparative evidence .	4	3	2	0
Student explains how Charles Gorman’s life was changed by the First World War.	3	2	1	0

Student makes reference to at least three specific events (during the First World War) that relate to Charles Gorman's life.	3	2	1	0
Student clearly identifies the significance of the term "Canada's Boy."	3	2	1	0
Student ends the paragraph with a summary statement of what the evidence tells them about their response to the assignment question.	3	2	1	0
Student includes a bibliography of sources.	3	2	1	0