



Arthur Finnamore

"The Gear of War"



Overview

This lesson focuses upon using primary evidence and sources to think about continuity and change. It enables students to compare changes in technology between two military periods in Canadian history: the South African War and First World War. All of the templates, images, and archival sources used in this lesson plan can be found on the Arthur Finnamore [introductory page](#).

Continuity and Change

Does **change** always mean **progress**? (Seixas & Morton, 2013)

Grade Levels: 7 to 9

Estimated Time: 2-3 class periods

Materials Required:

- Modern examples of hockey gear (ask students to bring in their gear from home, if possible);
- Coloured markers, scissors, tape, mural paper;
- Photocopies of (or computer access to) primary archival source documents (as listed on introductory page);
- Photocopies of (or computer access to) scaffolding worksheets (as listed on introductory page);
- Large colour print image of the Trojan Cup (artefact H.F.989.2-1 A-C) and accession record (as listed on introductory page);
- **Additional background reading:** [Canada and the South African War \(1899 – 1902\)](#)
- [Canada and the First World War \(Battles and Fighting\)](#);
- **Additional Internet resource:** The Historical Thinking Project (<http://historicalthinking.ca/>).

Lesson:

Part A - Introduction:

Think:

(Template: Interpreting Artefacts)

[Type text]



1. Commence the class by showing students an image of the Trojan Cup (H.F. 989.2-1 A-C). Pass out copies of the image for each student (or pairs of students), along with the interpreting artefacts template. Encourage students to carefully examine the artefact for evidence; lead them through the historical thinking process by asking these observation questions. Encourage students to record their evidence on their chart:

- What is it?
- What evidence can you draw from this primary source?
- What does the inscription say?
- Where is it from?
- Why was it created?

Arthur Finnamore:

2. Now provide students with additional archival information to assist with contextualising the artefact. Show students the two photographs "Fredericton Trojans Hockey Team, 1902-1903", and "Fredericton Trojans Hockey Team, 1905-1906".



Fredericton Trojans Hockey Team 1902-03 Winners of the Trojan's Cup

3. Also provide them with a copy of the accession record for the artefact (which provides a history of use). Now ask students:

- What evidence can you draw from this additional information about the artefact?
- Why is it historically significant?
- When was it used?
- What does it reveal about the past?

Encourage students to record this additional evidence on their interpreting artefacts chart. Also encourage them to identify Arthur Finnamore in both of the images, since he is the person the class will be exploring further.



Fredericton Trojans Hockey Club 1905-1906
Left to Right
Standing: Alex Staples, Capt. & Coach; F. A. Finnamore, Goal; S. L. Coleman, Centre
Sitting: E. A. Mallory, Rover; J. D. Black, Secretary; F. Staples, Point; F. Rowan, Wing
Kneeling: G. G. Morrison, Wing; E. B. Winston, Centre

[Type text]

Part B - Thinking about Continuity and Change in Hockey Technology:

Pair:

(Template: Continuity and Change Analysis Chart)

4. Explain to students that now the class is going to analyse the two photographs for continuity and change (using the template provided). Meaning: what has stayed the same in hockey technology and what has changed. Invite students (at least one student per working group) to present their hockey gear for analysis.

Working in groups, ask students to first carefully examine the photographs for evidence of at least 5 types of hockey gear athletes used in 1902-1903.

Encourage students to also carefully compare this evidence against the samples of modern hockey gear:

- What has stayed the same in hockey technology?
- What has changed?
- Have these changes been better or worse for the game of hockey?
- Why?

(This activity is intended to introduce students to the Historical Thinking concept of [continuity and change](#).)

Share:

5. Encourage students to share their comparative analysis of hockey gear, returning to the same set of questions:

- What has stayed the same in hockey technology?
- What has changed?
- Have these changes been better or worse for the game of hockey?
- Why?



[Type text]



Part C -Thinking about Continuity and Change in War Technology:

Pair:

6. Commence by displaying the Library and Archives Canada poster image "[Why Don't They Come](#)" as an introduction to the next activity.

Explain to students that this recruitment poster dates from the First World War, and also relates to hockey. Demonstrate historical thinking by encouraging questions such as:

- What is the overall message (what does it want the public to do)?
- How does the poster make you feel?
- What effect might it have had on Canadians at that time?

Encourage students to help you with a more detailed analysis of the poster, providing guidance, if necessary, by asking them to describe how the overall message is conveyed by the use of:

- symbols and images;
- words;
- arrangement of the images and words;
- colours of the poster.

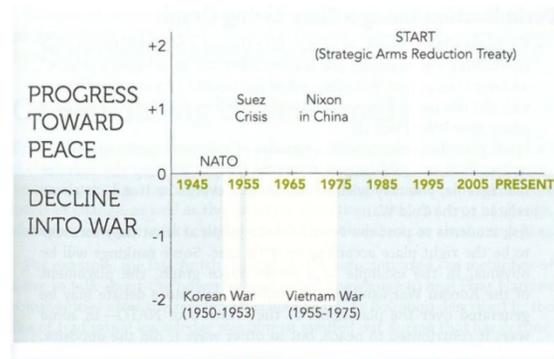
Explain that posters such as this may have influenced hockey players like Arthur Finnanmore to enlist in the war. We will never know for certain, however, since we cannot travel back in time to speak with Arthur Finnanmore directly. What we can do, though, is study his military records.

Part D - Creating a Progress & Decline Graph:

Think:

(Template: Progress & Decline Analysis Chart)

7. As a review of the previous lesson plan regarding Charles Gorman, encourage students to return to their charts that summarise Canada's involvement in significant events during the First World War. As a class, establish a horizontal (x) axis timeline similar to the



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example illustrated. Encourage students to draw a similar axis timeline in their own notebooks (or use the template provided).

Pair:

8. Working in groups, encourage students to examine the military personnel records belonging to Arthur Finnermore (for both the South African War and First World War), and add these events to their axis timeline. Specific questions to ask:

- When did Arthur join the 4th Canadian Mounted Rifles?
- How long did he serve in South Africa?
- When was he playing hockey in Fredericton? (*Clue can be found within the Trojan Cup image*)
- When did he get married?
- When did he enlist for overseas service?
- When did he depart from Saint John?
- When did he land in France with the 12th Canadian Siege Battery?
- When did he return to Saint John?

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 Arthur Finnermore. Please disregard the password request.)

- [Cursive Letter Writing Guide](#)

Share:

9. Have students add these life events to the classroom axis timeline (as well as their own). Then, using their textbook (or Internet) as a reference source, encourage students to search out the dates of the South African War, as well as the First World War. Add and highlight these two historical periods on the axis timeline with two different coloured markers.

Then add a vertical (y) axis and label this "Weaponry of War". Above axis x represents TECHNOLOGICAL PROGRESS, while below axis x represents TECHNOLOGICAL DECLINE (see Progress & Decline Analysis Chart template for an example).

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Think:

(Template: Continuity and Change Analysis Chart)

10. As a homework assignment, encourage students to research the technical specifications of weaponry used during the two wars in question (South African War and First World War). Within each working group, have half of the students research weaponry from the South African War, and the other half research weaponry from the First World War. Web sites to use:

- [Canada & the South African War, 1899 – 1902](#)
- [Canada and the First World War \(Battles and Fighting\)](#)

Pair:

11. Working in groups, have students share their research and add the groups' weaponry research to their individual Progress & Decline axis timelines—indicating when the technology was used (duration) as well as whether it could be considered a progression in warfare or a decline (and why).

Share:

12. Conclude by encouraging each group to share their conclusions. Lead the class by completing the classroom axis timeline (generating debates about each groups' conclusions and adding the class' consensus conclusions). Finish by explaining that ideas about Progress and Decline are rarely clear. Often it depends on how a person looks at the past, and historians can approach the past differently.

Extension:

As a visual extension to this lesson plan, encourage students to design recruiting posters for either the South African War or the First World War, as a way of illustrating differences—as well as similarities—in technology between the two military conflicts.

Part E – Summative Assessment:

As a final wrap-up of the unit, you may wish to prepare a summative assessment of events relating to the First World War (based upon timeline activities undertaken during the Charles Gorman, Wallace Watling, and Arthur Finnermore lesson plans).