

## NATIVE SOLDIERS IN ICONOGRAPHIC DOCUMENTS

ACADEMIC LEVEL:	Secondary/College
SUBJECT:	First World War Native Studies
GOAL:	<ol style="list-style-type: none"><li>1. Put the student in contact with the sources;</li><li>2. Analyze an iconographic source;</li><li>3. Compare iconographic documents;</li><li>4. Provide a brief commentary;</li><li>5. Be able to understand what the source teaches us about the subject that it presents.</li></ol>
OBJECTIVES:	<ol style="list-style-type: none"><li>1. The students will be able to iconographic sources and use them correctly in the context of a historical research activity;</li><li>2. The students will be able to comment on the selected sources.</li></ol>
PREREQUISITE KNOWLEDGE:	<ol style="list-style-type: none"><li>1. Be familiar with the 1<sup>st</sup> and/or 2<sup>nd</sup> World War(s);</li><li>2. Know what relations between Natives and non-Natives were like at the start of the XXth century;</li><li>3. Know what the living conditions of the Native populations were like at the turn of the XXth century.</li></ol>
LESSON PLAN:	Teacher <ol style="list-style-type: none"><li>1. Explain the concept of primary and secondary sources to the students;</li><li>2. Present various types of iconographic documents to the students;</li><li>3. The students will be required to analyze and compare iconographic documents in teams or individually in a written text of approximately 1000 words:<ol style="list-style-type: none"><li>a. On the basis of the research theme, select a set of photographs, posters, caricatures or drawings representing members of the First Nations;</li><li>b. Study the selected documents with the help of the analysis grid.</li></ol></li></ol>

MATERIALS:

1. Distribute a copy of the analysis grid to the students:  
*Analysis of an iconographic document*;
2. Select a series of photographs.

STUDENT ACTIVITIES:

1. In-class discussion;
2. Homework: Interview a Native artist;
3. Conduct research on the participation of Natives in the two world wars and do an oral presentation in class.

EVALUATION OF ACTIVITIES:

1. Participation;
2. Homework;
3. Oral presentation.

RESOURCES:

Guest: A Native veteran

Other possible sources of iconographic documents:

- Library and Archives Canada: War Diaries/We Were There

<https://www.collectionscanada.gc.ca/firstworldwar/025005-2800-e.html>

- The Memory Project: Accounts given by soldiers in the 1<sup>st</sup> and 2<sup>nd</sup> World Wars

<http://www.thememoryproject.com/stories>

DEVELOPED BY:

## Analyze an Iconographic Document

### 1. Presentation

Type of document	<input type="checkbox"/> Picture <input type="checkbox"/> Currency/Medal <input type="checkbox"/> Photograph <input type="checkbox"/> Poster <input type="checkbox"/> Caricature <input type="checkbox"/> Engraving <input type="checkbox"/> Cartoon <input type="checkbox"/> Other (identify)	
Identify the title of the document  Was the title given by the designer or <i>a posteriori</i> ?		
Author	Identify the author (individual, group or anonymous)	Say what is known about him/her/them

Production (or  
publication) date

Date/Period:

Explain the historical context:

Production location	
Identification of the person(s) for whom the document is intended	
Original purpose of the document (Why was it created?)	
2. Knowledge	
Present the subject of the image.	

What do I know about this subject (place, date, events, etc.)?	
3A- Observation of the Image	
What does this image represent (scenery, buildings, persons, events, colours... - Describe the elements without analyzing them)?	

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3B- Techniques		
Describe what is presented in the foreground and in the background.	Foreground	Background
Identify the most important element in the image.		



Categorize the observed elements.	Economic	Political	Cultural	Other
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3C- Interpretation of the Image

Describe the scene that is represented in the image.	
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Describe the historical context of the event represented in the image.	
Identify the causes of the event represented in the image.	

<p>Identify the consequences of the event represented in the image.</p>	
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4- Analysis

<p>What is the purpose of this image (to communicate an idea, faithfully represent a reality)?</p>	
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<p>Is the event represented contemporary with the production of the document?</p>	
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Is the message conveyed by the image in line with other sources of information?	
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5- Synthesis

Explain the difference between “what really happened” and what is represented in the image.	
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<p>Explain the significance of the work.</p>	
<p>How does the type of image (photo, painting, illustration, etc.) influence how the past is represented?</p>	

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