

Focus on the Big Six Historical Thinking Concepts in THE GRAND SEDUCTION

Causes and Consequences of Choosing to Go to War

Students will learn that:

- Events have a variety of different and often unappreciated causes
- Causes can be immediate or underlying
- Broad underlying causes are often more important than immediate causes
- People, alone or in groups, can cause events, but so can other forces such as ideas, beliefs (religion, politics), institutions (governments) and other events
- Consequences can be intended and unintended and immediate or long-term.

Causes are thus multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term motivations, actions and events. Causes that are offered for any particular event (and the priority of various causes) may differ, based on the scale of the history and the approaches of the historian.

Students will create a page like the one following:

Steps:

1. Write your most reasonable reason for going to war.
2. Use the top 1/3 of the paper to list the causes of your best reason to go to war. Emphasize that broad, underlying causes may be more important than immediate causes. For example, if the best reason is to have a great adventure (as it was for many Canadian soldiers who volunteered in WW I and WW II), what were the underlying conditions causing this need? Did specific events, people, beliefs or institutions influence this desire either positively or negatively? Put a + sign beside influences that supported the decision to go to war and a - sign beside influences that discouraged this choice.
3. Use the bottom 2/3 of the paper, to list the potential consequences of this decision labelling them as "Intended", "Unintended" "Immediate" or "Long-term".

Source: *The Big Six Historical Thinking Concepts*, Dr. Peter Seixas, Tom Morton
Nelson Education, 2013 Toronto

Write a Contrast Diamante Poem in which you focus on either:

- The causes for the decision to go to war (in the first half of the poem) and the reality of being a soldier (in the second half of the poem)

OR

- Intended consequences of going to war (in the first half) and unintended consequences (in the second half)

OR

- Immediate consequences of being a soldier (in the first half) and long-term consequences (in the second half)

A **Contrast Diamante Poem** is a 7-line diamond shaped poem following this pattern:

- one noun
- two adjectives describing the noun
- three participles (words ending in *-ing* or *-ed* pertaining to the noun
- four nouns related to the subject; the second two may have meanings in contrast to the first two
- three participles indicating change or development of the subject noun
- two adjectives furthering the idea of change
- a noun that is opposite to the original noun

Example:

Joy
Celebratory, buoyant
Warming, sparkling, reveling
Nonsense, comedy – witchery, tragedy
Haunting, piercing, disabling
Painful, lonely
Grief.

ETHICAL JUDGEMENT asks the question, “Is what happened right and fair?”

Students will learn that:

- ethical judgements may be positive or negative
- ethical judgements should consider interests and perspectives of all key groups
- the quality of ethical judgements depends on adequacy of the evidence

Question:

Would it be ethical to make it illegal for youth under the age of 18 to volunteer to participate in war? Why or why not?

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