

l... c i , al O li ai ed killed
i e

acc i ze, l d l
di ci e i a, d i d f
ai ea c i e i ada a d

i d c i , fa lli a c e i
i d e d e faced, i i
l d e e a e , acc
i c i a c i e e , l die ai
i c ea e e f i d c
a e e i d e ad
a fac e e e f e
c i i i , eac d a d i

O e l i e f ea , e d
e i ca , l die , a e a e
ea a ai ed c l , i
ea e e e k i , l die
e a i , e e e , ed a
a d i l i a t a i c l d e d
l d i e a d e c a d d

- b. What effect would the posters and Gazette appeal likely have had on people at the time? What thoughts, beliefs, feelings, values, emotions and actions are prompted?
 - c. Would the posters and newspaper page be effective today? Why or why not?
 - d. What are some examples of propaganda campaigns in our lives today?
3. Have students develop propaganda posters or other campaigns (video public service announcements, Twitter messages, etc.) about contemporary concerns such as drinking and driving, smoking or the environment. Invite students to present their work to the class, and facilitate a discussion with the class about how effectively the messages are conveyed by the images, words, colours or sounds used in the material.

Resources

Canadian War Museum. Analyzing Propaganda Posters. http://www.warmuseum.ca/firstworldwar/wp-content/mcme-uploads/2014/07/4-a-4-all_e.pdf

Courtwright, D. T. (2001). *Forces of Habit: Drugs and the Making of the Modern World*. Harvard University Press.

Jarrett, R. (2005). *The Freedom to Smoke: Tobacco Consumption and Identity*. McGill-Queen's University Press.

Martin, J.K. (2000). Book Review: *Cigarette Wars*. *Journal of Social History*, 34(1), 212-13.

Montreal Gazette (1915, March 27). *A Cry from the Trenches: Send Us Smokes*. pp. 8
<https://news.google.com/newspapers?nid=Fr8DH2VBP9sC&dat=19150327&printsec=frontpage&hl=en>

Tate, C. (1999). *Cigarette Wars: The Triumph of the Little White Slaver*. Oxford University Press.

Class Discussion

- People have been using drugs for thousands of years and in almost every human culture
- Drugs can be tremendously helpful and also very harmful
- As humans, both individually and as communities, we need to learn how to manage the drugs in our lives
- We can learn how to control drugs by examining human thinking through time, exploring stories from various cultures and discussing them in class



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- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning is embedded in memory, history and story

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- Emerging ideas and ideologies profoundly influence societies and events
- The physical environment influences the nature of political, social and economic change
- Disparities in power alter the balance of relationships between individuals and between societies
- Collective identity is constructed and can change over time

- s ,
- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
 - Assess the justification for competing historical accounts after investigating points of contention, reliability of sources and adequacy of evidence
 - Assess how prevailing conditions and the actions of individuals or groups affect events, decisions and development
 - Explain different perspectives on past or present people, places, issues and events by considering prevailing norms, values, worldviews and beliefs