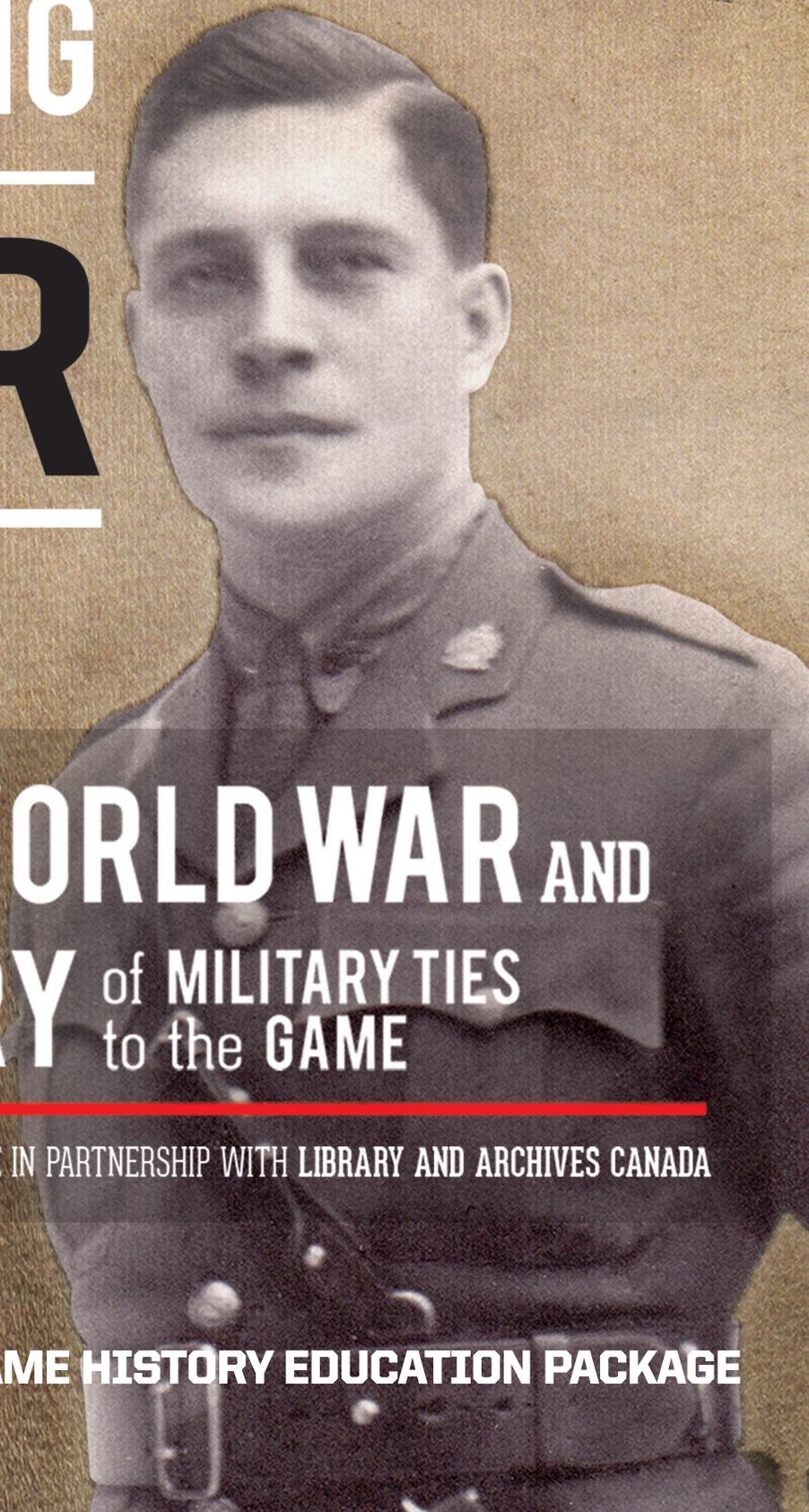




# HOCKEY MARCHING — AS TO — WAR



THE **FIRST WORLD WAR** AND  
A **CENTURY** of **MILITARY TIES**  
to the **GAME**

PRESENTED BY THE HOCKEY HALL OF FAME IN PARTNERSHIP WITH LIBRARY AND ARCHIVES CANADA



**HOCKEY HALL OF FAME HISTORY EDUCATION PACKAGE**



The Hockey Hall of Fame, in partnership with Library and Archives Canada, commemorates the centennial anniversary of the start of the First World War with a limited-time 'Hockey Marching as to War' exhibit. Through artifacts, graphics and interactive stations, this exhibit highlights how the First World War impacted hockey players, men and women, and transformed organized hockey leagues during and after the war.

Canada was thrust into war with Germany on August 4, 1914 because of a declaration made by Britain. A short time later, on August 19, 1914, the Prime Minister of Canada, Robert Borden, issued a statement in the House of Commons regarding Canada's entrance into the War to End all Wars.

Here is a link to the statement Prime Minister Borden issued on August 19, 1914:

<http://www.mta.ca/library/courage/sirrobertbordendeclareswar.html>



## **AUGUST 19TH, 1914**

Sir Robert Borden, Prime Minister of Canada, declares his intentions regarding the First World War in the House of Commons on August 19th, 1914. . .

It is not fitting that I should prolong this debate. In the awful dawn of the greatest war the world has ever known, in the hour when peril confronts us such as this Empire has not faced for a hundred years, every vain or unnecessary word seems a discord. As to our duty, all are agreed: we stand shoulder to shoulder with Britain and the other British dominions in this quarrel. And that duty we shall not fail to fulfil as the honour of Canada demands. Not for love of battle, not for lust of conquest, not for greed of possessions, but for the cause of honour, to maintain solemn pledges, to uphold principles of liberty, to withstand forces that would convert the world into an armed camp; yea, in the very name of the peace that we sought at any cost save that of dishonour, we have entered into this war; and, while gravely conscious of the tremendous issues involved and of all the sacrifices that they may entail, we do not shrink from them, but with firm hearts we abide the event.

-Sir Robert Borden,  
Prime Minister of Canada, August 19, 1914.  
House of Commons Debates, p.19

1. Explain what type of opponent they were confronted with after having read the above statement. What did Prime Minister Borden promise Canada would do for Britain?

---

---

---



## WWI WAR POSTERS

**Task:** The Canadian population was encouraged to participate in the war effort by means of poster. Students are encouraged to browse collections of war posters from WWI. What sorts of messages were being conveyed to Canadian citizens through these posters? Students are to select a war poster from WWI and describe in detail what is included in the illustration.

There are several databases in which to find these posters, some links are provided below:

<http://ww1.canada.com/home-front/images-canadian-propaganda-posters-from-the-first-world-war>

<http://www.archives.gov.on.ca/en/explore/online/posters/index.aspx>

[http://www.warmuseum.ca/cwm/exhibitions/propaganda/first\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/propaganda/first_e.shtml)



---

---

---

---

---

---

---

---

---

---



Have students familiarize themselves with Canadian John McCrae's poem *In Flanders Fields*. Assign the following questions to assess their comprehension:

## IN FLANDERS FIELDS

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

## COMPREHENSION/DISCUSSION QUESTIONS:

2. Explain what is occurring in the first stanza of the poem.

---

---

---

3. Describe and explain who are 'the Dead'.

---

---

---

4. What are 'the Dead' asking of us who remain?

---

---

---



**Task:** Do some research on the early women's game of hockey. Give a brief overview on a league and one of its teams.

---

---

---

---

---

---

---

---

---

---

**Task:** Create a hockey card for a female hockey star. Students may need to look at hockey trading card examples found online to create the hockey card for the female hockey star. Task can be completed using student's own artistic ability or using technology.

**Task:** After WWI, a large number of people decided to leave their homes to come to North America. In the case of Canada, this increase in population would help to weave the multicultural fabric that makes Canadian society today. Do some research and determine immigration patterns following both WWI and WWII.

Here is the link to a Government of Canada webpage that provides an overview of immigration during the period of 1900–1977: <http://www.cic.gc.ca/english/resources/publications/legacy/chap-4.asp#chap4-1>







3. What honour was awarded to HHOFF inductee and war veteran Conn Smythe for demonstrating bravery while fighting in the trenches of Flanders in 1917?

---

---

## E-BOOK INTERACTIVE SECTION:

4. List at least 4 different types of paper documents that connect the player (individual) with the war and the country at home.

---

---

---

5. Which hockey player was severely wounded at the Battle of Vimy Ridge and went on to have a Hall of Fame hockey career following WWI?

---

---

6. Describe the war experience of inductee veteran Allan "Scotty" Davidson, listing at least 4 aspects of his involvement in WWI. What significant hockey championship trophy did his involvement in WWI help inspire?

---

---

---

## TRANSFORMATION OF LEAGUES AND TEAMS:

7. What was created as a result of hockey players donning war uniforms instead of professional hockey uniforms?

---

---

---

8. Throughout the war as leagues become depleted, what emerged that is still so strong today?

---

---

---



## WOMEN PLAYERS:

9. Women raised their hockey profile and began to be recognized at the game's highest level. Stars emerged and one fine 26 year old was given a nickname. Identify the player and her nickname.

---

---

10. What women's hockey award on display demonstrates the success of the women's game for over a decade following WWI? Include the award's recipient and the league title.

---

---

## HOCKEY IN THE POST WAR WORLD:

11. List at least 3 examples of major hockey titles that were introduced during or in the years shortly following WWI – include the year of introduction in your answer.

---

---

---

12. Despite the fact some professional players served their country in the armed forces, they were not treated as equals when they returned. Name the **Hockey Hall of Fame Veteran Inductee** mentioned, the **team** he formed and what other great **accomplishment** he achieved with his team?

---

---

---

## TROPHIES:

13. Identify the trophies that emerged from the First World War.

---

---

14. What distinction does the Memorial Cup hold as of 2010?

---

---



## MAJOR CANADIAN BATTLES:

All of these battles were paramount in establishing Canada as a nation that could stand on its own.

### Passchendaele

<http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/passchendaele>



### Somme

<http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/somme-beaumont-hamel>



### Vimy

<http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/vimy-ridge>



### Experience Vimy:

<http://www.veterans.gc.ca/eng/remembrance/memorials/overseas/first-world-war/france/vimy/experience-vimy> (this link is an interactive walk through of the Vimy Ridge Memorial)



These three battles have facts sheets, activities, multimedia experiences as well as some of the soldiers that can be researched further. (All links courtesy of Veterans Affairs Canada)

## MONTREAL CANADIENS DRESSING ROOM

1. In the Montreal Canadiens dressing room one will see the quote from John McCrae's poem *In Flanders Fields*. The line is as follows: "To you from failing hands we pass the torch." What did the hockey team want their players to be reminded of about being part of a team and to you as being a Canadian?

---

---

---



## ENLISTMENT:

**Task:** Design a poster to encourage support/demonstrate the courage and bravery of our present day members of our armed services who are peacekeepers. Incorporate elements used in war posters from WWI and WWII.

## E-DOCUMENTS:

**Task:** Many hockey players were inspired by the words of Captain James Sutherland's quote: "Let every man play the greatest game of his life." Research at least 4 fallen participants of WWI. Create a brief bio that indicates information about their enlistment in the Canadian Expeditionary Force.

---

---

---

---

---

---

---

---

---

---

The Government of Canada through both Veteran Affairs Canada and Library and Archives Canada has a variety of resources that will allow for research of soldiers who served in WWI.

Page for general information regarding the history of all armed conflicts (Veteran Affairs Canada):  
<http://www.veterans.gc.ca/eng/remembrance/history/first-world-war>



Page where students may look up all digitized files for members of Canadian Expeditionary Force: Some useful tips: when 'advanced search' is selected, name cities (i.e. Toronto, Montreal, etc.). Once city name is entered and search begins, names of soldiers will appear.

<http://www.bac-lac.gc.ca/eng/discover/military-heritage/first-world-war/first-world-war-1914-1918-cef/Pages/search.aspx>





## WOMEN PLAYERS/WOMEN IN THE WAR EFFORT:

2. Women were asked to lace up their skates at night, but women were also encouraged to join the war effort. What invaluable contribution did these 'players by night' provide during the day?

---

---

---

3. Check out [www.warstory.ca](http://www.warstory.ca) for video clips of men and women who participated in WWII war effort. Focusing on the clips with women, what information can you record from their video clips?



---

---

---

## HOCKEY IN THE POST WAR WORLD:

4. At the start of WWI, professional hockey consisted of mainly British and French men of Canadian descent. Following the great wars, there was a great increase of immigration into Canada and the US. This immigration eventually made its way into the professional game. How has this improved the game globally? Give examples of non-traditional winter sports countries.

---

---

---

## TROPHIES:

5. The top junior league in Canada pays tribute to the service and dedication of our men and women in the armed services. The host team wears a special jersey for the first game of the Memorial Cup. Find and list some examples of previous years. How do you think this is a way of honouring those individuals who serve our country?

---

---

---



## HALL OF FAME VISIT ACTIVITIES

1. Captain James Sutherland encourages hockey players to engage in the game that is now being played in France, and in other fighting fronts.
2. Injured soldier is depicted as envisioning spectators at a hockey game. Quotation: “Why don’t they come?” is the statement he makes to encourage the general citizen and hockey players to ‘play a man’s part in the real game overseas.’ There are a variety of other symbols that can be included in the description. Cannon fire going on in the background trying to demonstrate the chaotic nature of war.
3. Military Cross
4. Enlistment document (Attestation Paper), medical documents, casualty report, death notice, conscription notice (Particular’s of Recruit), discharge certificate, personal letters, etc
5. Mervyn “Red” Dutton
6. Answers can include: a) first professional hockey player to enlist; b) enlisted in September 1914 – only months after captaining the Toronto Blueshirts to a Stanley Cup title; c) served as a Lance Corporal with the 2nd Canadian Infantry Battalion; d) fought in the trenches of Flanders with the CEF; e) was awarded the Distinguished Conduct Medal for bravery; f) killed-in-action on June 16, 1915; g) was killed at Givenchy in the Battle of the Somme; h) described by fellow inductee veteran and comrade, George Richardson as “absolutely fearless in the face of the greatest danger.”

The significant hockey championship trophy inspired by Allan “Scotty” Davidson’s involvement in WWI was the Memorial Cup.

7. Soldier Teams
8. The National Hockey League
9. Albertine Lapensée, **Nickname:** Miracle Maid
10. Ella ‘Mickey’ McKee; Senior Ladies Toronto title - 1929
11. Answers can include: a) Women’s Western hockey title – Banff Winter Carnival, 1917; b) Memorial Cup, 1918 or 1919 (both acceptable); c) Abbott Memorial Cup, 1919; d) Men’s Olympic Ice Hockey Gold, 1920
12. **Veteran Inductee:** Frank Fredrickson, **Team:** Winnipeg Falcons, **Accomplishment:** Gold Olympic Medal 1920
13. Memorial Cup, George T. Richardson, Abbott Memorial Cup
14. The Memorial Cup was re-dedicated in 2010 to also honour all Canadian soldiers who had been killed in service since 1918.