

# WOMEN IN CANADIAN HISTORY

## ACTIVITY 1: MUSEUM PANEL GRAPHIC ORGANIZER

Use this worksheet to support Activity 1, "Museum Panels: 1600-1900," located on page 4 of Historica Canada's **Women in Canadian History Education Guide**.

Name of woman or group	Important dates	Important places
Describe the woman or group of women		
Important facts, events, ideas, or actions		
Prominence: Was this person or group recognized as significant at the time? Why or why not? What did it mean to be "significant"?		
Consequences: What effect(s) did the person or group have?		
Impact: How widespread and long-lasting was the impact of this person or group?		
Revealing: What does this person or group reveal about the larger historical context or current issues? How does she inform our understanding of a historical issue or period?		

Why was this person or group historically significant? Why should they be highlighted in a museum exhibit?

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Use this worksheet to support Activity 2, "Women and Work: 1600-1900," located on pages 4 and 5 of *Historica Canada's Women in Canadian History Education Guide*.

Choose one of the documentary sources below, and use the Graphic Organizers to answer questions about women's workplace roles, expectations, conditions, and exploitation.

**Teacher Tip:** Introduce your students to the concept of "reading against the grain." This is key to "doing" women's history because the subject matter of documentary evidence and material history is often male-oriented.

### PRIMARY SOURCES

Note that sources have not been modified from their original form.

1. Sales contract for a slave from the Pawnee Nation, 1740
2. Sale of five Black slaves, Québec, 25 September 1743
3. Employment of Angélique Vignaud, 8 years of age, as servant and domestic, 15 December 1736
4. Description of a woman's work in a cotton mill, Royal Commission on Labour and Capital, 1889
5. Description of women's work in dressmaking industry, Royal Commission on Labour and Capital, 1889
6. Newspaper editorial on the Sweating System, 1897

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#### 1. Sales contract for a slave from the Pawnee Nation, 1740

[...] Concerning The Presentation made to the said sieur La Coste, acting on behalf of the said Hurtubise, by damoiselle Marianne Deruisseaux, wife of the said sieur Marin urtubise here present of her Extreme Need for Money in order to have her fields Harvested and to meet her other personal Needs, not having found anyone to advance her Money and not having other Means of finding money than to sell a Slave named Manon, of the panis nation, who has been her Servant to This Day and whom she can do without; she has, for These reasons, requested the Said sieur La Coste, As proxy for the said sieur Marin urtubises, her husband to allow her [slave] to be sold to whomsoever; Wherefore The said sieur La Coste, as proxy, Acknowledged and Confessed to have sold, left, Ceded, transported and relinquished by these presents with a guarantee against all troubles and Obstacles, General and particular to sieur François Marie de Coigne, Merchant and Bourgeois in This city, residing therein in his House on Rue St Paul, here present and accepting, the Said Manon Slave aged twenty years or Approximately for him, as well as his heirs and assignees, to use and dispose of as he sees fit, as with other goods belonging to him through true and Loyal acquisition, to take possession of her at the time hereafter declared, and furthermore for a Sum of three Hundred Livres that the Said sieur de Coigne paid in Cash, in receipts from the Beaver trade, to the said Sieur La Coste in view of the said undersigned notaries [...] This sale, Transfer, transport and relinquishment is thus done, Provided that the said sieur de Coigne Allow the Said Slave to remain with the said Damoiselle urtubise until the feast of St Michel as she is needed for the harvesting, following which, after the feast of St Michel, The Following day at the latest, the said Sr La Coste promises to have the said Slave delivered to sieur de Coigne. [...] Done and Approved at Montréal in The house of sieur La Coste undersigned, in the year seventeen Hundred Forty [...]

**Source:** Archives nationales du Québec, Centre de Montréal, Greffe de notaire, CN601 S372, Simonnet, François, Sale by Sieur La Coste of a slave named Manon to Sieur de Couagne, September 7, 1740.

<http://www.canadianmysteries.ca/sites/angelique/contexte/lasociete/esclavage/2293en.html>

## 2. Sale of five Black slaves, 1743

Before the undersigned Royal notary At The Provostship of quebec, therein Residing, and the witnesses named below, was present Sieur charles Reaume merchant usually Residing on The seigneurie of Isle Jesus near The city of montreal and presently in this city, Who has sold by these presents, with a guarantee against all problems and hindrances whatsoever, to Sieur Loüis Cureux dit St Germain Bourgeois in this city, who accepts the acquisition for Himself and his assignees, five negro slaves, two men and three women and girls whom the said purchaser states to have seen are currently At the house of the widow dame cachelievre, and the said vendor promises to Deliver them shortly to the said purchaser for the Sum of three thousand livres which the Said purchaser Promises to pay to the said Seller upon the Delivery of the said slaves. Thus it was ꝑc, obliging, ꝑc. done and passed at the said quebec, at the Office of the said notary in the morning of the twenty-five of September seventeen Hundred forty-three, in the presence of Sieurs Loüis Lambert And nicolas Bellevüe witnesses residing at the said quebec who along with the Said Sieur Reaume and notary did sign, the Said Sieur St Germain having declared to not Know how to write or Sign as requested following a Reading done of it.

**Source:** Archives nationales du Québec, Centre de Québec, Greffe de notaire, CN301 S224, Pinguet de Vaucour, Jacques-Nicolas, Sale of five Black slaves by Charles Rhéaume to Louis Cureaux de Saint-Germain, September 25, 1743.

<http://www.canadianmysteries.ca/sites/angelique/contexte/lasociete/esclavage/2300en.html>

## 3. Indentured servitude contract, 1736

Employment of Angélique Vignaud, 8 years of age, as servant and domestic, 15 December 1736.

On the 15 xber [December] 1736  
Employment of angelique vignaud  
by Sr mailhiot and his wife

Appearing before the undersigned Royal notaries of the Jurisdiction of Montreal, therein residing, was present Louise heleine Poirier, widow of Jean Baptiste vignaud inhabitant of Isle Perrault, domestic Servant of Sieur françois Mailhiot, bourgeois Merchant of this city and residing on Rue St Paul, Who by the presents has voluntarily Placed her daughter angelique vignaud, approximately eight years of age, in the employment of the said sieur mailhiot And dame Charlotte Gamelin his Spouse who have accepted her, until the Full age of twenty years, and promises during the said period of time to have her said daughter work at the house of the Said Sieur and dame Mailhiot As a Domestic servant and without the possibility of leaving their service under whatever pretext, under penalty of all expenses, Damages and dues, And in the event that her said daughter leaves their said service, she is obliged to have Her return to the Said Sieur and dame Mailhiot to complete her time there, And the Said Sieur and dame Mailhiot Promise and Together commit to nourish, Lodge and Keep the said Angélique vignaud until the age of twenty years And to treat her humanely And Otherwise turn over to her At the end of the said period of time all Linen and clothing that she will have used, along with Twelve new Beaufort linen Shirts, a Section of Muslin, a sallamande Petticoat, one pair of Muslin stockings, one pair of shoes, two Aunes of muslin, one pair of Gloves, one black Headdress And a silk handkerchief, and under penalty if not done ꝑc Thus it was ꝑc Promising, obliging ꝑc Renouncing. Done And Signed in the said Montreal in the Study of Gaudron De Chevremont one of the undersigned notaries in the year seventeen hundred thirty-six on The fifteen of December And signed by the Said Sieur and dame Mailhiot; As for the said vignaud widow She declared to not Know how to Write or sign as requested after a reading was done in accordance with the Ordinance.

**Source:** Archives nationales du Québec, Centre de Montréal, Greffe de notaire, CN601, S89, Gaudron de Chèvremont, Charles-René, "Indenture of Angélique Vignaud to Sieur Mailhiot and his wife," December 15, 1736.

<http://www.canadianmysteries.ca/sites/angelique/contexte/lasociete/montrealaises/2281en.html>

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#### 4. Description of a woman's work in a cotton mill, Royal Commission on Labour and Capital, 1889

Jennie Morrell, Weaver, Cornwall, wife of William Arkwright, of the same place, Laborer, called and sworn.

By Mr. Boivin :—

- Q- What is your occupation? **A-** I am a weaver in the Stormont Cotton Mill.  
Q- How long have you worked in that mill? **A-** The most of four years.  
Q- What are your wages there? **A-** I get about \$1 a day now.  
Q- Are there any children working there? **A-** Not in the room I am in.  
Q- Is your work constant? **A-** Yes.  
Q- Do you see any employee there having too much work to do? **A-** I think we all have too much work, once in a while.  
Q- Do you work by the piece? **A-** Yes.  
Q- And you take a little rest when working by the piece—you do not object to take a little rest when working by the piece? **A-** Yes; but if we do not do the work we do not get the money, that is all.

By Mr. Heakes :—

- Q- I suppose prices are not so good that you can afford to take a rest? **A-** No; it is only \$1 a day.  
Q- Do you get as much now as before the strike? **A-** Well, I have got back again now.  
Q- Is it true that the length of the cut has been increased? **A-** Not that I know of.  
Q- Is every thing satisfactory in the room where you are now? **A-** Every thing that I know of.  
Q- Is the treatment of the hands fairly good? **A-** Well, he always used me well.

By Mr. McLean :—

- Q- Did any of the overseers ever use obscene or bad language towards you? **A-** No; he never used bad language to me.

**Source:** Report of the Royal Commission on the Relations of Labor and Capital in Canada : evidence, Ontario. Ottawa : A. Senecal, 1889, [http://eco.canadiana.ca/view/oocihm.9\\_08114/2?r=0&s=1](http://eco.canadiana.ca/view/oocihm.9_08114/2?r=0&s=1)

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#### 5. Description of women's work in dressmaking industry, Royal Commission on Labour and Capital, 1889

Miss Helen Garnett, Dressmaker, Toronto, called and sworn.

By Mr. Armstrong :—

- Q- Will you please tell the Commission the average weekly wages of a first- class milliner or dressmaker, or are both trades combined? **A-** They are separate.  
Q- Take, then, a first class dressmaker; please state what would be her average wages? **A-** I have never been in anyone else's workroom besides my own, and I run only a small business. My best hands receive \$5, \$6, or \$7; \$7 is the outside a week.  
Q- How many hours will a woman work per day for those wages? **A-** From 8 until 6, with one hour at noon.  
Q- Take young girls going to learn the business; are they apprenticed? **A-** Usually they are.  
Q- How many years have they to serve before they become experienced hands? **A-** They think it dreadful if they have to serve six months.  
Q- What do they generally receive per week when they first go to the business? **A-** They are supposed to serve six months without receiving anything. They are usually little girls who come right out of school. We have to teach them to sew; they cannot even so much as use a needle. My experience has been that sometimes, a girl can be very useful in two months, but then she has been taught to sew at home.  
Q- Then you would consider a young girl who has some knowledge of sewing much more useful in the business than a young girl who has never been taught that branch? **A-** Certainly.  
Q- Are there many dressmakers idle in Toronto at the present time, to your knowledge? **A-** I could not say; there are none of mine idle; this is what we call the dull season.  
Q- What would be the average wages of a first-class milliner, to your knowledge? **A-** I used to work at the millinery myself, and the wages—of course it is difficult to give you the average, but the best wages were about \$8 or \$9 a week. That, however, lasts a very short time; it would only be about four months in the year.  
Q- Are they employed a larger part of the year at less wages? **A-** Yes; we keep on the cheap hands and teach them while business is dull, because we have more time ourselves to show them how we want the work done. [...]

By Mr. Heakes :-

**Q-** You have mentioned the rate of wages paid by yourself. Do you think that the general rate paid will be about the same as that you have mentioned? **A-** There are more fashionable places than mine where the hands will obtain larger wages, and establishments that keep more hands and do a more select business, although in larger places they do piece-work.

**Q-** Do you think that which you have given us would be a fair average of a dressmaker's wages, say \$5 per week? **A-** I have girls to whom I give more than that, but the trouble is with girls that they are always looking to getting married; they do not make a business of dressmaking. I do not know why it is, but you can very seldom get young women to make up their minds that they are going to spend their lives in this business. They do not take enough interest in it, the interest in it they might take. The trouble is in the girls themselves, and of course with most of my good girls the trouble is they get married just when I get them where I want them. They leave me and I have to begin again. [...]

**Source:** Report of the Royal Commission on the Relations of Labor and Capital in Canada : evidence, Ontario. Ottawa : A. Senecal, 1889, [http://eco.canadiana.ca/view/oocihm.9\\_08114/2?r=0&s=1](http://eco.canadiana.ca/view/oocihm.9_08114/2?r=0&s=1)

## 6. Newspaper editorial on the Sweating System, 1897

# Daily Mail and Empire

9 October 1897

**T**he term "sweating," when properly used, denotes a condition of labour in which a maximum amount of work in a given time is performed for a minimum wage, and in which the ordinary rules of health and comfort are disregarded. It is inseparably associated with contract work, and is intensified by sub-contracting in shops conducted in homes ... Although the sweating system exists in a number of occupations, it is the garment-making industry (comprising men's clothing, ladies' cloaks and suits, undergarment, and shirt-making branches) that has given it its real significance.

Garments lend themselves readily to such a system of manufacture. Sewing is a branch preeminently suited to the home, and a coat or blouse is as easily manufactured there as in a factory. Merely working at home on some article of manufacture is not in itself so objectionable, it is that the rate of wages paid for labour is, as a rule, so low when the sweating system has come into vogue that work from early morn till late at night will scarcely suffice to procure the necessaries of a bare existence. But even this is not the worst feature of the evil. The combination of living apartment and factory, and the employment of outsiders therein, constitute

the detrimental features which in time become a menace to the community. ...

The woman who was working said that she received only \$1.50 a week, and out of this paid 75 cents a week for a room. She was entirely dependent upon herself, and had been forced to take this wage rather than starve to death. When asked how she could possibly live on 75 cents a week she replied that it would not be long before she would have to give up altogether. The hours were long, from eight in the morning until six every night; incessant work; no one to talk to ...

**Source:** Thomas Thorner, ed., *A Country Nourished on Self-Doubt: Documents in Canadian History, 1867-1980* (Peterborough, ON: Broadview Press, 1998), 69-72.

# WOMEN AND WORK

GRAPHIC ORGANIZER

## THE 5WS: QUESTIONING THE SOURCE

<p><b>Who</b> created it, and <b>who</b> is the subject?</p>	
<p><b>What</b> is it about, and <b>what</b> kind of work is involved? <b>What</b> is the source's main idea?</p>	
<p><b>When</b> was the source created? <b>When</b> do the events described take place in relation to the source's creation?</p>	
<p><b>Where</b> was it created? <b>Where</b> did the events take place?</p>	
<p><b>Why</b> was the document created? <b>Why</b> is this source significant?</p>	

**CONTEXT**

Situate the source in space and time, placing it in the wider picture of history. What else was happening at the time the document was created? What questions about women working might this help answer?

**EXPLORING**

Examine the details of the source. What is it about? What words, images or symbols are used? What stands out? What was the document's purpose? What or who is missing? Who was the intended audience?

**REACHING CONCLUSIONS**

Use context, evidence, and observations to develop conclusions. What can the source reveal? What was the author's purpose in creating this text? What does the source tell us about women's workplace history in Canada?

**FINDING PROOF**

Compare your conclusions with other primary and secondary sources to corroborate your findings. Do other sources confirm or challenge your conclusions? Why?

What further questions do you have? What further insights can you draw?

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# ACTIVITY 6:

## WOMEN AND LABOUR IN THE GREAT DEPRESSION

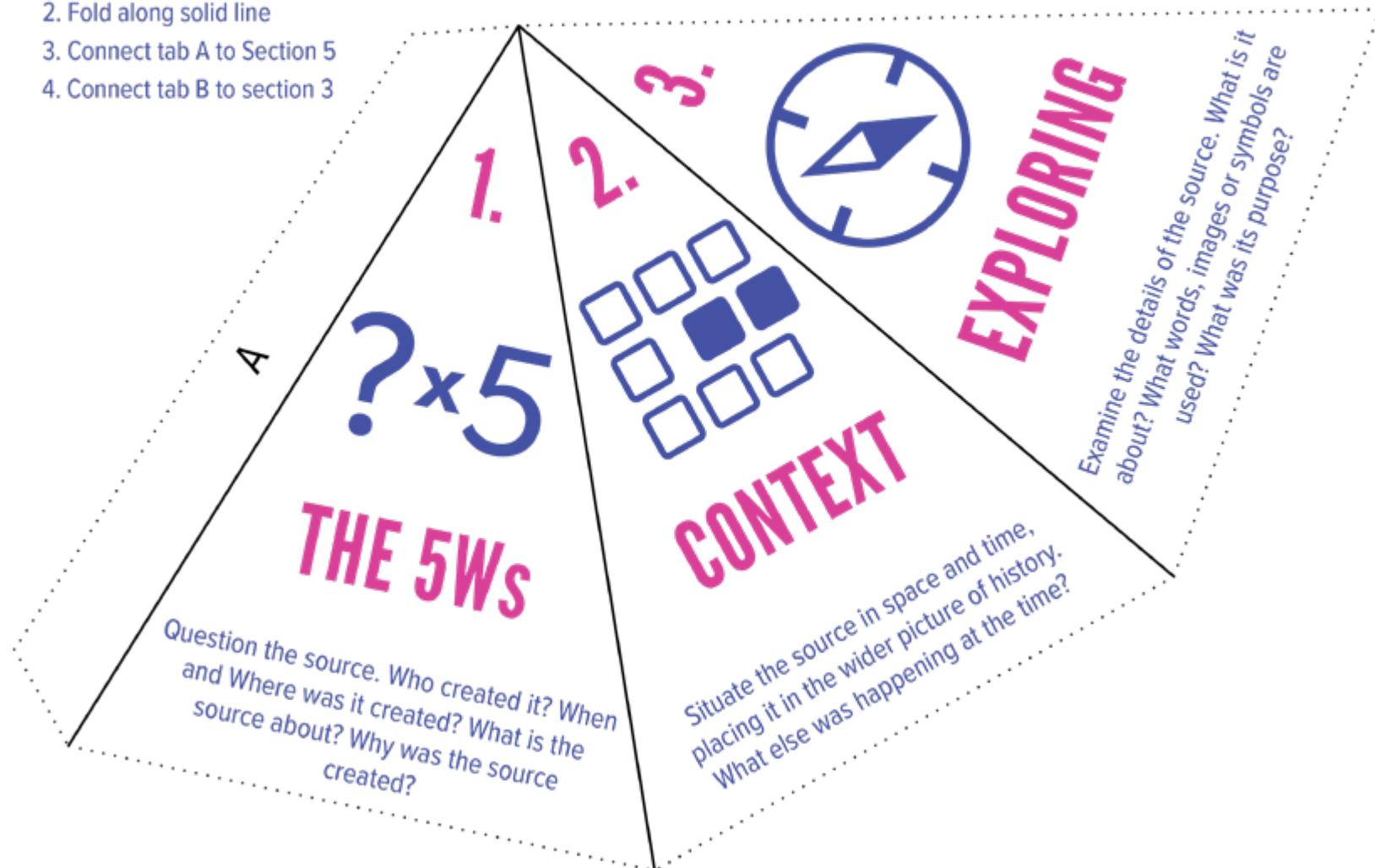
Use this worksheet to support Activity 6, "Women and Labour in the Great Depression," located on page 7 of Historica Canada's **Women in Canadian History Education Guide**.

Choose a letter from the examples below, written by a Canadian woman to Prime Minister Bennett, and use the Primary Source Pyramid to analyze the letter. What does it reveal about the impact of the Depression?

### 3D PYRAMID: 5 STEPS TO ANALYZE PRIMARY SOURCES

#### INSTRUCTIONS

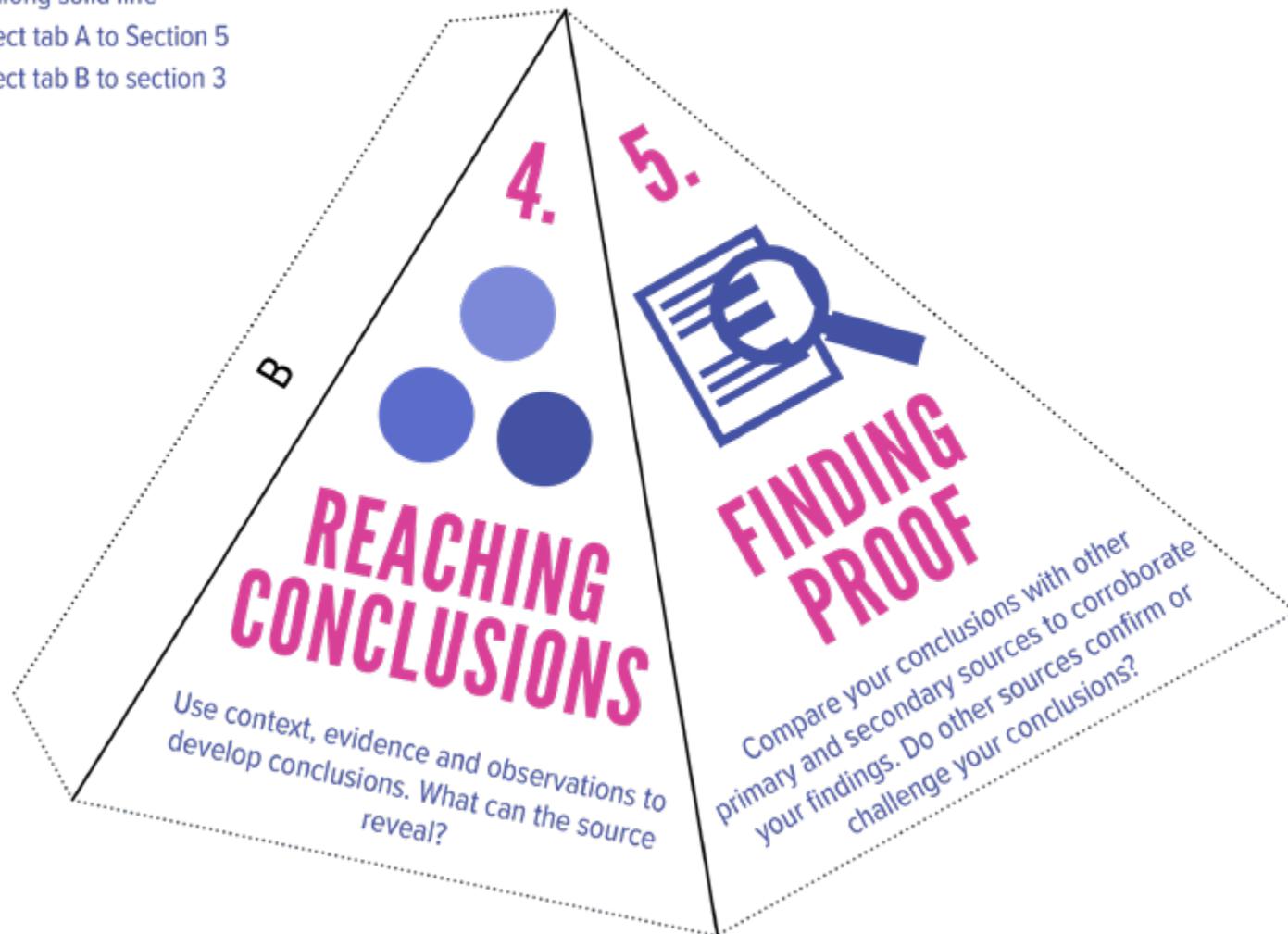
1. Cut along dotted line
2. Fold along solid line
3. Connect tab A to Section 5
4. Connect tab B to section 3



## 3D PYRAMID: 5 STEPS TO ANALYZE PRIMARY SOURCES

### INSTRUCTIONS

1. Cut along dotted line
2. Fold along solid line
3. Connect tab A to Section 5
4. Connect tab B to section 3



### #1. Hamilton, Ontario. April 6, 1934.

"I am writing you as a last resource to see if I cannot, through your aid, obtain a position and at last, after a period of more than two years, support myself and enjoy again a little independence. The fact is: this day I am faced with starvation and I see no possible means of counteracting or even averting it temporarily. [...] Since I have applied for every position that I heard about but there were always so many girls who applied that it was impossible to get work. [...] I began to cut down on my food and I obtained a poor, but respectable, room at \$1. per week. [...] Above everything else I have been very particular about my friends and since moving here I have never gone out in the evening. I know no one here personally and the loneliness is hard to bear, but oh, sir, the thought of starvation is driving me mad! [...] Oh please sir, can you do something for me? Can you get me a job anywhere in the Dominion of Canada. I have not had to go on relief during this depression but I cannot get relief even here. Moreover it is a job I want and as long as I get enough to live I shall be happy again."

Miss Elizabeth McCrae

**Source:** Thomas Thorner, *A Country Nourished on Self-Doubt: Documents in Post-Confederation Canadian History* (Peterborough, ON: Broadview Press, 1998), 272-274.

### #2 Craven, Alberta. February 11, 1935.

"Please don't think I'm crazy for writing you this letter, but I've got three little children, and they are all in need of shoes as well as underwear but shoe's are the most needed as two of them go to school and its cold, my husband has not had a crop for 8 years only enough for seed and some food. and I don't know what to do. I hate to ask for help. I never have before and we are staying off relief if possible. What I wanted was \$3.00 if I could possible get it or even some old cloths to make over but if you don't want to do this please don't mention it over radios as every one knows me around here and I'm well liked, so I beg of you not to mention my name. I've never asked anyone around here for help or cloths as I know them to well."

Mrs P.E. Bottle

**Source:** Michael Bliss and Linda M. Grayson, eds., *The Wretched of Canada: Letters to R.B. Bennett, 1930-1935* (Toronto: University of Toronto Press, 1971), 112.

<https://www.canadianmysteries.ca/sites/norman/background/1930s/5394en.html>

#3 Lambert, Saskatchewan. February 23, 1934.

"I am writing you regarding Relief Will you please tell me if we can get Steady relief & how much we should be allowed per week[.] We have three children 2 of School age, one boy is going to School Some day's he cant go to school as we have no food in the house & I wont let him go those day's. [...] we came to Lambert we came here on the intentions of taking up a home stead & we couldnt locate any land suitable & the water here is rank. everytime I go up to ask the Mayor here in Lambert for any asistances he always Says he cant help us as the town is broke [...] we are living in a shack two rooms a bed room just enough room for two beds & the house is cold theres two inches of Ice freezes on the water in the house cold nights we are shivering in bed at night we have no mattresses on our beds, only gunny Sacks & not enough blankets on our beds. [...] I have no house dresses & no wash tub & when I tell Mayor veal those thing's he says why dont you go back to Manitoba where you came from its a nice thing for a old country english man to tell a Canadian in its own country Eh. [...] all I have in the house now is potatoes & there are good meny people the same in this town[.] I am five months pregnant & I havent even felt life yet to my baby & its I feel quite sure for the lack of food [...]"

Mrs. C.L. Warden

**Source :** Michael Bliss and Linda M. Grayson, eds., *The Wretched of Canada: Letters to R.B. Bennett, 1930-1935* (Toronto: University of Toronto Press, 1971), 75

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# WOMEN IN CANADIAN HISTORY

## ACTIVITY 7:

### WOMEN AND THE SECOND WORLD WAR: WARTIME POSTERS

Use this worksheet to support Activity 7, "Women and the Second World War," located on page 8 of Historica Canada's **Women in Canadian History Education Guide**.

Use the Primary Source Pyramid to analyze one of the following posters, and answer the subsequent questions.



"Shoulder to Shoulder," poster promoting the Canadian Women's Army Corps, ca. 1944 (courtesy Library and Archives Canada/e003900663).

Recruitment poster for the Women's Royal Naval Service, 1943 (courtesy Jean MacDonald/The Memory Project/Historica Canada).

"Attack on all Fronts," Second World War propaganda campaign, by Hubert Reginald Rogers, 1943 (courtesy Library and Archives Canada/The Hubert Rogers Collection/Gift of Mrs. Helen Priest Rogers/Acc. No. 1987-72-105/C-103527).

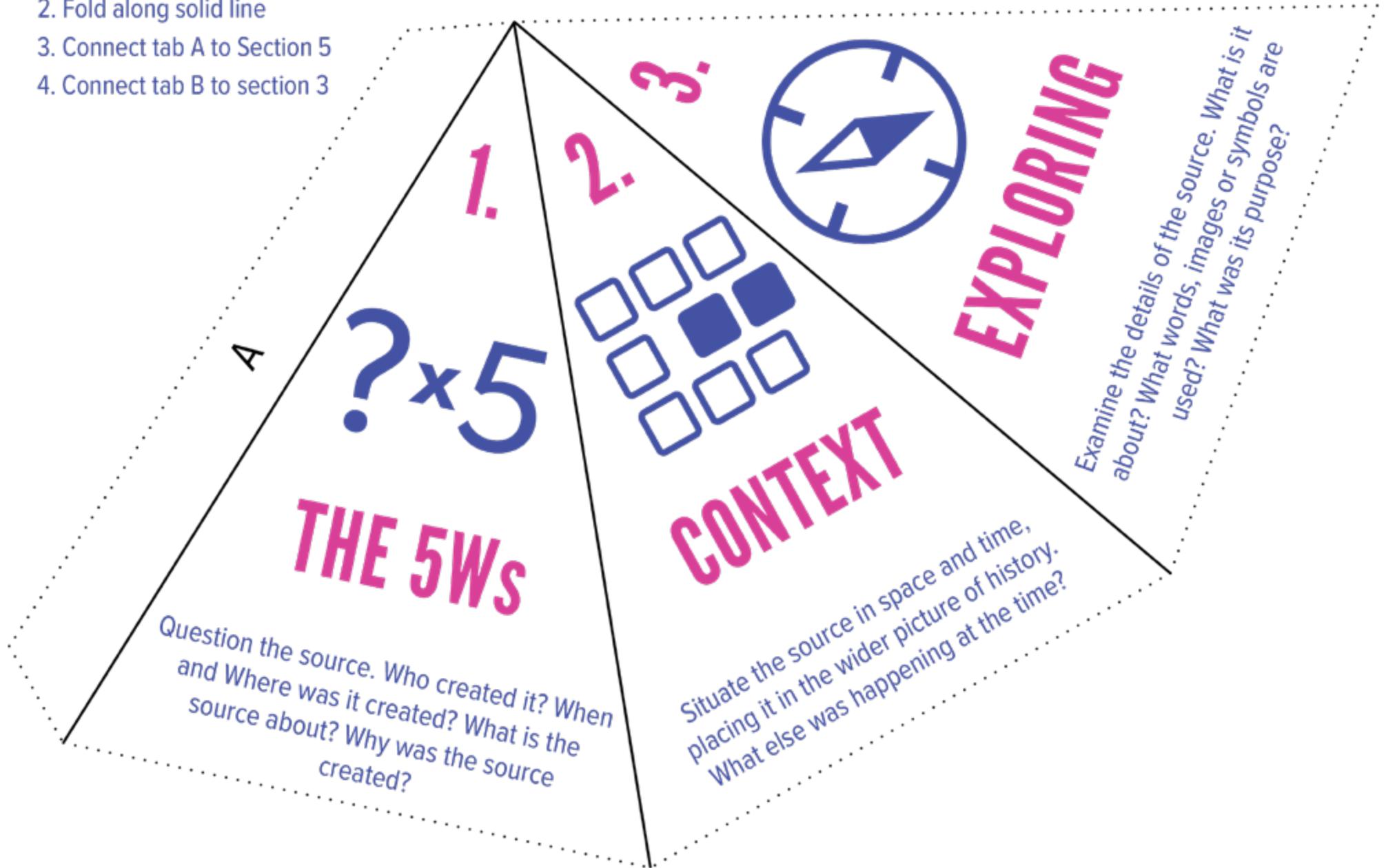
# 3D PYRAMID: 5 STEPS TO ANALYZE PRIMARY SOURCES

# ACTIVITY 7:

## WOMEN AND THE SECOND WORLD WAR: WARTIME POSTERS

### INSTRUCTIONS

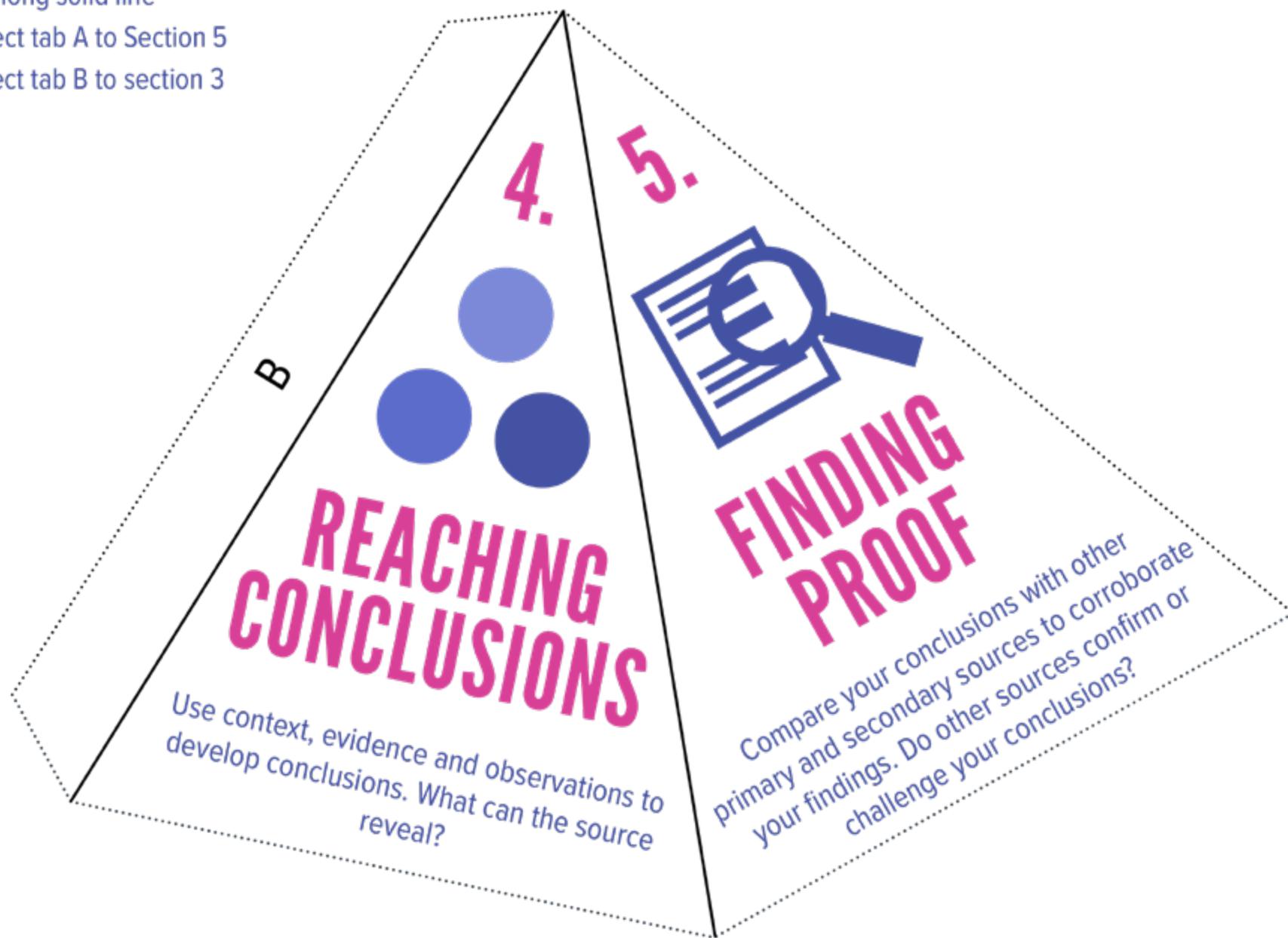
1. Cut along dotted line
2. Fold along solid line
3. Connect tab A to Section 5
4. Connect tab B to section 3



## 3D PYRAMID: 5 STEPS TO ANALYZE PRIMARY SOURCES

### INSTRUCTIONS

1. Cut along dotted line
2. Fold along solid line
3. Connect tab A to Section 5
4. Connect tab B to section 3



# ACTIVITY 7:

## WOMEN AND THE SECOND WORLD WAR: WARTIME POSTERS

Answer the following questions:

Describe the poster. What language and/or symbols are used? Who is represented in the posters and who is not? Think about race, age, class, standards of beauty, etc.

What is the intended message? What is left out of the poster? Who is the intended audience?

Do you think the poster represents women in traditional roles or taking on new or different roles?

What does the poster tell us about views and expectations about the roles of women during the war?



# WOMEN

IN CANADIAN HISTORY

## ACTIVITY 9:

### WOMEN AND THE QUIET REVOLUTION

Use this worksheet to support Activity 9, "Women and the Quiet Revolution," located on page 9 of Historica Canada's **Women in Canadian History Education Guide**.

Choose one development from the chart below, and click on the hyperlink to be directed to the page. Read the brief article from the *Musée québécois de culture populaire*, and complete the chart.

**Note to teachers:** The articles can be found (and expanded) online at <http://www.virtualmuseum.ca/edu/ViewLoitLo.do;jsessionid=3C4BC89FD67B8BA98A046F156A191484?method=preview&lang=EN&id=20195>

DEVELOPMENT (ARTICLE TITLE)	IMMEDIATE CAUSES OF THE EVENT(S)	UNDERLYING CAUSES OF THE EVENT(S)	IMMEDIATE CONSEQUENCES OF THE EVENT(S)	LONG-TERM CONSEQUENCES OF THE EVENT(S)
The Advent of the Birth Control Pill				
The "Femme d'aujourd'hui" Show				
Women Storm the Labour Market				
The Bird Commission (the Royal Commission on the Status of Women)				

Use this worksheet to support Activity 10, “The Royal Commission on the Status of Women,” located on page 9 of Historica Canada’s **Women in Canadian History Education Guide**.

In pairs or small groups, select one of the recommendations from the list below. Conduct research, starting with your textbook, and using other sources as necessary. After you’ve read about your topic, determine how well the issue has been addressed before the report, after the report, and today.

You can read the full list of recommendations online at [http://publications.gc.ca/collections/collection\\_2014/priv/CP32-96-1970-3-eng.pdf](http://publications.gc.ca/collections/collection_2014/priv/CP32-96-1970-3-eng.pdf), beginning on page 395 of the report.

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**RECOMMENDATION 36.** We recommend that [...] the federal Public Service Commission and federal government departments take special steps to increase the number of women appointed to occupations and professions not traditionally female.

**RECOMMENDATION 60.** We recommend that (a) the federal government issue a policy statement to the Ministers of all federal government departments, the heads of Crown Corporations and agencies, and the Speakers of the Senate and the House of Commons, expressing its intention to (i) ensure equality of opportunity in employment for women [...]

**RECOMMENDATION 77.** We recommend that the provinces and territories (a) review their policies and practices to ensure that school programmes provide girls with equal opportunities with boys to participate in athletic and sports activities, and (b) establish policies and practices that will motivate and encourage girls to engage in athletic and sports activities.

**RECOMMENDATION 106.** We recommend that the *Indian Act* be amended to allow an Indian woman upon marriage to a non-Indian to (a) retain her Indian status and (b) transmit her Indian status to her children.

**RECOMMENDATION 115.** We recommend that fees for the care of children in day-care centres be fixed on a sliding scale based on the means of the parents.

**RECOMMENDATION 121.** We recommend that birth control information be available to everyone.

**RECOMMENDATION 138.** We recommend that two qualified women from each province be summoned to the Senate as seats become vacant, and that women continue to be summoned until a more equitable membership is achieved.

Use this worksheet to support Activity 15, “Research Essay,” located on page 12 of *Historica Canada’s Women in Canadian History Education Guide*.

Research the evolution of women’s rights over the century since most women first won the right to vote in federal elections. Once you have conducted research to answer your questions, you can formulate a thesis, then develop well-rounded arguments that provide evidence to back up your thesis statement.

Use the template below to record your research, or take notes as you prefer. When you are done your research and note-taking, use the following tips, charts, and organizers to help plan and write your essay.

Questions to think about: What has changed? What remains the same? Do women enjoy an equal standing with men today? How was suffrage a significant step forward, and how was it not? To what extent did it shape our society? Make sure to incorporate the idea of intersectionality and other overlapping factors into your essay when you write about equality – factors other than sexism influenced the right to vote. Not all women (or men) in Canada could vote in 1918.

First, research your topic! Use key questions to target what you want to investigate about the subject. Keep track of your sources so you can cite them in your essay.

Sources	Research Notes
Source 1 (Author, Title, Publication Details)	
Source 2	
Source 3	
Source 4	
Source 5	

After you've done your research, plot your argument using the evidence you found. You may want to use a graphic organizer like the one below to structure your thoughts.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Essay Planning Graphic Organizer

**THESIS** (Topic & Stance)

Give general reasons to support your thesis. These work well as topic sentences for body paragraphs.

<p><b>WHY? Because...</b></p> <p><b>Reason 1</b></p>	<p><b>WHY? Because...</b></p> <p><b>Reason 2</b></p>	<p><b>WHY? Because...</b></p> <p><b>Reason 3</b></p>
<p><b>WHY? Because for example...</b></p> <p><b>Concrete Example</b> (statistic, personal experience, observation, comparison, expert testimony)</p>	<p><b>WHY? Because for example...</b></p> <p><b>Concrete Example</b> (statistic, personal experience, observation, comparison, expert testimony)</p>	<p><b>WHY? Because for example...</b></p> <p><b>Concrete Example</b> (statistic, personal experience, observation, comparison, expert testimony)</p>
<p><b>Explanation:</b> (Why? How? So what?)</p>	<p><b>Explanation:</b> (Why? How? So what?)</p>	<p><b>Explanation:</b> (Why? How? So what?)</p>

Support your reasons with evidence and explanation. Explain WHY, HOW, SO WHAT?

Note: You can provide additional concrete examples and explanations for each reason, but you should have at least one.

Finally, write your essay! Here's an example of how to organize your arguments and evidence:

When structuring your essay, treat it like a baseball game.

1. **Start at home plate:** State your position and outline your three main arguments. Those arguments should be framed in general terms as noted above. You will provide the specific details in the body of your essay. Remember: it's not "mystery history." Don't leave your readers wondering what you are going to be arguing and, in general, how you will argue it.
2. **Run to first base:** Restate your overall position and introduce your first argument. Share your specific evidence from your research (the "what") and explain how those facts support your position (the "so what"). If you only state facts, you are not making an argument. Someone else might use those same facts to argue the other side of the position. You must explain how the facts prove your position to make a solid case. Balancing evidence with analysis is critical.



▲ In 1943, Mary "Bonnie" Baker (Regina, Sask.) became the first Canadian woman to sign with The All-American Girls Professional Baseball League (AAGPBL). Photo credit: Courtesy of the Saskatchewan Sports Hall of Fame Archives.

3. **Continue to second and third base:** For each new point, restate your overall position, introduce your next general argument, and then outline your evidence and analysis to make your point.
4. **Stay out of the outfield:** Only include information and arguments that are relevant to your position. Avoid including facts that are interesting but do not further your argument.
5. **Cross home plate:** Restate your overall position and your three main arguments.