

1ST LEGION OF UTOPIA

STUDY GUIDE

Curriculum Connections	
Grade Nine: Canadian Governance and Rights Grade Twelve: Identity/Ideology	
Historical Context	Key Themes and Concepts
<p>1st Legion of Utopia takes place in the years 1931 and 1932. The Great Depression was taking its toll on many Canadians. This economic frustration led to social unrest across the country.</p> <p>Prime Minister Bennett of the Conservative Party attempted to address work shortages by developing highway labour camps. The poor conditions of the camps resulted in further dissatisfaction.</p> <p>The 1920s had seen a rise of farmer associations gaining political power, particularly in Ontario and Alberta. Labour groups were also getting more organized, often protesting the harsh working conditions in mines and factories. Socialist ideas were developing in academic circles and were starting to find form politically.</p> <p>The Co-operative Commonwealth Federation (CCF) united farmer, labour and socialist groups under one banner so that they could grow their national presence.</p> <p>In 1935, the CCF elected their first 7 Members of Parliament. This included Tommy Douglas, who went on to lead the CCF in Saskatchewan and establish health care there. Douglas then rejoined the federal party in 1961 when the CCF became the NDP. His efforts helped Canada adopt universal health care.</p>	<ul style="list-style-type: none"> ★ Seeking Purpose ★ Social Activism ★ Decision Making ★ Bigotry and Violence ★ Canadian Political Parties ★ The Great Depression ★ Labour History ★ LGBTQ History ★ Chinese Canadian History ★ First Nation Nakoda History

Historical Characters

(in order of appearance)

Kenneth McLean was originally from Ontario but had travelled through the United States before settling with his family near Peace River in Alberta. He and his son committed a robbery in September, 1932 that resulted in murder. They were both hung for the crime in 1933.



Jacob Twoyoungmen was instrumental in establishing the Indian Village during the Calgary Stampede as a site of cultural exchange. In another bridge-building effort, he worked with the YMCA to establish Camp Chief Hector. Jacob would become Chief of the Nakoda nation from 1933 to 1957.



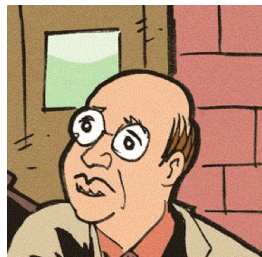
J.S. Woodsworth was active with social movements in Canada for decades. He was arrested at the Winnipeg General Strike in 1919 and became a Member of Parliament in 1921. He was the first leader of the Cooperative Commonwealth Federation.



Irene Parlby is most well known for being part of the Famous Five women who won the important Persons Case which was a breakthrough moment for women's rights. Active in the United Farmers of Alberta, she was a Member of the Legislature Assembly in Alberta from 1921 to 1935.



William Aberhart was a radio personality who went by the name Bible Bill. In 1932 he was actively petitioning parties to adopt Social Credit principals. Turned away from all parties, he created the Alberta Social Credit Party. In 1935, his party took provincial power and remained there until 1971.



Tommy Douglas was one of the first CCF Members of Parliament, elected in 1935. He then became premier of Saskatchewan where he championed universal health care with a CCF government for five consecutive terms. He returned to federal politics in the sixties when the CCF became the New Democrat Party (NDP).



Discussion Questions

What are some of the moral imperatives that emerge from the story? What were the principle ideas that emerged from the meeting of the CCF in 1932 and in what way did society change as a result?

How do the moral imperatives in 1932 compare to what rules we govern ourselves and our society with in 2019 and beyond?

What parts of Holly's and Brian's journey did you most connect with or find most interesting?

What events and conditions contributed to the riot occurring in Red Square?

Brian Mah had to overcome numerous obstacles to do the work he was doing. Are there people in our present society facing similar barriers?

How does the play directed by Nick Burnside connect to the rest of the book?

It was illegal to be a homosexual in 1932. Are there any human behaviours that we currently condemn where it may be worth re-evaluating our societal stance?

What events and conditions led to Co-operative Commonwealth Federation being formed?

How do the farmer's political concerns then compare to rural issues now?

How do the labour concerns then compare to labour concerns now?

Were the highway labour camps a good solution to mass unemployment?

How was Nakoda culture used in this story?



Learning Activities

Research and present/report:

Map out a series of historical buildings in your town or city and collect the stories that go with each. How do these buildings from the past represent the collective spirit of the people who came before you?

Research the organizations that came together to form the Cooperative Commonwealth Federation (the ALP, the UFA and the DLP). What are their back stories and what ideas did each espouse? Break into groups, each taking on one of the three organizations to research, asking yourselves the question - why were organizations like this necessary in Alberta then and are they still necessary in Alberta today? Come together as a large group to have a conversation about where each of their ideologies intersect.

Research the history of the Nakoda people in Alberta, including the land that they occupied before European settlement, their distinct dialect, and how the bands have evolved into the nation they are today.

Research the Indian Village at the Calgary Stampede, specifically looking at it's history, the people involved in it's design and it's role in the Calgary exhibition over the years.

Research the history of early Chinese Canadians in Alberta. What were some of their challenges? What were some of their successes?

Pick another time in history and research about the LGBTQT culture. Try to find examples of art and social status.

Research how another political party formed in Canada. How was it similar and different to the CCF's formation?



Debate:

Come up with some inspiring debate topics related to your research and conduct a debate on some of the more controversial ideas. Choose the side you would not typically agree with to argue.

Write a story/song:

Create a story taking place during the formation of another political movement in Alberta. Make sure characters develop and that you infuse the story with actual history that you can cite from credible sources.

With thanks to Leah McCartney and Atley Sirdiak

COMIC BOOK TERMINOLOGY

Learning the language of comic books allows readers to understand, analyze, evaluate and critique the information being presented to them; it also empowers them to create their own message using the medium. All art forms have a language, but the languages of the visual arts often cross-pollinate. For example, film might use framing techniques that you would find in the panels of a comic book. The following overview of basic comic book terminology (derived from Wikipedia) will help students understand visual techniques that are typically employed in comic books.

★ **Panels:** Panels are images that are laid out within the page borders. The most traditional layout for comic books is a grid of nine panels, in a three-by-three format.

★ **Panel frames:** The border or edges of a panel are called frames. Traditionally, these are rectangular in shape but can be altered by the artist.

★ **Bleed:** A bleed is when the art runs to the edge of each page and does not have a white border around the image. This is most commonly seen on the front cover.

★ **Splash page:** A splash page is a full-page drawing in a comic book. A splash page is used when the artist wants to highlight an important event or element in the story. When the image appears across two pages of the comic book, it is called a double splash page.

★ **Speech balloon or speech bubble:** Speech balloons are a graphic used to assign ownership of dialogue to a particular character. These may vary in shape depending on the type of dialogue that it contains: for example, whispers are often represented using broken lines, screaming tends to be conveyed through spiky lines and cloud-like shapes denote interior thoughts.

★ **Captions:** Captions are a narrative device used to communicate information that cannot be communicated by the speech balloon. They can be used in place of thought bubbles, and can be composed in the first, second or third person.

★ **Motion lines:** Motion lines are used to indicate that a character or object is moving.

★ **Gutter:** Gutter is the space between the borders.