



Iron Peggy

Vancouver International Children's Festival

Study Guide

The Vancouver International Children's Festival is delighted to commission this innovative production by award-winning, international Métis performer, playwright and director, Marie Clements.

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The Show

Synopsis

Peg is a ten year old British girl, of both English and Indian parents, who's new to a private all girls boarding school in London. There are three "It" girls who are bullying her constantly. With her father constantly traveling and a deceased mother, her only solace is the letters she gets from her grandma in India. One day Peg is pulled from class and receives devastating news that her grandma has died. Later when she returns to her room, a package sent from her grandmother before she died arrives at Peg's door. Inside are three little soldier figurines that come to life as Indigenous soldiers from World War I. The soldiers encourage her to face her bullies by fighting to make things better and to open up her heart.

SETTING: York Private Girl's School – London

TIME: Present and World War One

RUNNING TIME: 50 minutes

Characters

PEG, age 10. British Indian. Mixed Blood. Her mother was from India originally, and her father is English. A new student at a private Girl's school in London. Smart, pretty, and kind. Faced with odds she can't seem to fight against.

IRON SOLDIER FIGURINES: "Peggy" Francis Pegahmagabow, Henry Louis Norwest & Private George McLean

MS. HALL (Dean) and *MS. FREED* (Teacher)

THE THREE IT GIRLS Three bigger than life bullies. Students at the same private Girl's School.

GRANDMOTHER (lives near North Delhi, on the outskirts of New Delhi, India)

ENEMY SOLDIERS SHADOWS

Creative Team

PLAYWRIGHT	Marie Clements
DIRECTOR	Sherry J. Yoon
PRODUCING COMPANIES	Vancouver International Children's Festival Boca del Lupo Red Diva Projects
STAGE MANAGER	Yvonne Yip *
ACTORS	Adele Noronha * Balinder Johal * Raes Calvert * Deneh'Cho Thompson Taran Kootenhayoo
SINGER	Neetaja Aptikar
COMPOSER / CELLIST	Cris Derksen
SET & PROP DESIGN	Shizuka Kai
COSTUME DESIGN	Mara Gottler
VIDEO DESIGN	Jay Dodge
SOUND DESIGN	Carey Dodge
LIGHTING DESIGNER	Jeff Harrison
DRAMATURGE	Paula Danckert
PROP BUILDER	Monica Emme
MOVEMENT COACH	Jonathan Hawley Purvis *
CULTURAL CONSULTANT	Gavan Cheema
PRODUCTION ASSISTANT	Kathleen Gordon
TECHNICAL DIRECTOR	Debbie Courchene
EXECUTIVE PRODUCER	Katharine Carol
ASSOCIATE PRODUCER	Michelle Kneale

* Participating with permission of the Canadian Actor's Equity Association

Performers

PEG | Adele Noronha is a settler theatre artist practicing on unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations. She has worked in various capacities on and off the stage with companies such as Gateway, Carousel, Touchstone, Delinquent, Upintheair, frank, Electric Theatre Company and Pi Theatre. Adele is a Jessie Award-winning actor, an educator and an emerging creator. Recent performance credits include: *The Orchard* (Arts Club); *Lysistrata* and *Timon of Athens* (her 3rd season at Bard on the Beach); *The Only Good Indian* (Pandemic Theatre); *Walt Whitman's Secret* (the frank); *Happy Place* and *Brothel #9* (Touchstone). A Studio 58 graduate, Adele last appeared on the Waterfront stage as Susan in *The Lion, The Witch and The Wardrobe* (Carousel).

NANI-MA (Grandmother) | Balinder Johal is a Film, TV and Theatre Actress with five nominations and one win in the Leo and Canadian Screen Awards, and with numerous awards from the Punjabi community in Canada, India and America. She served on the jury for films for the 2017 Canadian Screen Awards. Balinder is known for: *Deepa Mehta's Heaven on Earth* and *Beeba Boys*; *Jatt and Juliet* and its sequel; Sanctuary TV series; *Here and Now* by David Diamond, *Bollywood Wedding* and *My Granny the Gold Fish* plays. She has also worked as a dialect coach, narrator, and translator of Punjabi, Hindi and Urdu, and has served as a cultural consultant for many movies.

HENRY/IT GIRL/MS FREED | Raes Calvert is a Métis theatre artist who lives and works in Vancouver. He is very excited for his first appearance at the Vancouver International Children's Festival. As a performer, he has toured nationally and internationally with such companies as Axis Theatre, GreenThumb Theatre, Manitoba Theatre for Young People, Newworld Theatre and The Presentation House Theatre. Raes is a three-time Jessie Richardson Theatre Award nominee and one-time recipient. In 2017, Raes was a recipient of a Hnatyshyn Foundation's REVEAL Indigenous art award. Raes was recently nominated for an Ovation award and a Broadway World award. He is a graduate of Studio 58.

PEGGY/IT GIRL | Deneh'Cho Thompson is a director, actor and playwright who recently moved to Edmonton in pursuit of an MFA in Indigenous Theatre from the University of Alberta. His artistic practice focuses on new play development and centres the values of reciprocity, respect and reflexivity. Deneh'Cho's recent acting credits include the world premiere of *REDPATCH* by Sean Oliver Harris and Raes Calvert, and *Thanks for Giving* by Kevin Loring. Deneh'Cho's directing credits include: *The Girl Who was Raised by Wolverine* (written by Deneh'Cho, and winner of the 2016 Playwright Theatre Centre's Fringe New Play prize), *The Dudes of My Life* by Christina Andreola, and *The Governor of the Dew* by Floyd Favel. *The Girl Who was Raised by Wolverine* was also presented at the Weesageechak Begins to Dance 29 Festival in 2016. Deneh'Cho also teaches youth and community theatre workshops.

GEORGE/IT GIRL/ MS HALL | Taran Kootenhayoo is an emerging Denesuljné & Stoney Nakoda playwright, born in Cold Lake, AB (1993). He worked with the SOAR Aboriginal Arts youth program from 2012-2015 as a co-writer, acting coach and performer, where he was able to help create *The Blackness of White* and *Crux*. While working with SOAR, Taran was also attending Capilano University's Acting for Stage and Screen program, which included a playwriting course lead by Hiro Kanagawa. It was there Taran wrote his first 10-minute one-act play *Poets Have No Strength*, as part of Sacred Space: The Tom Cone Festival. After graduation, Taran joined Savage Society as a collaborator for their projects, while simultaneously receiving their support on his newest play, *White Noise*. Some of Taran's acting credits include: *Only Drunks and Children Tell the Truth*, *The Cure for Death by Lightning*, *Salmon Girl*, *TH'OWXIYA*, *God's Lake*, *REDPATCH*, *Songs of the Land (The Boy Who Was Abandoned & The Council of the Spider, Ant and Fly)* and *The Good Person of Szechwan*.

Background information

Influential Characters

“PEGGY” FRANCIS PEGAHMAGABOW

Francis Pegahmagabow, Anishnaabe (Ojibwa) chief, war hero, and later vocal advocate for Indigenous rights and self-determination, was the most decorated Indigenous soldier enlisted with the 23rd regiment, part of the 1st Canadian division.

He fought in France and Belgium where his first real taste of battle came at the second battle of Ypres. Peggy was a skilled marksman and soon after arriving on the European front his reputation began to build. Although no official records were kept he is often called the most successful allied sniper of the war credited with killing dozens of German soldiers. Peggy was injured during the battle of the Somme, shot in the left leg. This injury could have served as his ticket home, but he rejoined his unit as soon as he was able.

One of the 29 members of the Canadian Expeditionary Force to be honoured, Francis fought throughout the entire war and, despite the odds, survived. In recognition of his bravery he earned the military medal and two bars. He was also awarded a 1914–15 Star, the British War **Medal** and the Victory **Medal**. In 2003, the **Pegahmagabow** family donated **Francis' medals** and chief headdress to the Canadian War Museum.



In the play “Peggy” Francis Pegahmagabow is 21 years old. Ojibway descent, and a leader of the Iron Soldiers.

More info: <https://www.thecanadianencyclopedia.ca/en/article/francis-pegahmagabow>

HENRY LOUIS NORWEST

Henry Norwest, son of Metis parents in northern Alberta, became the greatest sniper among the Canadian troops at the front and possibly the best in the British forces. Norwest was officially credited with 115 observed hits, the highest figure record at the time. His reputation was known to the German troops and they feared him.

Norwest had enormous patience and perseverance. Using a rifle, specifically one fitted with a telescopic lens, he would wait for days in no-mans-land to catch his man and never fired unless he was sure he couldn't be seen by the enemy. Norwest was awarded the military medal during the battle of Vimy Ridge in 1917 and three months later a bar was added to his medal.

On the 18th of August, less than three months before the end of the war his luck gave out and he was shot through the head by a German marksman.



In the play Henry Norwest is 20 years old, Metis descent. A highly decorated famous sniper from World War I. An ex-rodeo performer. Deadly but with a kind heart.

More info: http://www.biographi.ca/en/bio/norwest_henry_14E.html

PRIVATE GEORGE MCLEAN

George McLean was of noble lineage. His mother Angele was the daughter of Johnny Chillihetza, Chief of the Douglas Lake Indian Band, and the niece of Nicola, Grand chief of the Okanagan people and Chief of the Nicola Valley peoples.

Like many Indigenous Canadians, McLean first served during the Boer War (1899-1902) in South Africa. After that war he became a rancher in the Douglas lake area of BC. When World War I was declared, although he was 41 years old, he still volunteered. McLean is a memorable soldier because he launched a solo attack on a large number of German soldiers (using Mills bombs—small grenades nicknamed “pineapples”) at the Battle of Vimy Ridge and became one of nearly 200 to earn the distinguished conduct medal - the second highest award for gallantry.



In the Play Private George McLean is 18 years old, and of Salish descent from the BC Interior. He is another decorated sniper from World War I. An ex-rancher. He is a skinny guy with a strong instinct.

More info: <http://av.canadiana.ca/en/veteran/3837>

Where do the Iron Soldiers in Iron Peggy come from?



More info: <https://native-land.ca> ; <http://fnpim-cippn.aandc-aadnc.gc.ca/index-eng.html>

Indigenous People's Atlas of Canada: <https://indigenouspeoplesatlasofcanada.ca/>

OJIBWAY

“The Ojibway (also Ojibwa, Ojibwe and Chippewa) are an Indigenous people in Canada and the United States who are part of a larger cultural group known as the Anishinaabeg.”

Soldier Francis Pegahmagabow “Peggy”

More info: <https://www.thecanadianencyclopedia.ca/en/article/ojibwa>

MÉTIS

“Métis are people of mixed European and Indigenous ancestry, and one of the three recognized Aboriginal peoples in Canada.”

Soldier Henry Louis Norwest

More info: <https://www.thecanadianencyclopedia.ca/en/article/metis>

INTERIOR BC SALISH

“Interior Salish is comprised of the Lillooet, Shuswap (now Secwepemc) and Thompson (now Nlaka'pamux) and Okanagan are the four First Nation groups in the interior of British Columbia (although Okanagan territory extends into Washington state) who speak languages belonging to the Interior Salish division of the Salishan language family.”

Soldier Private George McLean

More info: <https://www.thecanadianencyclopedia.ca/en/article/interior-salish-first-nations>

CREE

“The Cree (Nehiyawak in the Cree language) are the most populous and widely distributed Indigenous peoples in Canada.”

Soldier Henry Louis Norwest

More info: <https://www.thecanadianencyclopedia.ca/en/article/cree>

Definitions of Importance

ABORIGINAL This became a popular term after 1982, when Section 35 of the Canadian Constitution defined “Aboriginal” as the first peoples of Canada, including First Nations, Metis, and Inuit peoples.

FIRST NATIONS The Aboriginal peoples of Canada (excluding Metis and Inuit). It does not have a legal definition, but it has been popular practice since the 1970s to use “First Nations” in replacement of the term “Indian”, as many have begun to perceive “Indian” to be derogatory. First Nation (singular) can also refer to a band, a reserve-based community, or a larger tribal grouping and the status Indians who live in them.

INDIAN In Canada: A legal term that refers to a First Nations person who is registered as such under the Indian Act. Caution: if using in front of individuals some may deem it as derogatory and outdated and call you out on it. (*)
(*) from:
<https://s3.amazonaws.com/beacon.cnd/66ebd0d0d470fbaf.pdf?t=1540602454>
In India: People or things related to **India**
In Britain: **British Indians**, British people of Indian origin (from India)

INDIGENOUS A term that encompasses a wide range of Aboriginal peoples and is typically used in international contexts (most notably the United Nations). This study guide uses this term extensively to refer to Aboriginal peoples in Canada.

COLONIALISM Colonialism is a term used to describe the settlement of places like India, Australia, North America, Algeria, New Zealand and Brazil, which were all controlled by the Europeans. In Colonialism, one can see great movement of people to the new territory and living as permanent settlers. Though they lead the life as permanent settlers, they still maintain allegiance to their mother country. British Colonialism in India ended in 1947.

More info: <https://www.thoughtco.com/the-british-raj-in-india-195275>

SETTLER COLONIALISM & ASSIMILATION

The term “settler colonialism” refers to an ongoing process of destroying one society for the purpose of replacing it with another one. To justify this, the Indigenous peoples need to be perceived as inferior in contrast to the colonizing group, and thus deserving of what happens to them.

Canada was founded on settler colonialism, and this process of erasure was done first through force —outright genocide— and then later through more subtle strategies of containment, such as law (the Indian Act) and residential schools. Settler colonialism continues today as Canada’s Indian Act, though it has been amended many times since its inception, has largely maintained its original form.

TRUTH & RECONCILIATION

A **truth** commission or **truth and reconciliation** commission is a commission tasked with discovering and revealing past wrongdoing by a government (or, depending on the circumstances, non-state actors also), in the hope of resolving conflict left over from the past. In Canada, its mandate is to **inform** all Canadians about what happened in Indian Residential Schools. The Commission has been documenting the truth of survivors, families, communities and anyone personally affected by the Residential School experience.

More info: <http://caid.ca/TRCFinExeSum2015.pdf>

SLUR

“An insinuation or allegation about someone that is likely to insult them or damage their reputation.” In the play, *Paki* is used as a slur by the It Girls against Peg.

Its origin can be connected to India’s partition and decolonization after independence from Britain in 1947 (which is why it is probably still used mostly in the UK). Slurs can be used as a way of homogenizing and isolating people along racial or ethnic lines. India and Pakistan have been at war (and still are in the state of Kashmir) since Independence 1947.

More info: [https://en.wikipedia.org/wiki/Paki_\(slur\)](https://en.wikipedia.org/wiki/Paki_(slur))

BULLYING

Students and parents expect schools to be safe, where students can learn and teachers can teach in a warm and welcoming place, free from bullying, intolerance and violence.

(from Vancouver School Board District Links)

Bullying is a pattern of aggressive behaviour meant to hurt or cause discomfort to another person. Bullies always have more power than victims. Their power comes from physical size, strength, status, and support within the peer group.

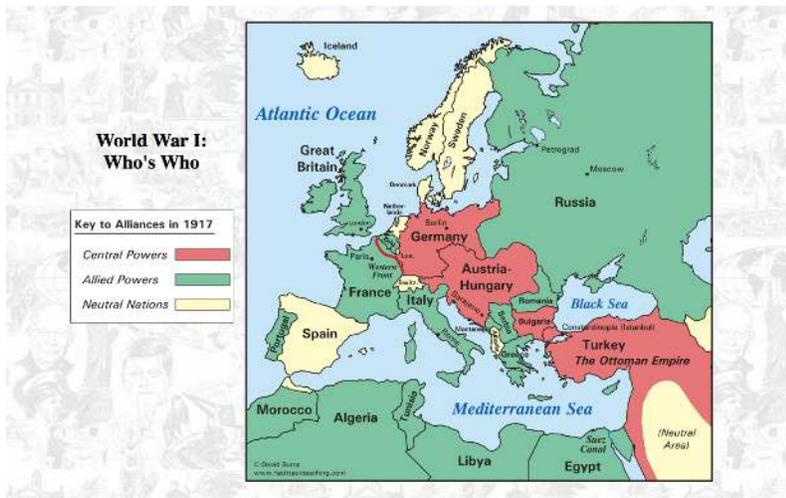
There are three types of bullying:

- **Physical:** where a person is harmed or their property damaged
- **Verbal:** where a person's feelings are hurt through insults and name-calling
- **Social:** where a person is shunned or excluded from groups and events.

VSB Report Bullying Link:

<http://go.vsb.bc.ca/schools/selkirk/Students/Pages/Report-Bullying.aspx>

Overview of World War I



World War I, often called 'the War to end all Wars', was a major conflict from 1914 to 1918 fought between the Allied and Central powers. The main members of the Allied Powers were Serbia, France, Russia, and Britain. Americans joined the Allies later in the War, in April 1917. The members of the Central power were Germany, Austria-Hungary, the Ottoman Empire and Bulgaria.

The assassination of Austrian archduke Franz Ferdinand on the 28th of June 1914 by Serb nationalist, Gavrilo Principe, led to a quick succession of retaliations: Austria declared war on Serbia, followed by Russia protecting its Serbian ally and Germany declaring war on Russia to protect Austria. Subsequently, France declared war on Germany to protect Russia, Germany invaded Belgium to gain access to France and Britain retaliated by declaring war on Germany. The fighting ended on November 11th, 1918 in a general armistice. The war itself officially ended with Germany and the Allies signing the Treaty of Versailles.

Canada's Involvement

Troops from Canada played a prominent part in World War I. Canada was part of the British Empire in 1914, so when Great Britain declared war on Germany on August 4, 1914, Canada was automatically at war. The next day due to the overwhelming support of Canadian citizens, the Canadian Governor General officially declared war on Germany.

As membership of the British Empire extended throughout the globe, this was truly a global war. Along with other nations in the Empire, such as Australia and India, tens of thousands of Canadians joined the army in the first few months of the war and more than 4,000 Indigenous soldiers signed up. They along with so many other men had to endure the hardships that came with trench warfare and face the dangers of modern weaponry. For a nation of eight million people Canada's war effort was remarkable. More than 650,000 men and women from Canada and Newfoundland served — over 66,000 gave their lives and more than 172,000 were wounded. It was this immense sacrifice that led to Canada's separate signature on the Versailles Peace Treaty. No longer viewed as just a colony of England, Canada was truly on the road to standing on its own. It became a founding member of the League of Nations in 1919.

Some Facts about the War

- 1** The terrorist group responsible for assassinating Archduke Ferdinand was called the Black Hand.
- 2** More than 65 million men fought in the war.
- 3** Russia had the largest number of casualties (9,150,000), followed by Germany (7,142,558), Austria-Hungary (7,020,000) and France (6,160,800).
- 4** The first large-scale use of chemical weapons was in WWI.
- 5** It was the first major war where airplanes and tanks were used. When the British first invented tanks they called them "land-ships".
- 6** In 1917, for the first time a human voice was transmitted by radio from a plane in flight to an operator on the ground - the birth of air traffic control.
- 7** Famed scientist Marie Curie helped to equip vans with x-ray machines that enabled French doctors to see bullets in wounded men. These vans were called "petites Curies", meaning "little Curies."
- 8** The "Thomas splint" was designed to stabilize fractures of the thigh bones in order to move the patient out of the battlefield without causing him pain or further injury. Thigh bone injuries went from 80% fatality to 80% survival between 1914 & 1916.
- 9** Dogs were used in the trenches to carry messages. A well-trained messenger dog was considered a very fast and reliable way to carry messages.
- 10** Mills bombs— were small grenades nicknamed "pineapples".

- 11 70% of Canadian men who enlisted were recent British Immigrants, even though they only represented 11% of the population. Enlistment rates of Anglo-Saxon Canadians who had been in Canada for several generations and French-Canadian communities were much lower.
- 12 First Nations, Canadians of African and Asian ancestry faced discrimination when trying to enlist and sometimes had to go to a different province to sign up.
- 13 More than 2,800 Canadian Nursing Sisters served in the Canadian Army Medical Corps.
- 14 Raymond Collishaw, Billy Bishop, Billy Barker were amongst Canadian WWI's "great aces", military aviators credited with shooting down five or more enemy aircrafts during aerial combat.

More info:

<https://www.warmuseum.ca/firstworldwar/history/life-at-the-front/trench-conditions/shellshock/>

https://www.thestar.com/news/canada/2014/08/09/wwi_racism_black_asian_and_aboriginal_volunteers_faced_discrimination.html

Canadian Sikh soldiers in WW1: <https://www.omnitv.ca/on/southasian/videos/1971662261001/>

Spanish Flu: 1918 – 1920

In the fall of 1918, a world ravaged by four years of war was suddenly hit by a mysterious and deadly plague—the "Spanish Flu." The illness struck not only the young and the elderly, but also people in the prime of their lives, advancing rapidly toward mortality in its victims. This phenomenon in effect brought the terror, the panic, the horror and the sense of helplessness of the Great War home with the returning soldiers—more people died of this epidemic than had been killed in battle throughout the armed conflict.

Canada was hit hard by the illness. The spread of the infection included urban areas and even the most remote communities. Canada had a population of about 8.7 million in 1918, based on data from the 1921 census. The death rate from Spanish flu was therefore about 4.5% of the population. More than 1000 people died in Toronto alone, with a total of 8700 deaths in Ontario. There were 4000 deaths in both Alberta and Manitoba and 5000 in Saskatchewan. Some indigenous communities lost almost the entire population to the illness. Most Canadian communities adopted measures to attempt to contain the spread of the virus. In Alberta people were required to wear face masks in public. In Regina people could be fined for public coughing or sneezing. Some towns imposed quarantines where people could not enter or leave without being arrested. Trains were forbidden to stop and the borders were sealed and mail from overseas, feared to be carrying the deadly virus, was gathered and then burned. In response to Spanish flu, Canada established the Department of Health in 1919.

More info:

<https://www.pc.gc.ca/en/culture/clmhc-hsmbc/res/doc/information-backgrounder/espagnole-spanish>

https://www.thestar.com/life/health_wellness/2008/09/19/spanish_flu_killed_millions_but_few_remember.html

Unity 1918 by Kevin Kerr: <https://www.goodreads.com/book/show/633119.Unity>

Canadian Indigenous People & the War

Overview



During World War One, thousands of Indigenous people voluntarily enlisted in the Canadian Military. As only those with official “status” were recorded by the Canadian Expeditionary Force (CEF), precise enlistment numbers are unknown. However, it is estimated that over 4,000 Indigenous people served.

Indigenous soldiers served in units with other Canadians throughout the (CEF) in every major theatre of the war and in all the major battles. Hundreds were wounded or lost their lives on foreign battlefields. Many were recognized as talented and capable soldiers and at least 50 were awarded medals for bravery and heroism.

In addition to their contributing to the war effort by sending soldiers, many indigenous communities and individuals made generous monetary donations to various war funds and several communities established their own branch of the Red Cross and Patriotic leagues.

Attraction to the war

There were various reasons that Indigenous people enlisted including: the attraction of a regular wage, joining their family or friends who had enlisted, to satisfy their sense of adventure, to travel the world, and for patriotic reasons. Another reason for enlistment was to honor the past relationship between Aboriginal people and the British Crown during the war of 1812.

Indigenous Women in World War I

It was more common for Indigenous women to remain on the home front to look after their homes and communities, raise children, or tend to family farms while the men were away. Indigenous women made their contributions on the home front in the form of charitable activities through the Red Cross, and patriotic societies. The first Indigenous women's patriotic organization was the Six Nations Women's Patriotic League (SNWPL) formed on-reserve in Ontario, in October 1914.

- These organizations contributed to the war effort by providing comforts to the soldiers such as knitted socks, sweaters, mufflers, and bandages.
- Young girls would make handmade items to send to soldiers.
- They collected clothing, money and food to be sent overseas.

Indigenous women could not take advantage of the advancement of women's rights which occurred during the war period. They were not allowed to vote without loss of status until 1960. The sole exception was Charlotte Edith Anderson Monture, an indigenous woman who served as a nurse during the 1st World War, because she was an active member of the military.

Charlotte Edith Anderson Monture

Charlotte Edith Anderson Monture, AKA Edith Monture, was one of fourteen Canadian Indigenous women who served as members of the Army Nurse Corps during World War 1. She was born the 10th of April 1890 on the Six Nations reserve near Brantford, Ontario and died on the 3rd of April 1996 in Ohsweken, Ontario.

As most Canadian nursing programs at the time excluded Indigenous women, Edith had no luck getting into Ontario nursing schools. The Canadian Indian Act was a barrier to higher education for Indigenous people, so Edith looked to the US, where she was accepted into New York's New Rochelle Nursing school. She graduated first in her class.

Edith was the first Indigenous women to become a registered nurse in Canada and to gain the right to vote in a Canadian Federal Election. She was also the first Indigenous woman from Canada to serve in the United States Military, breaking barriers for Indigenous women in the armed forces.



After the war

After returning from service, many Indigenous veterans were not awarded the same benefits as their non-Indigenous counterparts. Indigenous veterans returned with illnesses such as pneumonia, tuberculosis and influenza. "Because mustard gas weakened the lungs, returning Indigenous soldiers who had been victims of gas attacks were more susceptible to contracting tuberculosis and other respiratory illnesses." (Dempsey, *Warriors of the King*, 13) Many unknowingly carried the deadly influenza virus back with them to their isolated communities where it quickly spread. Sadly many veterans returned home injured and/ or missing limbs which impacted their ability to provide for their families and communities.

More info:

Canadian First Nations Influenza WW1:

<https://ojs.library.ubc.ca/index.php/bcstudies/article/download/1498/1541/>

Post war info: <https://www.thecanadianencyclopedia.ca/en/article/indigenous-peoples-and-the-world-wars>

Recognition from the Canadian Government



Canadian veterans undergoing health inspections upon demobilization in 1919. Those found ill were held back until they were healthy.

Canadian War Museum, George Metcalfe Archival Collection, CWM 19940003-473.

The equal treatment indigenous veterans experienced disappeared once they returned home to Canada. Veterans' benefits and support from the Canadian government were put in place but the implementation of the programs on reserves were vastly different than elsewhere in Canada.

Receiving military decorations and commendations provided many with the confidence to speak for themselves and advocate for expanded rights and fair treatment in society for all members of their communities. Consequently, following the war, Indigenous people began to organize politically with veterans leading the way. In 1919, the first national "pan-Indian" organization, The League of Indians in Canada was founded by Lieutenant F.O. Loft, a Six Nations veteran.

Medals & Bars

The Military Medal was awarded to the Other Ranks (N.C.O.'s and Men) and was first instituted in 25 March 1916 during The First World War, to recognise bravery in battle. The Military Medal was the equivalent to the Military Cross (MC) which was awarded to commissioned officers.

A medal bar or medal clasp is a thin metal bar attached to the ribbon of a military decoration, civil decoration, or other medal. When used in conjunction with decorations for exceptional service, such as gallantry medals, the term "and bar" means that the award has been bestowed multiple times.

Show related activities

Before the Show

PICTURES FROM THE PLAY

[group activity]

Look at these pictures of the play.

- Who could these people be?
- What can you tell from their outfits?
- What do you think their relationships are? (i.e. they seem friendly to each other? Do you think they are schoolmates?)
- What looks familiar to you?
- In which way are you able to identify with them?



PLAY WITH WORDS

[group activity]

Here are some topics mentioned in the play. What comes to mind when you hear those words? Try to come up with 3 examples and discuss with your group.

- WW I
- Pineapples
- First Nations
- Indian
- Vimy Ridge
- Grandparents
- Soldier
- Drama Queen
- It-Girl

After the Show

CLASS CONVERSATIONS ABOUT THE PLAY

[conversation]

Talk in class about the show you have just watched. Here are some questions to start the conversation:

- What are your thoughts about the play?
- What did you learn?
- What are you going to remember?
- Who was your favourite character and why?
- Did you recognize yourself in a character? In which way did you identify with him/her?
- Why do you think Peg called herself *Iron Peggy* at the end of the play?
- If you were the playwright, would you change anything in the story and why?

[conversation]

Operation “Stand Up”

“They fought so we could be who we are meant to be. We have to stand up for who we are, and for those that came before us. We have to stand up for each other. It’s something worth fighting for.”

- What do you think this means?
- What are they fighting for?
- Is this relevant to you, your family, your community... today? Why?
- Is Peg heroic?
- If settler colonialism is about replacing one society with another, can you identify any ways and in which countries this process may still be happening today? Discuss with a partner or in small groups.

INDIGENOUS COMMUNITIES

The Vancouver International Children's Festival acknowledges that we live, work and play on the unceded and traditional territories of the Coast Salish peoples: Squamish, Tsleil-Waututh and Musqueam Nations.

[class conversation/research]

- What is the nearest Indigenous community to you?
 - o What do you know about their culture and traditions?
 - o How do they say 'hello' and 'goodbye'?
 - o What traditional regalia do they use for their ceremonies? Can you draw an example?
 - o What is their most recognized form of artistic expression? I.e. mask, totem pole, dance, oral history...
 - o Do they have a traditional set of colors?
 - o Do some research to find out about their participation in WWI.
- What do you know about your own ancestry?
 - o Where did your (grand)parents come from?

NANI-MA'S VILLAGE (Grandma's village)

Grandma comes from North Delhi, which is a district just outside of New Delhi. North Delhi is bounded by the Yamuna River on the east, and by the districts of North West Delhi to the north and west, West Delhi to the southwest, Central Delhi to the south, and North East Delhi to the east across the Yamuna.

North Delhi has a population of 779,788 (2001 census), and an area of 59 km², with a population density of 13,019 persons per km². North Delhi is inhabited by a wide range of people, jats (farmers) in particular, there are more than 90 Villages inhabited by these farmers in the district.

[activity]

In the play, Peg makes a model of her Grandma's house. Do some research and create a model of what your grandparents' house looked like. It can be a real model or an electronic model.

A LETTER FOR GRANDMA

In the play there are references of letters between Peg and her grandmother.

[activity]

Write a letter to your parents or grandparents on one of the following topics:

- What you've been doing lately at school
- Why they are special
- The most recent thing they helped you with
- Your favourite memories together.

ABOUT THE WAR

The soldiers in the play have all participated in WWI. They are famous soldiers who have been decorated with medals.

[conversation]

- Do you know the significance of the medals? (see following page)
- Do you know of anybody who has participated in the war or a more recent war? Perhaps your grandparents or great-grand-grandparents.

- Do you know a story about the war?
- Why is it important to decorate soldiers?
- Each year on November 11, people around the world commemorate the end of WWI. Why is it important?

“Francis Pegahmagabow's medal set includes the Military Medal, with two bars, the 1914-1915 Star, the British War Medal 1914-1920, and the Victory Medal 1914-1919. Pegahmagabow was Canada's most decorated Aboriginal soldier in the First World War. Peggy, as his fellow soldiers called him, enlisted in August 1914 and went overseas with the First Contingent. He served for most of the war as a scout and sniper with the 1st Battalion, acquiring a fearsome reputation as a marksman. At the Battle of Mount Sorrel in June 1916, Pegahmagabow captured a large number of German prisoners and was awarded the Military Medal. He was awarded a bar to his Military Medal during the Battle of Passchendaele in November 1917, and a second bar for actions during the Battle of Amiens in August 1918.” (*)



Pegahmagabow's Medal Set

(*) from <https://www.warmuseum.ca/firstworldwar/objects-and-photos/decorations-and-memorials/medals/pegahmagabows-medal-set/?back=1602&anchor=2242>

THE CHANT IN THE PLAY

[conversation]

Peg and the soldiers tell this chant multiple times:

“Still your mind. Steel your gut. Open your heart. Still your mind. Steel your gut. Open your heart”

- What is the message of the chant? What does it mean?
- What feelings are hidden in the chant?
- In which way is it an important message?
- Do you have a favourite object, poem, song, hero, person... to give you strength and comfort when you need it?

[activity]

Write your own chant:

1. That gives you strength to overcome an obstacle (mental or physical) or;
2. That is your own reflection on the play or
3. That is an acrostic chant to spell the title of the play (Iron Peggy). An acrostic is a chant/poem in which the first letter of each line spells out a word, message or the alphabet.

ANTI-BULLYING

Peg is bullied in the play. Bullying is not cool! It hurts people.

[discussion]

Start a conversation with your class about how to prevent bullying with the following statement and/or questions:

- What is being done at your school to prevent bullying?
- What can you do to help the person that is being bullied?
- Why do so many people not respond when they see someone getting bullied?

[group activity]

Brainstorm with your class about steps you can take to prevent bullying. Make it a code of conduct: print it, sign it and post it on your wall.

[optional: craft activity]

Make 'kindness rocks'. Students can paint a rock and put their name or a message on it.

[group activity]

Peg gets notes from her bullies. These notes have unkind words written on it.

We need to be nice to each other and show appreciation!

1. Every person in the group needs to take a piece of paper;
2. Write your name at the bottom;
3. Pass it to the person next to you;
4. Write a short sentence AT THE TOP of the page to show your appreciation of the person whose name is written at the bottom of the page;
5. Fold the paper over to hide the sentence you just wrote;
6. Pass the paper to the person next to you;
7. Repeat step 4 – 6 until the whole page is folded multiple times with compliments
8. Once everyone has had the chance to write a compliment return the paper back to its original owner.

WRITE A REVIEW

[activity]

Write a review about the play! Be honest and write down your thoughts. What did you think of it? Did you like it? Would you recommend it to other people? (You can use the following page as an outline)

[optional]

You can add an extra activity: make a drawing of the play.

Title		
Intro (facts: who, when, where, ...)		
Middle (what happens during the play?)		
End (conclusion, what is the message?)		