

MINNIE H. BOWEN'S

Canada

Student's Workbook
For Highschool



ACTIVITY 1

CONTEXT

1. Based on what you already know, what are the characteristics that best represent 19th century Canada? To answer this question, consider the following topics: politics, territory, culture, economy, social groups.

2. Place the following events at the appropriate time and period on the timeline. To do so, use Documents 1, 2 and 3. **Don't forget to give your timeline a title.**

- / British North America Act
- / Minnie H. Bowen's Life
- / Isabelle Jacques, first woman to be admitted to Bishop's University's Faculty of Medicine
- / Rejection of the petition proposed by the Christian Women's Union for Temperance
- / Women are given the right to vote in Canada
- / Women are given the right to vote in Quebec

Title:



3. Name different groups (actors) present in the Eastern Townships. Indicate the common characteristics that bring members of these groups together. Use Documents 1, 2 and 3.

Social Groups
(Actors)

Common Characteristics
(Language, Religion, Country of Origin, etc.)

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Food for Thought:

Do you believe that Hélène Margaret Johnson and Nina May reflect the model of the Victorian woman? Explain your answer by drawing upon the information contained in Document 2.

ACTIVITY 2

MINNIE H. BOWEN AND CANADA

1. Minnie H. Bowen's poems tell us a great deal about her vision of the world. Before analyzing these documents, prepare a profile of the author based on the period's historical context. Using Documents 3-4-5-6-7, note the information that you consider relevant and write it down in the table below. (Who is she? To which social group does she belong? To which associations does she belong? What is her religion? etc.)

Profile: Minnie H. Bowen

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Food for Thought:

In the 19th century, women did not have access to the public stage (politics, law, newspapers, etc.). Towards the end of the 19th century, women started gathering within associations to gain greater political and civic rights. This is what we call feminism. Despite their efforts, women were still far from being considered equal to men. However, Minnie H. Bowen was not a reflection of most women in Quebec.

/ In your opinion, what are the reasons that explain her public success?

2. Minnie H. Bowen's Poetry - Canada

The first two Bowen poems (documents 8-9) describe the ways in which this woman views Canada. Pay attention to the words she uses to describe the country. What do you notice? Note the passages that explicitly illustrate Minnie's view.

Use excerpts from the poems to demonstrate the way in which Minnie H. Bowen views Canada.

Use this chart to help you analyze the documents.

	Topics Covered	Values Represented	References to Great-Britain	References to Canada	Others (missing excerpts)
To Canada					
Canada, my country					

Food for Thought



- / Are you surprised by the way Minnie H. Bowen views Canada?
- / Do you think that all men and women shared her views of the country?
- / How about you? In what ways do you view Canada today?



ACTIVITY 3

MINNIE H. BOWEN: A WOMEN IN SEARCH OF A CANADIAN SYMBOL

/ The *Ottawa Evening Journal* (Document 10) published an article in which Minnie H. Bowen mentions the Canadian flag: "It does not exalt any section or race, but represents the whole"

1. Do you agree with Minnie's statement about the flag? Explain your answer.

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2. On the model of a flag proposed by Minnie H. Bowen, what does the white cross represent?

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3. Which Canadian qualities are represented on this flag?

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4. According to the poems about the flag (Documents 11-12), why does Canada need its own flag?

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5. How does Minnie H. Bowen's version of the Canadian flag take into consideration the relationship with Great-Britain?

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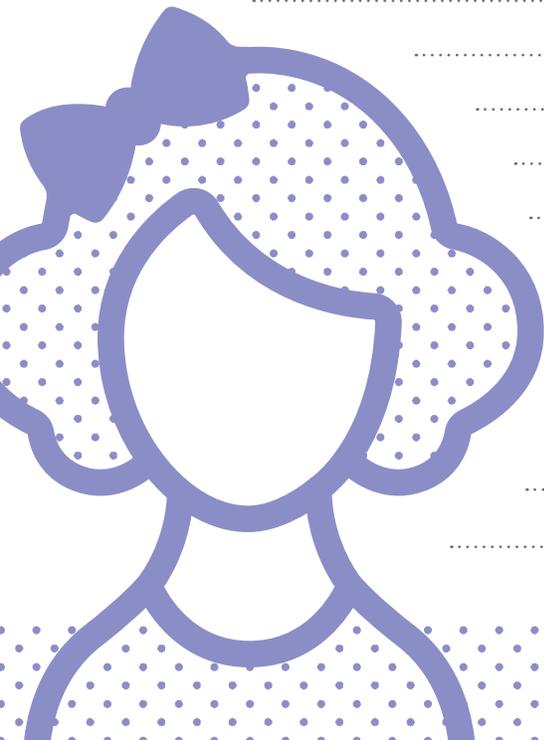
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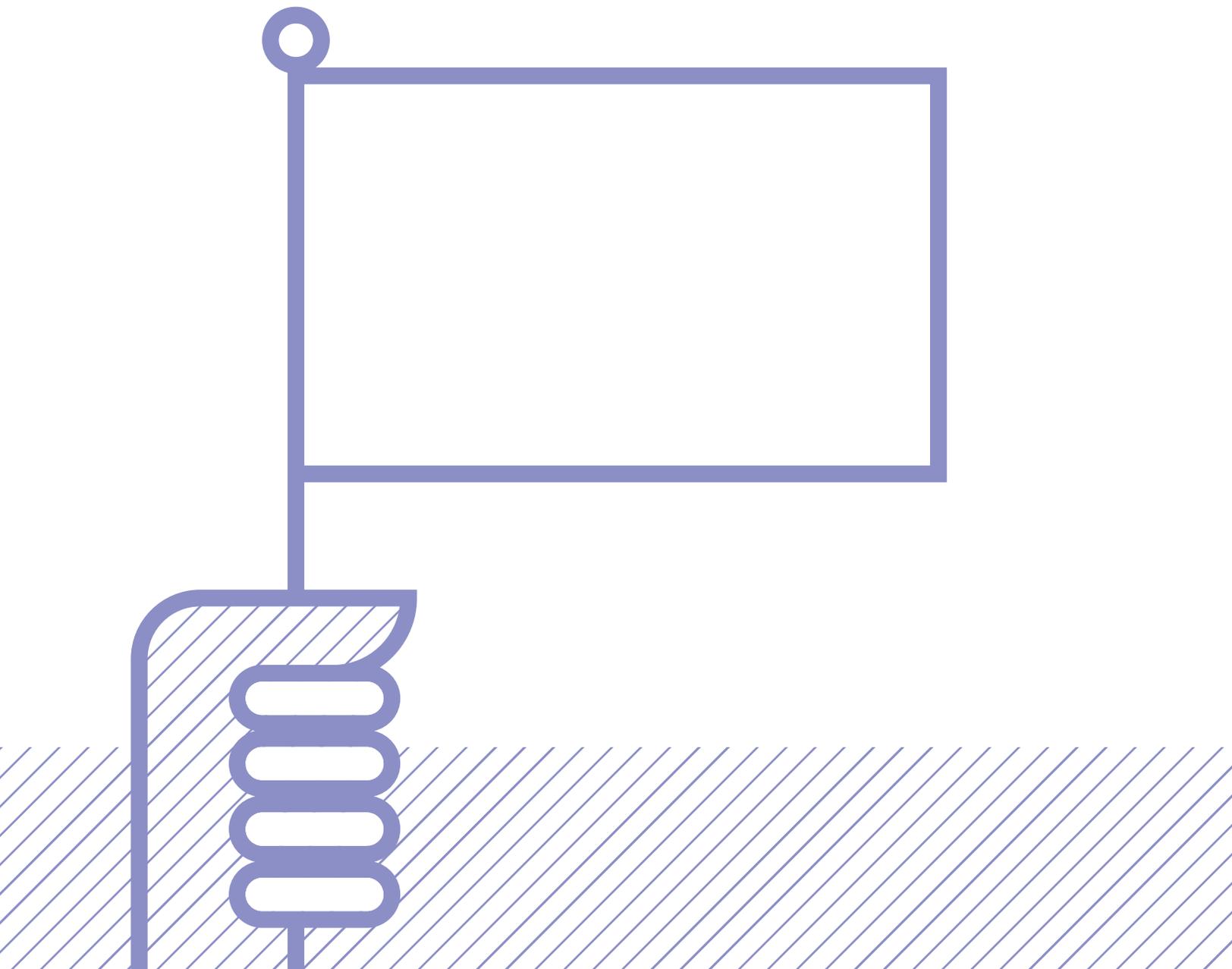
Now that you know more about Minnie H. Bowen's Canada, go back to the Canadian characteristics that you listed in the first activity.

In pairs, choose 3 or 4 characteristics that you believe to be significant.

/ /

/ /

Imagine that you are living in Canada at the turn of the 19th and 20th centuries. Design and draw a flag that includes the characteristics that you believe to be significant.





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and



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