

Military Heritage Project

Topic: Price of Freedom

Sample Inquiry Questions:

- Why was it important for Canada to participate in the Second World War against Germany, Italy, and Japan? What might have happened had Canada had not fought in the Second World War
- What might be the reasons young men and women would volunteer to fight in the Second World War especially when it was fought in distant lands?
- What are the many types of sacrifice that Canadians made for the chance at victory during the Second World War?

Curriculum Connections:

Social Studies 8: Outcome DR8.3 Assess how historical events in Canada have affected the present Canadian Identity

PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians

Cross-Curricular Connections:

ELA 6 Going the Distance– CR 6.2, CR6.5 (Create and Respond), CC6.5 (Compose and Create)

ELA 7 Heroes Gallery (Voices Through the Ages) – CR 7.2, CR7.5 (Create and Respond), CC7.5 (Compose and Create)

ELA 8 Heroic Ways (Adventures and Adventurers) – CR 8.2, CR8.5 (Create and Respond), CC8.5 (Compose and Create)

ELA 9 Doing the Right Thing – CR 9.2, CR9.5 (Create and Respond), CC9.5 (Compose and Create)

Arts Education 9: Outcome CP9.1 Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.

Arts Education 9: Outcome CP9.6 Express perspectives and raise awareness about a topic of concern to youth in a collective creation (drama).

Arts Education 9: CP9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.

Arts Education 9: CP9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth.

Resources Required:

- Computer/Tablet and internet access
- KWL chart HO #1
- Video Note Taking Guide HO #2
- Assessment Rubrics

Online Resources:

<http://www.warmuseum.ca/cwm/exhibitions/guerre/shellshock-e.aspx>

<http://www.junobeach.org/e/4/can-tac-med-exh-e.htm>

http://www.warmuseum.ca/cwm/exhibitions/chrono/1931cost_e.shtml

<http://www.expeditionbalance.org/ptsd-problem/post-traumatic-stress-disorder.php>

http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/ddaynormandy_e.shtml

<http://www.junobeach.org/e/2/can-eve-rod-nor-e.htm>

http://www.veterans.gc.ca/pdf/publications/canada-remembers/RS_Hong_Kong_e.pdf

<http://www.cbc.ca/archives/categories/war-conflict/second-world-war/general-22/japanese-attack-canadian-troops-in-hong-kong.html>

<http://www.veterans.gc.ca/pdf/cr/pi-sheets/Dieppe-SplitPDF-ENG.pdf>

<http://www.junobeach.org/e/2/can-eve-mob-die-e.htm>

<http://rubistar.4teachers.org/>

<http://www.teach-nology.com/>

Purpose of the Lesson:

The focus of this lesson is the cost of war to the nation. What needs to be done in order to maintain Canadian freedoms and what is the price in terms of the cost to the human spirit? The students will investigate the price paid by the soldiers due to combat and due to being held as prisoners of war.

Pedagogy:

1. The students need to have an understanding of the main events of the Second World War and the role Canada played in the Second World War. In order to facilitate this understanding the students will research the role Canada played by reading the article on the Second World War found on the Canadian Encyclopedia Website (thecanadianencyclopedia.com). The students could also use the Canadian War Museum website (http://www.warmuseum.ca/cwm/exhibitions/chrono/1931goes_to_e.shtml) to glean this information. From this research the students are to create a brief timeline which shows where and how Canadian forces served in the Second World War.

On the timeline the students should also include the roles of the Canadian Navy, Army, Air Force, British Commonwealth Air Training Program, and the Womens branches of the services in the Second World War (WRCNS, WAC, and RCAF Women's Division).

****Note:** The timeline is also suggested for the lesson that is created for the video entitled "Commemoration" and would not need to be completed again if it has already been completed by the students

Online timeline tools that are free and require minimum sign up are Dipity, Tiki Toki, Timetoast, Capzles, XTimeline, Timeglider, and Preceden.

2. The lesson on "Price of Freedom" should start with a class discussion where the following questions are explored.
 - We often hear about freedom, but what exactly is 'freedom'?
 - How are we as Canadians 'free'?
 - What guarantees that we as Canadians remain 'free'?
 - What are you (the students) willing to sacrifice to keep our Canadian 'freedoms'?
 - What do you think that those who volunteered to fight in the Second World War sacrificed?

3. Once having completed the discussion the students are to complete the first two columns of a KWL chart about Canada's Role in the Second World War. (HO #1).
4. The students are then to watch the video entitled "Price of Freedom". While watching this video the students are to use the Note Taking Guide (HO #2) which has printed on it a series of questions that the veterans answer as they are being interviewed. These questions focus on a number of issues, concepts, and facts which all relate in some way to "Price of Freedom" and the importance of understanding that all of Canada's military and service personnel have paid and continue to pay a high price.
5. Two types of personal sacrifice are referred to in the interview of the soldiers; physical and mental. Use the two links below to have the students define what shell shock and battle exhaustion are, how soldiers suffering from this were viewed, and how they were treated.
<http://www.warmuseum.ca/cwm/exhibitions/guerre/shellshock-e.aspx>
<http://www.junobeach.org/e/4/can-tac-med-exh-e.htm>
Then have the students create a definition of Post-Traumatic Stress Disorder (PTSD) along with a list of the symptoms using the link below.
<http://www.expeditionbalance.org/ptsd-problem/post-traumatic-stress-disorder.php>
The second type of sacrifice was of a physical nature where the men and women were physically wounded. Using the link below have the students create a table that shows the Canadian casualties of the Second World War.
http://www.warmuseum.ca/cwm/exhibitions/chrono/1931cost_e.shtml
6. At the end of the lesson "Price of Freedom" have the students complete the final column of the KWL chart.

Culminating Activities:

These activities are options that the teacher may select from for their class, or he/she may give the students their choice from this list of activities and assignments.

1. Have the students write a letter of thank you to local veterans. These letters should express the recognition of the sacrifice that the veterans made for our freedom and the freedom from dictatorship in the world during the Second World War. It should also demonstrate that the students have recently expanded their knowledge of the efforts made by Canadians during the Second World War from the studies they have completed.
2. Students could research the events of the D-Day invasion and create a newspaper front page which would show the success of the D-Day invasion as it might have been reported on June 7th or 8th, 1944. This page should include a map and a picture or two. There should be at least two or three articles that would describe the goals of the allies, the events of the day, and the costs of the invasion.
3. Canadians also paid a price when the battle objectives were not achieved as happened at Hong Kong and at Dieppe. The students are to research what happened

at one or both of these battles using the links above and then they could prepare a prezi or a power point presentation which they could present to the rest of the class. This presentation should include some of the background to the battle explaining why Canadians were involved, the main battle itself, the aftermath, and the repercussions of the battle. The focus for the prisoner of war experience includes the way in which these men were treated and how they survived this experience.

4. An alternative approach to presenting the background, events, and repercussions of the Hong Kong defense and the raid at Dieppe would be to have the students create a radio broadcast of one or both of these events. In such an activity the students would be required to write the script prior to recording the broadcast. The broadcast should have other reporters 'on location' or 'experts' who are interviewed by the host. In this way more students are involved and if the teacher wishes the students could collaborate on preparing the script and recording the product.
5. Create a dance composition to represent the physical and mental experiences of soldiers during war.
6. Create a contextual drama and work in role to explore scenarios in which soldiers may have found themselves during war, and upon returning home (e.g., injured). Incorporate a range of drama strategies such as flashback, flashforward, small group improvisations, writing in role, interviews, narration, soundscape, teacher in role, thought tracking).
7. Learn to play, sing, and perform popular music compositions from the Second World War era.
8. Create a short video as a public service announcement to raise awareness of the price veterans pay to guarantee Canada's freedom and the needs they may have (e.g., physical and mental) when returning from war.

Assessment and Evaluation:

Evaluation of this lesson can be accomplished using the rubrics provided or if the teacher would like to create their own rubric there are the following free online rubric creation sites:

<http://rubistar.4teachers.org/>

<http://www.teach-nology.com/>

HO #1 "PRICE OF FREEDOM"

Student Name: _____

What is the price that has been paid by Canadian men and women to ensure freedom in Canada and to ensure freedom around the world?

<u>K</u> NOW	<u>W</u> ANT TO KNOW	<u>L</u> EARNED

HO# 2 "Price of Freedom"

Student Name _____

Answer the following questions while watching the video entitled "Aboriginal War Experience"

<p>There are eleven veterans on this video segment. List their names and the units or branch of service that they served with.</p>	
<p>Veteran 1: How is the value of life different in Canada from the countries the veterans fought against?</p>	
<p>Veteran 2: Where did the German U-boats (submarines) get to in Canada?</p>	
<p>If Canadians hadn't gone overseas to fight, then what would have happened in the world?</p>	
<p>What do we in Canada have that needed protecting?</p>	
<p>Veteran 3: Why was the attitude of some Canadians a concern to this veteran?</p>	

Veteran 4: How did feelings change once the USA was in the war?	
Veteran 5: What was the attitude of the Germans regarding their fighter pilots?	
How many kills did some of the German pilots have in their air force?	
Veteran 6: What is Scapa Flow?	
What was done along Juno Beach before the D-Day invasions?	
How many aircraft and ships were involved in the D-Day invasion?	
What type of German boat did the Royal Canadian Navy patrol for?	
Veteran 7: What happened at Caen and what was the problem there?	

How did they feel when they were bombed by their own aircraft?	
Why did it stink so badly in August?	
Veteran 8: Why was it so difficult to carry out the amputation of the soldiers crushed leg?	
What tools did the doctor have to complete the amputation with?	
Veteran 9: During the Jan. 1, 1945 air attack what were the targets?	
On the terrible day for this veteran who was he calling for when he broke down?	
Veteran 10: What did the First Nations veteran see that made him sick to the stomach?	
Veteran 11 (this is Veteran 6 on this video): How did the war change soldiers?	

<p>How did we "become a country" in this time?</p>	
<p>What are some of the reactions soldier have to being in war?</p>	
<p>Veteran 12: What are veterans concerned about regarding both the soldiers themselves and for Canada?</p>	

Prezi or PowerPoint Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.

Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.

Radio Broadcast Rubric

Name: _____

Teacher: _____

Category	4	3	2	1
Organization	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience
Content Accuracy	Completely accurate; all facts were precise and explicit	Mostly accurate; a few inconsistencies or errors in information	Somewhat accurate; more than a few inconsistencies or errors in information	Completely inaccurate; the facts in this project were misleading to the audience
Research	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project	Did a very good job of researching; utilized materials provided to their full potential; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources	Did not utilize resources effectively; did little or no fact gathering on the topic
Creativity	Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"
Presentation Mechanics	Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear	Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids	Was at times interesting and was presented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids

Newspaper : Second World War

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.

Who, What, When, Where & How	All articles adequately address the 5 W\'s (who, what, when, where and how).	90-99% of the articles adequately address the 5 W\'s (who, what, when, where and how).	75-89% of the articles adequately address the 5 W\'s (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W\'s (who, what, when, where, and how).
Requirements	All of the required content was present.	Almost all the required content was present.	At least 75% of the required content was present.	Less than 75% of the required content was present.
Spelling and Proofreading	No spelling or grammar errors.	No more than a couple of spelling or grammar errors.	No more than 3 spelling or grammar errors.	Several spelling or grammar errors.

Letter-Writing : Veteran Thank-You

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.