

Military Heritage Project

Topic: Aboriginal War Experiences and Prisoners of War

Sample Inquiry Questions:

- What role did First Nations people from Saskatchewan play in the Second World War?
- How was the experience of First Nations soldiers returning home from war different from the experience of non-First Nations soldiers? How are Aboriginal veterans from the Second World War and other military service shown respect today at Powwows and remembrance events?

Curriculum Connections:

Social Studies 6: Outcome DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

Social Studies 7: Outcome IN7.1 Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.

Outcome DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.

Social Studies 8: Outcome PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians

Outcome DR8.3 Assess how historical events in Canada have affected the present Canadian identity

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 CP8.4 Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation

Arts Education CP8.5 Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose

Arts Education CP8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation

Arts Education CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).

Arts Education CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.

CP8.12 Solve visual art problems using a variety of processes and media.

Resources Required:

- Computer/Tablet and internet access
- KWL chart HO #1
- Video Note Taking Guide HO #2 and HO #3
- Assessment Rubrics

Online Resources:

<http://www.cmp-cpm.forces.gc.ca/dhh-dhp/pub/boo-bro/abo-aut/chapter-chapitre-05-eng.asp>

<http://www.303rdbga.com/pow-camps.html#stalag7a>

<http://www.youtube.com/watch?v=z6yx9OfjWVA>

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

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

Purpose of the Lesson:

This lesson is to focus upon our First Nations citizens and the role they played in the Second World War by joining the military though not always with the support of their home communities.

Pedagogy:

1. The lesson should start with the students completing the first two columns of a KWL chart (HO #1) about the role of Canada's First Nations men during the Second World War.
2. Once students have completed the first part of the KWL chart they are to watch the video resource entitled "Aboriginal War Experience" and/or they can also watch "Prisoners of War". While watching these videos the students are to use the Video Note Taking Guides (HO #2 and #3) which have printed on them a series of questions that the veterans will answer as they are being interviewed.
3. Use the link from the National Defense website (<http://www.cmp-cpm.forces.gc.ca/dhh-dhp/pub/boo-bro/abo-aut/chapter-chapitre-05-eng.asp>) to read the experiences of several First Nations soldiers from the Second World War. (The section on the Second World War starts about midway down the page.) While reading have the students compare the experiences of the two First Nations soldiers featured on the videos with two others from the website. Once having read about other First Nations soldiers the students are to write a magazine article which shows the bravery and contributions of the First Nations soldiers. The article should also show that it wasn't easy coming home and that they weren't respected the same way that the non-First Nations soldiers were. Note that Mr. Beaudry is one of the soldiers featured on the National Defense website so more information is available to the students about Mr. Beaudry's history.
4. In order to track Mr. Favel's and Mr. Beaudry's experiences a map or pair of maps could be developed by the students on outline maps. One map should be of Canada to plot their homes and locations of any training mentioned in the videos, the other

map should be of Europe in order to show where they saw action, were stationed, and where Mr. Beaudry was held as a prisoner of war.

5. At the end of the lesson “Aboriginal War Experiences” and “Prisoners of War” have the students complete the final column of the KWL chart.

Culminating Activities:

1. A more thorough biography of Mr. Beaudry could also be developed by the students by completing some online research as Mr. Beaudry is a very well know First Nations artist. He is featured prominently online and has been the focus of a documentary program which is linked through the website link below:
<http://www.youtube.com/watch?v=z6yx9OfjWVA>
2. A second project could be to create, in visual art, a graphic strip (similar to a graphic novel strip) which tells the story of either Mr. Beaudry or Mr. Favel (HO#4 may be used as a template). In completing this activity the students are to use colour images, speech and thought bubbles, and they can also use narration for the frames to help describe the action. The number of frames is at the discretion of the teacher.
3. A variation on the graphic strip could be to have the students create, in visual art, a children’s story book of either Mr. Beaudry’s or Mr. Favel’s story.
4. The students could create a narrative story of either Mr. Beaudry’s or Mr. Favel’s experiences which they will in turn memorize. These narratives will then be told to students in another class or grade. In this way they are also developing an understanding of an oral culture for which our First Nations peoples are known.
5. The students could research the POW Camp Stalag 7a at Moosburg (Germany’s largest POW camp) and they could create a montage of images of the camp to show where Mr. Beaudry was held prisoner.
6. Create contextual drama episodes exploring some experiences of POWs during the Second World War. Work “in role” as imprisoned soldiers and their captors to create several different imagined scenarios. Create tableaux (i.e., bodies positioned to create still pictures) or recreate newspaper stories of life in the POW camps. Hold secret meetings in role to devise ways to survive or escape the camp.
7. Create several episodes in a contextual drama, working in role, to explore the experiences of Aboriginal soldiers returning home. What was life like for these returning heroes? Work in role as soldiers, various family members, government and military officials, newspaper reporters, etc.

Assessment and Evaluation:

Students should be assessed for the completeness of the answers to the questions provided on the handout sheets that they are to use while researching. Maps should be evaluated for completeness and attention to detail.

Evaluation of the other parts 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 "Aboriginal War Experience"		
Student Name: _____		
What role did Bomber Command play in the Second World War?"		
<u>K</u> NOW	<u>W</u> ANT TO KNOW	<u>L</u> EARNED

HO# 2 "Aboriginal War Experience"

Student Name _____

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

What is the veteran's name and what unit was he with?	
For what reasons did he choose to join the army?	
What was the process he went through?	
Where was he transferred to for all of his training?	
What type of job was he given?	
How were the maps in the military different from the type we use?	
What type of things did he haul?	

What happened that he lost his hearing for a period of time?	
What risk do the convoys of trucks face?	
Summarize the story he tells of the children.	
What other war did he volunteer for?	
What was the size of the grant that he got for his family? What did he use the grant for?	
What lessons did he learn from his time in the army that he used all his life?	
When he was visiting Vimy Ridge recently what was he asked to do?	
How many other First Nations were in his unit?	

<p>How did he get along with others in his unit? Why?</p>	
<p>What was the relationship with the people in his First Nations band like after he came home?</p>	
<p>What did some of the people of the band want to do?</p>	
<p>What did he feel he did for the people and for the country?</p>	
<p>How has the government treated him recently?</p>	
<p>What is his message to us? What does he hope people will understand?</p>	

HO# 3 "Prisoners of War"

Student Name _____

Answer the following questions while watching the video entitled "Prisoners of War"

<p>What is the veteran's name and what unit did he serve with?</p>	
<p>Where did he serve? Who did he fight against first?</p>	
<p>What happened to him when he went to scout a building? What was the result?</p>	
<p>How long did he fight? How much ammunition did he start out with and how much was left?</p>	
<p>Why did the enemy officer salute him and why did he salute back?</p>	
<p>How did he get tricked into speaking English?</p>	
<p>What did the enemy officer say about the First Nations people and how was he treated?</p>	

Where was he sent to prisoner of war camp?	
How were they transported once they got to Austria? What was it like? How were they treated then?	
What did he pray to the Creator and how was this prayer answered?	
What was the POW camp they were sent to? When did they arrive and what was he fed?	
How long did he stay in the camp?	
How were they treated for fleas?	
Describe how he escaped with his Mongolian friend.	
How many days did they go without eating and how did they stay warm in the winter?	

How did they get food?	
How were they liberated? What was he wearing at the time? How long was he in the same clothes?	

Rubric for Visual Art Graphic Strip

Student Name: _____

Category	4	3	2	1
Choice of Scenes	Lists all the most important events that occur in the story without revealing the conclusion.	Lists most of the important events in the story without revealing the conclusion, but misses 2 or 3 major events.	Lists most of the important events in the story, but either highlights unimportant points or reveals the conclusion.	Lists some events in the story, but information is incomplete or focused on less important points.
Captions	Captions are related to the events of the story, and the connections are easy to understand.	Captions are related to the events of the story, and most connections are easy to understand.	Captions are related to the events of the story, but the connections are less obvious.	Captions do not relate well to the story. There seems to be no connection or connections are very general.
Characters	The main characters are clearly identified, and their actions and dialogue are well-matched to their actions and dialogue in the book.	The main characters are clearly identified, and their actions and dialogue match actions and dialogue in the book.	The main characters are identified, but actions and dialogue are too general to show their relationship to the book.	It is hard to tell who the main characters are, or main characters in the comic are not the main characters in the book.
Images	Images are directly related to the theme or purpose of the story and enhance understanding of the scene.	Images are directly related to the theme or purpose of the story.	Images are generally related to the theme or purpose of the story.	Images seem randomly chosen OR distract the reader.
Spelling, Punctuation, and Grammar	There are no spelling, punctuation, or grammar errors.	There are 1-3 spelling, punctuation, or grammar errors.	There are 4-5 spelling, punctuation, and grammar errors.	There are more than 5 spelling, punctuation, and grammar errors.

Magazine Article Rubric

Student Name: _____

Category	1	2	3	4
Purpose	There is no purpose.	Purpose is vague, misstated, or not always supported by details.	Purpose is defined and understandable, supported by details.	Clearly defined purpose, carefully and convincingly presented.
Ideas	Ideas are confusing and do not support the main topic in any way.	Ideas sometimes do not support the main topic.	Clear ideas support the main topic.	Strong ideas are carefully and imaginatively presented, showing real insight into the topic.
Details	Uses little or no detail to support and explain the topic.	Uses some details that are accurate; some details such as examples and explanations are not appropriate for the topic; details do not always support the topic.	Uses details such as explanations and examples that are accurate and support the topic.	Uses details such as explanations and examples that are accurate, appropriate, and fully support the topic.
Content	The content is absent or not related to the topic.	The content is ordinary and somewhat related to the topic.	The content is clear and directly related to the topic.	The content is substantial, intriguing, and original. It relates directly to the topic.
Conclusion	There is no conclusion. The piece just ends.	Restates main ideas.	Summarizes main ideas.	Completely integrates and extends key ideas of assignment, furthering understanding of topic.
Paragraph Development	Few or no paragraphs relate to the topic; transitions between paragraphs are awkward	Some paragraphs relate to the topic and present convincing details that support the argument; transitions between paragraphs are sometimes smooth.	Many paragraphs relate to the topic and often present convincing details; paragraphs often flow seamlessly from one to the other.	Each paragraph always relates to the topic and presents details that allow the reader to understand the argument more complete; paragraphs flow seamlessly from one to the other.
Grammar	Grammar choices keep readers from understanding the piece.	Grammar choices sometimes confuse readers.	Uses appropriate grammar that does not interfere with meaning.	Uses completely appropriate grammar that helps readers understand meaning.
Punctuation	Frequent and/or major errors that obscure meaning	Many or major errors in punctuation that sometimes confuse the reader.	A few punctuation errors.	No errors in punctuation.
Spelling	There are frequent spelling errors that make it hard for readers to understand the central idea.	There are many spelling errors that sometimes make it hard for readers to understand the central idea.	Most words are spelled correctly.	All words spelled correctly, helping readers clearly understand the central idea.

Teacher Comments:

Writing and Telling a Story

Student Name: _____

Category	1	2	3	4
Audience	The writer has not identified an audience; writing does not address a specific audience.	The writer has an incomplete idea of the audience and its expectations.	The writer has correctly identified the intended audience; writing shows that the writer is somewhat aware of its expectations.	The writer has correctly identified the intended audience; writing shows a complete understanding of its expectations.
Opening	Unfocused and rambling; confuses the reader.	Vague; does not immediately engage the audience in the topic.	Focused and thorough; engages the audience in the topic.	Clearly focused, thoroughly presenting the topic; immediately engages the audience in the message of the piece.
Tone	Tone is completely inappropriate or not present.	Inconsistent tone or tone not maintained throughout the piece.	Appropriate tone consistently maintained throughout the piece.	Highly appropriate tone exactly matches the intent of the piece, enhancing a readers experience and understanding.
Ideas	Ideas are confusing and do not support the main topic in any way.	Ideas sometimes do not support the main topic.	Clear ideas support the main topic.	Strong ideas are carefully and imaginatively presented, showing real insight into the topic.
Content	The content is absent or not related to the topic.	The content is ordinary and somewhat related to the topic.	The content is clear and directly related to the topic.	The content is substantial, intriguing, and original. It relates directly to the topic.
Conclusion	There is no conclusion. The piece just ends.	Restates main ideas.	Summarizes main ideas.	Completely integrates and extends key ideas of assignment, furthering understanding of topic.
Details	Uses little or no detail to support and explain the topic.	Uses some details that are accurate; some details such as examples and explanations are not appropriate for the topic; details do not always support the topic.	Uses details such as explanations and examples that are accurate and support the topic.	Uses details such as explanations and examples that are accurate, appropriate, and fully support the topic.
Organization	Ideas have little connection to each other; there is no strong central idea.	Some ideas connected to each other; many parts don't contribute to the central idea.	Most ideas are connected; some parts don't contribute to the central idea.	Logical presentation of ideas; all parts contribute to a strong central idea
Sentence Variety	Many sentence fragments or run-on sentences; sentences are mostly written in the same pattern and length, making reading the piece dull.	Some sentence fragments or run-on sentences; some sentences of one kind or length; sentence construction makes it hard for readers to see central idea.	Most sentences are complete and varied in length and pattern.	Always uses complete sentences in a variety of patterns and lengths, encouraging readers to engage in the piece.
Grammar	Grammar choices keep readers from understanding the piece.	Grammar choices sometimes confuse readers.	Uses appropriate grammar that does not interfere with meaning.	Uses completely appropriate grammar that helps readers understand meaning.

Ministry of Parks, Culture, and Sport

Punctuation	Frequent and/or major errors that obscure meaning	Many or major errors in punctuation that sometimes confuse the reader.	A few punctuation errors.	No errors in punctuation.
Spelling	There are frequent spelling errors that make it hard for readers to understand the central idea.	There are many spelling errors that sometimes make it hard for readers to understand the central idea.	Most words are spelled correctly.	All words spelled correctly, helping readers clearly understand the central idea.

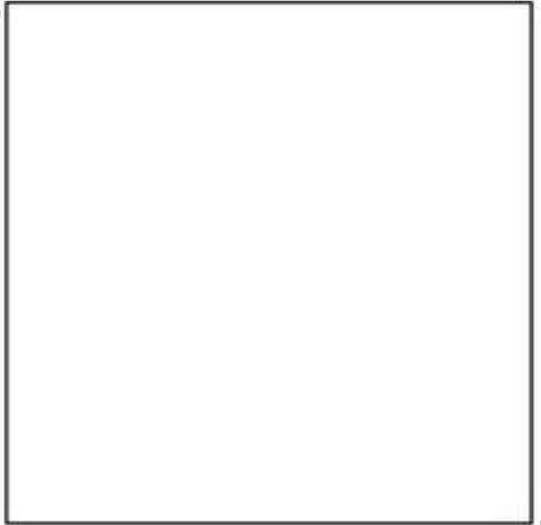
Teacher Comments:

HO#4 Storyboard Template

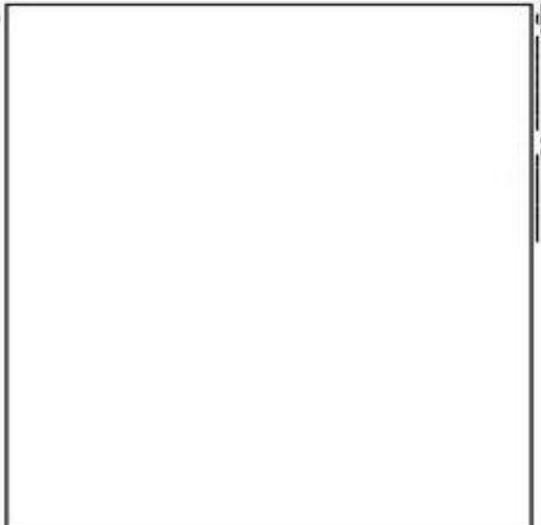
STORYBOARD

Page _____ of _____

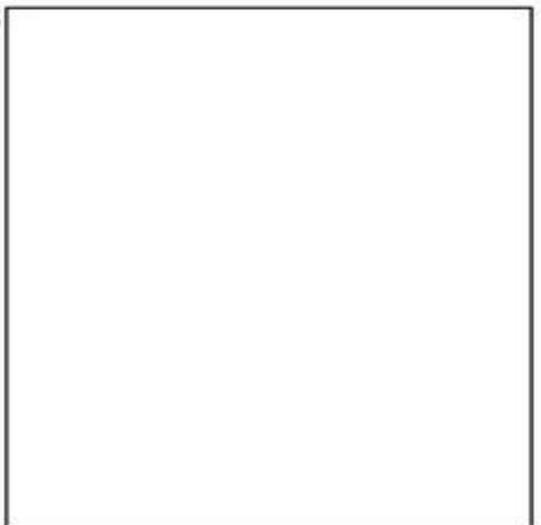
PROJECT _____



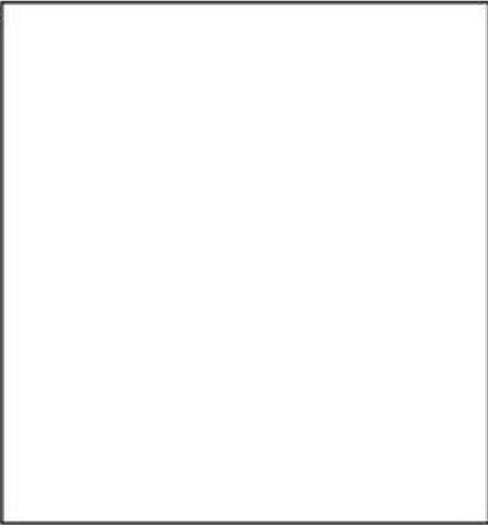
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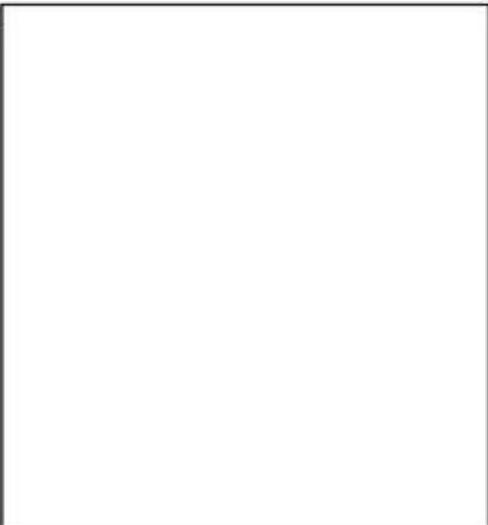
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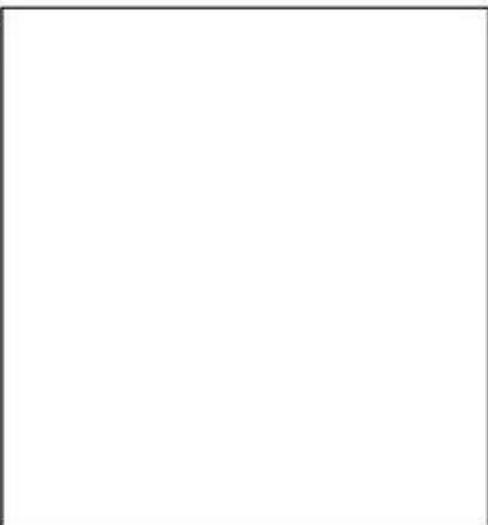
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