

Military Heritage Project

Topic: Supporting the Troops

Sample Inquiry Questions:

- What might have been the experience of a “prairie boy” enlisting and serving in the merchant navy during the Second World War?
- How well defended were the merchant ships and how secure did this make the sailors feel?
- How extensive were the losses of merchant ships to German submarines during the Second World War? What impact would these losses have on the war effort?

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

Arts Education Outcome CP9.7 Use voice, instruments, and technologies to express musical ideas.

Arts Education Outcome CP9.8 Combine the elements of music and principles of composition to express unified musical ideas.

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

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)

Math 6: Outcome P6.1 Extend understanding of patterns and relationships in tables of values and graphs. [C, CN, PS, R]

Math 7: Outcome P7.1 Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations. [C, CN, R]

Math 8: Outcome P8.1 Demonstrate understanding of linear relations concretely, pictorially (including graphs), physically, and symbolically. [CN, ME, PS, R, T, V]

Resources Required:

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

Online Resources:

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

<http://www.veterans.gc.ca/eng/feature/battle-atlantic/history/atlfact>

http://www.rhiw.com/y_mor/hugh_roberts/atlantic/atlantic_02.htm

http://www.uboaat.net/allies/merchants/losses_year.html

http://www.veterans.gc.ca/eng/remembrance/history/second-world-war/fact_sheets/murmansk

http://en.wikipedia.org/wiki/Arctic_convoy_of_World_War_II

Purpose of the Lesson:

The purpose of this lesson is to investigate and understand the importance of supporting the fighting forces through the merchant marine who transported the many resources required to fight the enemy in the Second World War.

Pedagogy:

1. The lesson should start with the students completing the first two columns of a KWL chart about Canada's Merchant Navy's Role in the Second World War.
2. Once students have completed the first part of the KWL chart they are to watch the video resource entitled "Supporting the Troops". While watching this video the students are to use the Video Note Taking Guide (HO #2) which has printed on it a series of questions that will be answered during the interview.
3. This lesson will look at how the Battle for the Atlantic took place as an integral part of the war effort. Have the students read the Veterans Affairs website linked above to develop a general understanding of the battle to control the Atlantic so that the allied navies could continue to supply the fighting troops with the equipment needed to ensure victory.
4. Have the students create table/factsheet that summarizes the following information using the websites linked above:
 - a. The size of Canada's navy before and after the Second World War
 - b. The number of casualties suffered during the war in the RCN, RCAF, and the Merchant Navy.
 - c. The size of the Merchant Navy at the start of the Second World War and the number of ships lost in the war.
 - d. The number of U-boats that patrolled at the beginning of the Second World War and at the end of the war.
5. Have the students create a diagram which shows how a typical convoy was formed. The students should label the diagram showing the type of ships in the convoy and where they are placed in the formation. Included with this diagram the students will give a written explanation of the risks and dangers that were faced by the convoys as they tried to avoid the U-boats. The students will also describe the measures that were taken by the allies to protect the convoys. Accompanying the explanations the students should include diagrams to help clarify the explanations such as how escorts were arranged, how they would zig-zag, and how Asdic/sonar works.
6. In order to gain a clear understanding of the immensity of the losses incurred by the Merchant Navy the students will create graphs which will show the number of merchant ships sunk, damaged, captured during the war. Students will also submit an explanation of the impact of the losses to the war effort along with the graphs. Proceed by dividing the class into groups of six and have each group use the data from the uboaat.net website to graph each year's shipping losses. Each student

in each group will be responsible for graphing an assigned year. One student in each group will be given responsibility for both 1939 and 1945 since they are short war years. Each year should be graphed on a separate sheet of graph paper using a bar graph for each month. Once the graphs have been completed they can be attached to one another or onto a separate roll of paper to create one long graph showing the losses during the entire war. In order to facilitate this the student graphs should use the same scale such as 20,000 tons per square. In this way the students will be able to see the shipping losses and can further understand the importance of the success of the Merchant Navy while noting the risks.

7. At the end of the lesson “Supporting the Troops” have the students complete the final column of the KWL chart.

Culminating Activities:

For a culminating activity the focus will be placed on the Murmansk Run which was a dangerous convoy route to supply the Soviet Union with much needed war materials. For this activity the students are to create a scrapbook that shows the purpose, the route, the challenges, the battles, and the experiences of the Canadian Merchant Navy and the Royal Canadian Navy. The scrapbook should have titled sections/pages, pictures, captions/explanations, and statistics where possible. For older age groups this activity could be completed online using Prezi.com, or the students could create a PowerPoint presentation.

Assessment and Evaluation:

Student assessment for the factsheets, the diagrams, the descriptions, and explanations the students create should be evaluated for the completeness of the assignments, the accuracy of the facts, and the neatness of the diagrams. The graphs should be evaluated for their accuracy and their neatness. Rubrics are provided for the evaluation of the scrapbook or prezi. 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 "Supporting the Troops"

Student Name: _____

What role did Canada's Merchant Navy play in World War Two?

<u>KNOW</u>	<u>WANT TO KNOW</u>	<u>LEARNED</u>

HO #2 "Supporting the Troops" Video Note Taking Guide

Student Name: _____

Answer the following questions while watching the video entitled "Supporting the Troops"

What is the veteran's name and on what ship did he serve?	
What license was needed to work on a Merchant Ship?	
How was the defensively equipped merchant ship armed?	
What was his maximum speed?	
How many ships were in his convoy to England?	
Where were the 3 destinations the convoy was dividing up to sail to?	
How many submarines attacked the convoy? How was the submarine attacked?	
What did the sinking submarine sound like?	

<p>On the Pacific trip why did the ship take a wider route off course? What was the result?</p>	
<p>Why didn't the skipper want to go to help those in the water? Was this the right decision?</p>	
<p>What was their scariest incident in the South Pacific ocean? How long were they in situation?</p>	
<p>How were the merchant sailors treated differently from the regular (Royal Canadian Navy) navy personnel?</p>	
<p>What year did the Canadian Government recognize the merchant navy sailors as full War Veterans?</p>	

Supporting the Troops Prezi Rubric

Student Name: _____

CATEGORY	4	3	2	1
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

Scrapbook Rubric

Student Name: _____

Category	4	3	2	1
Content	Information is complete and is enhanced by accurate and appropriate details	Main points are covered but lack some detail.	Some main points and details are missing.	Main points are not complete and are greatly lacking in detail.
	Pictures, photographs, drawings, diagrams, graphs, or other similar devices add to the overall effectiveness of the scrapbook; captions are relevant and explanatory.	Number and types of visuals are adequate as are captions.	More and better visuals could be used; captions only identify and label rather than explain.	Very little pictorial representation is present; captions are incomplete.
	Space, shapes, textures, and colors provide information themselves and add to the overall effectiveness of the scrapbook.	Design elements and principles used are adequate	Shows evidence of use of some design elements and principles.	There is no consideration of design elements and principles.
	All sources are properly and thoroughly cited; the number/types of sources are exceeded.	The minimum number/types of sources are present and are cited properly.	Sufficient number/types of sources are lacking; citations are not all formatted properly.	The list of sources if inadequate in number/types and format of items.
Theme	There is a wholeness about the scrapbook; the theme is consistent throughout. The cover clearly identifies the theme.	Most of the information relates to the theme of the scrapbook. The cover is relevant to the contents.	Only a portion of the information relates to the theme of the scrapbook. The cover is unclear in its message.	Confusing and/or inconsistent information.

<p>Language and Conventions</p>	<p>Conventions of spelling, punctuation, and grammar are used with a high degree of accuracy.</p>	<p>Most conventions of spelling, punctuation, and grammar are used accurately.</p>	<p>Common conventions of language are used with some accuracy but there are some mistakes.</p>	<p>A significant number of errors are made in spelling, punctuation, and grammar.</p>
<p>Overall Effectiveness</p>	<p>The requirements of the assignment have been exceeded. The scrapbook is very creative and interesting.</p>	<p>All the requirements of the assignment have been fulfilled. The scrapbook is neat and presentable.</p>	<p>Only some of the assignment requirements are fulfilled. Areas of the scrapbook lack neatness.</p>	<p>Few of the assignment requirements have been met. The presentation as a whole lacks neatness.</p>