

# Military Heritage Project

## **Topic:** Commemoration

### **Sample Inquiry Questions:**

- Why is it important to commemorate important people and events?
- In what ways could our classroom and/or school commemorate Second World War veterans?
- How do memorials and statues help to maintain a provincial or national identity?

### **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 CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender)

Arts Education CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Arts Education CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

Arts Education CR6.2 Investigate and identify ways that the arts can express ideas about identity.

Arts Education CR6.3 Examine arts expressions and artists of various times and places

Arts Education CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

### **Resources Required:**

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

**Online Resources:**

<http://thecanadianencyclopedia.com/en/>

<http://www.junobeach.org/main.html>

<http://www.veterans.gc.ca/eng/collections/cmdp/mainmenu>

<http://www.cmp-cpm.forces.gc.ca/dhr-ddhr/chc-tdh/index-eng.asp>

<http://lestweforgetcards.ca/>

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

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

<http://digitalpostercollection.com/propaganda/1939-1945-world-war-ii/canada/>

**Purpose of the Lesson:**

The purpose of the lessons is to help students to gain an understanding of what “Commemoration” is. Students will understand how Remembrance Day is an important part of our Canadian Identity because it is a way to recognize how important a role our servicemen and women had in shaping world events through their roles in World War Two.

**Pedagogy:**

1. The lesson should start with the students completing a KWL chart about Canada’s Role in the Second World War (HO #1).
2. 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 in the online Canadian Encyclopedia ([thecanadianencyclopedia.com](http://thecanadianencyclopedia.com)). The students could also use the Canadian War Museum website to glean this information. From this research the students are to create a brief timeline which shows where and how Canadian forces were involved in the Second World War.

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

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

3. Once students have completed the timeline they are to watch the video resource entitled “Commemoration”. 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 “Commemoration”, “Remembrance” and the importance of recognizing Canada’s military and service personnel.
4. To gain a greater sense of the time period and the ways in which the soldiers and the public were influenced the students are to :

- Examine and discuss examples of visual art from military artists who served during the Second World War. Discuss how these artists captured the emotions and atmosphere of the events and people they captured through their work. (<http://digitalpostercollection.com/propaganda/1939-1945-world-war-ii/canada/>)
  - Create visual art works that express personal ideas about Canadian identity during the Second World War and today.
  - Listen to music that was popular during the Second World War and describe how the elements of music and composition principles were used to create a specific style (e.g., Big Band music such *Boogie Woogie Bugle Boy* by the Andrews Sisters, *G.I. Jive* by Johnny Mercer, Vera Lynn's *We'll Meet Again*). Discuss why songs such as these were so popular during the Second World War.
5. At the end of the lesson "Commemoration" have the students complete the final column of the KWL chart.

### **Culminating Activities:**

There are options from which the teacher can choose. One option is for the whole class or another option is designed for individual students and also a combination of the two is also possible.

1. **Class Project: Hold a Remembrance Tea for Local Veterans and Legion Members**  
This tea would be held to honour the sacrifices both in terms of lives lost and lives changed. The tea should be simple in that it could be held in the classroom or library. The students are to provide cookies or cupcakes and coffee/tea/juice would be served along with the treats.

The following performances could be incorporated into the program for the veterans and as part of the tribute visual arts works would add to the atmosphere of the room.

- Learn to sing and play songs that were popular during the Second World War and perform at a veterans' home or this event.
- Create a music composition using a style of music that was popular in the Second World War to express gratitude for those who fought and provided service to others during the war. What role does music play in creating a sense of identity for a time or place or country?
- Create visual art works in tribute to military veterans and display them at a veterans' home or this event (e.g., Veterans Care Program at Wascana Rehab Centre in Regina, or a local Legion Hall). Discuss the use of symbolism, elements of art, and principles of design in each art work.

Prior to the tea the students are to interview the local veterans using the interview questions (HO #X) provided. (The teacher can obtain a list of local veterans by contacting the local Legion.) These interviews can be done by phone, Skype, or in

person. During the tea the students are to prepare a short speech which will highlight the service of the veterans and which will ultimately result in the veteran's nomination as a Canadian Hero. In this way each veteran will be introduced during the tea as each student will give the speech as the highlight of the tea. Each veteran will then be presented with a certificate honouring their service (template included). The speeches and the presentation of certificates can act as the finale to the tea.

2. Individual Activities:

- a. Assign each student one of the individuals on the video. Where possible have the students research some of the background to each of the veterans with respect to their units and what each unit did in the Second World War. Then each student will create a nomination speech which he/she will present to the class. Each veteran is nominated as a Canadian Hero.
- b. A variation on this would be to have the students work in pairs where one would write a magazine article about the veteran they were assigned and another student would write a nomination application for veterans as a Canadian Hero. These could then be compiled into a commemorative magazine using a cover designed and executed by one of the students in the class as their contribution to the project.
- c. After viewing the video the students will note that all the veterans are wearing medals which they earned and were awarded. These are worn proudly by most veterans, and each has a distinct purpose and meaning. Using the Veteran Affairs website have the students create a series of trading cards (like sports player cards) that are 2.5" X 3.5" in size. Each card is to show a colour image of a different medal on the front, and an explanation of what the medal was awarded for on the back. (Use the [www.lestweforgetcards.ca](http://www.lestweforgetcards.ca) website to access the Royal Canadian Legion Lest We Forget collector cards as an example of what such commemorative cards look like.)
- d. Another project would be to have the students create a visual representation which is meant to commemorate the sacrifices made by the people interviewed. The students would refer to the answers they found and wrote down as they watched the video. The posters should incorporate the ideas and topics highlighted during the interviews. The students could include but are not limited to the following ideas for their posters:
  - i. The units the veterans served with
  - ii. Colour parties and taking a salute
  - iii. Respect
  - iv. Survival
  - v. Loss and sacrifice (not so much of life, but of freedom and innocence)
  - vi. Returning home
  - vii. Training

**\*\*NOTE\*\*** These are not meant to replace or duplicate the Remembrance Day posters that are a part of the Royal Canadian Legion Poster Contest.
- e. A variation on this for older students would be to have students create an online Prezi ([prezi.com](http://prezi.com)), or PowerPoint which would feature each of the topics listed above.

**Assessment and Evaluation:**

Evaluation of the 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 #2 "Commemoration"

Student Name: \_\_\_\_\_

Answer the following questions while watching the video entitled "Commemoration"

What are the names of the veterans and what units were they with?	
What is the cost of the rights that we now have?	
What is the "Maple Leaf Unit (#287)?"	
Who are the only people entitled (allowed) to wear medals?	
What is a colour party? (Find out what "taking the salute" is.)	
What do we take for granted?	

Why do some feel guilty?	
Why does one veteran now feel proud of his medals?	
Do other veterans feel guilt?	
Why is it important that servicemen and women came back after the war?	
Find out what the Belsen (Bergen-Belsen) camp was.	
What was the reason the veteran gave for why Canada entered the war (after seeing Belsen)?	
What would the veterans like people to do on November 11?	
What is significant about the Saskatoon Remembrance Day program?	



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Find out what the British Commonwealth Air Training Program was and find out what they did.	
How did civilians suffer?	
How many people did the veteran say died in World War Two?	
What do some veterans realize about home and about life?	
What is Remembrance (sometimes thinking about the future too)?	

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Why is it important that servicemen and women came back after the war?	
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What was the reason the veteran gave for why Canada entered the war (after seeing Belsen)?	
What would the veterans like people to do on November 11?	
What is significant about the Saskatoon Remembrance Day program?	
Find out what the British Commonwealth Air Training Program was and find out what they did.	
How did civilians suffer?	
How many people did the veteran say died in World War Two?	
What do some veterans realize about home and about life?	
What is Remembrance (sometimes thinking about the future too)?	

## Commemorative Magazine Article Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

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.

## Multimedia Project : Commemoration Prezi

Teacher Name: \_\_\_\_\_

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 presentaion 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.

### Writing and Giving a Speech

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	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.

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		central idea.		
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.

## Timeline Rubric

Student Name: \_\_\_\_\_

Category	4	3	2	1
Quality of content	Included events are important and interesting. No major details are excluded.	Most of the included events are important or interesting. One or two major events may be missing.	Some events included are trivial, and major events are missing.	Many major events are excluded, and too many trivial events are included.
Quantity of facts	The timeline contains at least 8–10 events related to the topic being studied.	The timeline contains at least 6–7 events related to the topic being studied.	The timeline contains at least 5 events related to the topic being studied.	The timeline contains fewer than 5 events.
Accuracy of content	Facts are accurate for all events reported on the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are accurate for most (~75%) of the events reported on the timeline.	Facts are often inaccurate for events reported on the timeline.
Sequence of content	Events are placed in proper order.	Almost all events are placed in proper order.	Most (~75%) of the events are placed in proper order.	Most events are incorrectly placed on the timeline.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate or missing for several events.
Sentence fluency	Events are clearly described using accurate and vivid language.	Events are described well, but language is sometimes vague or inaccurate.	Events are not described well and language is often vague or inaccurate.	Events are described using vague language or inaccurate information.
Mechanics	Punctuation, spelling and capitalization were checked by another student and are correct throughout.	Punctuation, spelling and capitalization were checked by another student and are mostly correct.	Punctuation, spelling, and capitalization are mostly correct, but were not checked by another student.	There are many punctuation, spelling, and capitalization errors.



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*Veteran Name*

**is declared a Canadian Hero for his/her service to Canada in  
time of war for his/her willingness to defend Canada during  
the Second World War.**

**THANK-YOU on behalf of all of Canada!**



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*School Name*

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*Community Name*