World War II Primary Resource Kit for Grade 10 Canadian History Since World War I, Academic (CHC2D)

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Lesson 1: Introduction to Thinking Historically about World War II

a. Overview:

In this lesson I will attempt to assess the students’ knowledge of World War II and their prior knowledge of historical thinking concepts. I will introduce them to the concept of history as narrative and have them write their own brief narratives of World War II by thinking historically. I will also have them approach a primary source in relation to all six historical thinking concepts.

b. Learning Goals:

I am to introduce the students to the six historical thinking concepts and World War II. This lesson is designed to provide me with information about their current knowledge so that I can modify and augment these lessons for optimal learning. These activities are also designed to familiarize students with the habits of historical thinking and prepare them to engage with primary sources in greater depth throughout the unit.

c. Curriculum Expectations:

A1.1 formulate different types of questions to guide investigation into issues, events, and/or developments in Canadian history since 1914

A1.4 interpret and analyse evidence and information relevant to their investigations using tools, strategies, and approaches appropriate for historical inquiry

A1.5 use the concepts of historical thinking

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

d. Materials:

i. Primary Source Documents


ii. Instructions for Teacher

Photocopy BLM 1.1 and the assessment rubric for the summative test. Connect your computer to the projector and load Primary Source 1.1 in a web browser.
iii. Prompts for Students (BLMs)
   a. BLM 1.1
   b. Assessment Rubric

e. Plans of Instruction:

Step 1: Warm up (5 minutes)

Project source 1.1, “Into the Jaws of Death,” and begin a preliminary discussion by asking students the following questions:

- What war is this picture from? (World War II.)
- What event does this represent? (The D-Day landings at Normandy.)
- Where is Normandy? (Northern France, across the English Channel from England.)
- Who was landing there? (The Allies.)
- What was the name of the mission? (Operation Overlord.)
- What was the general plan? (The first wave consisted of airborne assault meant to destroy defences and the second wave was the largest amphibious assault in history, consisting of infantry and armour.)
- How do you know this? (Movies, television, etc.)

Step 2: Discussion (15 minutes)

Have the students brainstorm a list of facts they know about World War II. Write these on the board. From this, you will derive an understanding of how much content knowledge these students possess about World War II.

Point to the facts on the board and ask the following questions:

- “Is this history?” (No, these are just facts. They make no sense by themselves.)
- “What is history, then?” (Various responses.)
- “How might we turn these facts into history?” (By putting them together in a sequence.)
- “What would we call this?” (A story or a narrative.)
- Explain that history is a narrative about things that we think are important.
- “Why is World War II important?” (Various answers.)
- Explain that historical significance is the starting point for history.

Step 3: Modeling (10 minutes)

Introduce the historical thinking concepts by explaining how one might go about making a story:

- “How would a story start?” (By establishing its significance or why someone should read it.)
What makes a historical narrative different from other narratives? What makes literary non-fiction different than fiction? (Evidence.)

So, I should include some evidence in my story. Some of these facts would do if you were just writing something informally, but what if you were writing a history textbook? What kind of evidence would you use?

Explain the difference between primary and secondary sources.

How would I structure my story? (There should be a beginning, middle, and end.)

So, we show historical change through these stories. But not everything changes. We understand the past by comparing what changes to what does not in any given period.

How will explain these facts in our story? (By identifying the cause.)

Is there usually just one cause? (No.)

And these causes create consequences, which themselves are causes of other consequences.

What kind of perspective should we write our histories from? Should we just concentrate on the Canadian perspective? (No, we should include multiple perspectives.)

Do you think we have the same perspectives that people then had? (No, we think differently about the world.)

We have to be careful to avoid Presentism, or the imposition of present worldviews onto the past.

So, should you avoid talking about good and bad your history?

You should make ethical judgements, but you must take the historical context into account and avoid imposing current moral perspectives onto the past. Your judgements must be informed.

Step 4: Guided Practice (20 minutes)

Ask each student to get out a piece of paper and write a history of World War II based on his or her prior knowledge. If they seemed to lack basic knowledge about the war, you could provide them with a means of doing basic research, like laptops, tablets, or access to the computer lab.

Ask several students to share their histories and discuss by asking the following questions:

- What events are significant in this story and why?
- What kind of evidence is supplied?
- What changes during this story?
- What stays the same?
- What caused the war according to this story?
- What consequences did the war have according to this story?
- What is the perspective of this story and how could we enrich this perspective?
• What ethical judgements are made in this story and how might we make these judgements more informed?

Step 5: Independent Activity (15 minutes)

Hand out BBM 1.1 and explain that the students will be using a primary source (a photograph) in order to begin to think about the various elements of historical thinking.

Step 6: Sharing/Discussing/Teaching (10 minutes)

Before collect the completed black-line masters, ask the students to share and explain some of their answers. Use their answers to reinforce the various aspects of historical thinking. Explain that this lesson is the first of seven lessons focusing on World War II via the “big six” historical thinking concepts and that they will be completing a summative test related to their formative activities. Dispense and explain the rubric for the final test.

f. Assessment

The majority of the assessment during this lesson will be assessment for learning. I will be assessing students’ knowledge of the war and will use this information to indicate how much additional material I should bring into the classroom to provide context and content information about the war. The activities also function as assessment as learning, as they enable students to begin to think about history as narratives grounded in evidence and guided by historical thinking habits. The black-line master introduces students to primary sources and asks them to consider a photograph through the six historical thinking concepts.
Lesson 2: World War II Propaganda as Evidence

a. Overview:

In this lesson, we will analyze a Donald Duck propaganda film and three Canadian World War II propaganda posters in order to develop historical thinking habits and skills in relation to historical evidence and to also examine some of the social effects of the war. I will create and conduct assessment for learning by playing and leading a discussion of the film “Der Fuehrer’s Face,” and then model the asking of good questions by analyzing “Canada’s New Army.” I will then have students analyze “Attack on All Fronts” as a group, and after a brief discussion, have them independently analyze “The Spirit of Canada’s Women.” Worksheets are provided in the appendices. I will end the class by conducting a brief discussion in which I will encourage metacognition and reaffirm the historical thinking principles regarding evidence.

b. Learning Goals:

I want the students to learn how to think historically about primary sources by asking good questions, making inferences, interpreting, considering them within their historical settings, and corroborating them with other evidence. I also hope that the students learn about some of the social conditions and prevailing attitudes in Canada during World War II.

c. Curriculum Expectations:

C1.1 describe some key social changes in Canada during this period

A1.3 assess the credibility of sources and information relevant to their investigations

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for history inquiry

A1.5 use the concepts of historical thinking

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

C2.4 explain some of the ways World War II affected Canada and Canadians
d. **Materials:**

i. **Primary Source Documents**


ii. **Instructions for Teacher**

Photocopy the two worksheets and load “Der Fuehrer's Face” and “Canada’s New Army” on a web browser, connect your computer to a projector.

iii. **Prompts for Students (BLMs)**

a. BLM 2.1: Working with Evidence in Groups
b. BLM 2.2: Working Independently with Evidence

e. **Plans of Instruction:**

**Step 1: Warm up (10 minutes)**

- Ask the class if they like Donald Duck, what they think about Donald Duck, etc. Explain that we will be watching a Donald Duck film and play *Der Fuehrer's Face:* [http://www.youtube.com/watch?v=oLV5GCbsRTY](http://www.youtube.com/watch?v=oLV5GCbsRTY).

**Step 2: Discussion (10 minutes)**

- Moderate a discussion in which students draw inferences from the film:
  - What kind of Nazi was Donald Duck? (Reluctant.)
    - What motivated him to make shells? (The Fear of violence.)
    - How does this contrast with the song? (The song is about Nazis motivated by fascist ideology.)
    - What is the purpose of this contrast? (To undermine the logic of the song and the claims of the Nazis.)
  - How were the other Nazis portrayed? (Obese, stupid, ugly, homosexual.)
- How does this contrast with the lyrics about the Master Race? (The soldiers seem biologically degenerate.)
- How are the German people portrayed? (In a racist manner.)
  - How is Nazi Germany portrayed? (As an industrial hell).
  - Was North America much different at the time? (All industrial production was geared towards war.)
- How is his morning different in America? (No one bothers him.)

• Provide historical context: This was produced by Walt Disney in 1943 as the American Government was selling war bonds and building its military capacity.
  - With this information in hand, for what purpose do you think this film was produced? (As propaganda to increase the sale of war bonds and perhaps to increase public morale.)
  - Explain the term propaganda, if necessary. (The dissemination of information to help or hurt a person, a people, or a cause.)

Step 3: Modeling (15 minutes)

- Explain the difference between primary and secondary sources.
- Explain that we did what historians do: we interpreted history by making inferences from a primary source. Explain the word “infer” if necessary (To deduce, to draw an abstract conclusion from evidence.)
- Explain that we did this by asking good questions about the source that considered its creator, purposes, values, and placed it in relation to its historical setting.
- Ask if these inferences will always be correct and ask how historians might support their inferences. (By bringing in more sources.)
  - Explain that inferences should be corroborated, or supported with other primary or secondary sources.
- Display “Canada’s New Army”:
http://0.tqn.com/d/canadaonline/1/0/j/9/ww2newarmy.jpg
- Explain that we can ask good questions and make inferences from the poster:
  - Who is the “YOU” the poster refers to? (Young men)
    - How are these young men portrayed? (Stoic, strong, in control, heroic).
  - Who would have made this poster?
- Explain that this source Canadian Army was recruiting soldiers to fight in the Second World War and that this is the historical context of the poster.
- Explain that the Canadian Government was responsible for the creation of this poster for the purpose of recruiting it.
- Explain that inferences can also be made about the values and worldview of the creator by asking questions about the source.
  - How is the knight depicted? (As a ghost.)
What is the purpose of the knight in the picture? (To link the motorcycle soldier with chivalry.)
How does this contrast with the word “New”? (It provides a sense of historical continuity and constructs progress in relation to a heroic past.)
What does this say about the values of the author and perhaps society at the time? (It was nostalgic.)

- Explain that we could corroborate this source with others to explore that the past, present, and future were understood during this period.
- Leave the image displayed so that students can corroborate “The Spirit of Canada’s Women” with it during their individual work.

Step 4: Guided Practice (15 minutes)

Divide the class into small groups and hand out BLM 2.1. Explain that they are to write their names in the upper right corner, discuss, and fill out the sheet. Explain that the purpose of the assignment is to develop historical thinking habits and skills regarding evidence.

After ten minutes, ask one person from each group to answer a question. Because they are to formulate the last question themselves, there could be various numbers of groups.

Step 5: Independent Activity (15 minutes)

Explain to the class that each student will now work independently to interpret a primary source. Hand out BLM 2.2.

Step 6: Sharing/Discussing/Teaching (10 minutes)

Lead a discussion during which you encourage metacognition and explore some of the challenges of interpreting evidence. Wrap up the class by reiterating the historical thinking concepts about evidence.

f. Assessment

I will analyze both their responses during discussion and their worksheets to determine to what extent they have demonstrated historical thinking about evidence and have accrued knowledge about the social conditions and prevailing attitudes in Canada during World War II. Specifically, I will be assessing whether students are making insightful inferences, asking good questions, and sourcing, contextualizing, and corroborating primary sources. I will pay specific attention to the extent to which students are able to synthesize their interpretations of various primary sources in order to draw complex conclusions. I will use this information to modify my lesson plans and my teaching strategies going forward.
Lesson 3: Historical Significance and Maps as Primary Sources

a. Overview:

As mentioned in Dr. Peter Seixas and Tom Morton’s book *The Big Six Historical Thinking Concepts*, historical significance expresses a flexible relationship between ourselves and the past, this lesson will provide students with the opportunity to realize the different levels of historical significance and how historical significance can change depending on the perspective from which an event, person or development is viewed. The lesson will give the students the chance to practice using maps as primary sources, and to realize the value of maps as a source for us as historians. A warm up activity will start the students thinking about the difference in historical perspectives, and how they affect historical significance. The instructor will then discuss and model the appropriate methods in which maps can be used as historical sources. The students will then be given an opportunity to practice thinking critically and using the skills and techniques discussed and modeled by the teacher, both individual and in pairs; and finally they will be given the chance to work independently on a specific primary source to extend the learning and provide further opportunity for assessment.

b. Learning Goals:

Students will gain an understanding of what historical significance is, and the different ways in which that “significance” may be evaluated. They will understand the role of the narrative in dictating historical significance, and how an event, person or development is only significant by occupying a meaningful place within a given narrative. The students will also be given an introduction to using maps as a primary source, and the various uses of maps as historical evidence. They will learn how to apply those methods, and be given an opportunity to practise them both in a group and individual setting. The maps used will simultaneously educate the students on the setting of the Second World War, and the direct impact of the conflict on shaping modern Europe. Although one lesson may not be enough time for the students to commit the map of Europe to memory, it is enough time to teach them to think critically about maps, and just how useful maps can be for historians.

c. Curriculum Expectations:

A1.1 formulate different types of questions in order to further investigate maps as a source

A1.4 Using tools to evaluate sources and make historical conclusions

A1.5 use the concepts of historical thinking

A1.6 Evaluate and synthesize findings within primary sources

C2.3 Understanding the major causes of the Second World War
C3.1 Describe contributions of major individuals to Canadian society, politics and/or culture

C3.2 Analyse responses of Canada and Canadians to major international events and assess their significance

d. Materials:

i. Primary Source Documents:

3.1 “Map of Europe 1900” http://faculty.unlv.edu/pwerth/Europe-1900.jpg

3.2 “Pre World War Two Map of Europe” School of Geographical Sciences and Urban Planning Arizona State University http://alliance.la.asu.edu/maps/EU_BeforeWW2.pdf


3.4 “Map of Modern Europe” http://upload.wikimedia.org/wikipedia/commons/1/1d/Location_European_nation_states.svg


ii. Instructions for teacher:

• Make a class set of photocopies of each primary source map
• Load interactive map and connect computer to projector

e. Plans of Instruction:

Step 1: Warm Up (15 Minutes)

Although this lesson uses maps as primary sources to demonstrate significance, it’s important to get the start the students thinking about what historical significance means, and how depending on the historical perspective, what is considered significant can change. Begin by asking each student to write down (in their own opinion) the most significant Canadian in history, and then collect the pieces of paper from each student and place them inside any kind of box or jar which students can later draw from. The class will then take turns drawing from the box, while the rest of the class participates in a ‘20 questions’ (20 yes or no questions to determine the person) type guessing game. The warm up activity not only gets the students actively discussing history, but educates them about important Canadians, and demonstrates that depending on the perspective, who is considered significant can change.
Step 2: Discussion (10 Minutes)

Moderate class discussion regarding the purpose of the warm up activity:

- What did you notice about the activity
- Did you agree with everyone’s choice? Why not?
- What does it mean to be historically significant?
- Allow the class to talk about what makes a person or event significant
- If they cannot agree, what does that tell us about what is significant and what is not?
- What factors contribute to people having different views on whom or what is significant?

The major purpose of the discussion is to ensure that all the students are well aware that why they might deem something significant, it might not be so to everyone else. These varying perspectives vary over time and from group to group, and thus what is historically significant will also change.

Step 3: Modeling (10 Minutes)

After ensuring the major learning goals of the warm up exercise are met, begin by discussing the overall use of maps as a primary source and what they may be able to tell us as historians. Begin by showing the class a modern map of Europe, building on the idea of different perspectives, start by asking the class very basic questions:

- Why do you think this map was made?
- Who do you think the audience was for this map?
- How do you think this map was made?
- What can we infer from this map?
- Why are borders where they are?
- What do borders mean? Are they significant?
- What does this map tell you about what the people who made it knew and what they didn’t?

This is also an excellent opportunity to implement some diagnostic (for) assessment; specifically gauging the student’s knowledge of European geography. Teachers will then model the various ways in which maps can be used as a historical source, and just like modeling effective reading skills; modeling affective use of maps consists of showing the class the correct questions they should be asking themselves, and the relevant clues we as historians can gather or infer from a map.
Step 4: Guided Practice (15 Minutes)

Building upon the principles and methods discussed in the modeling section, the teacher will now use an interactive map to guide the class through several time periods (in Europe); revealing relevant aspects of the map and visualizing for the students how to use the techniques modeled in the previous section.

The interactive map is an excellent source for modeling AND independent student use, the various resolution settings ensure clear projection to guarantee that the class can make full use of the map and its many capabilities.

When using the map the teacher should asking and fielding questions from the class to gather as much information from the map as possible. Effective use of the interactive map will help peak student interest, and hopefully lead to further exploration as to the significance maps can have on dictating outcomes and vice versa. The interactive map is capable of displaying a wide variety of thematic maps, and could be a valuable resource in attempting to student political, social, religious, economic, or even demographic trends or shifts.

Re-asking some of the questions posed in the earlier discussion step, will help practically see some of the value in those types of investigative questions.

*The interactive map has a great number of possibilities and is only slightly explored in this lesson.*

Step 5: Independent activity (10 Minutes)

Now that the students have participated in a teacher led examination of a map as a historical source, they will now be given an opportunity to try for themselves in a controlled environment. Begin by distributing a set of primary source maps to each student, and just like the back of a cereal box; give the students a few minutes to circle any differences in the maps they can find (new countries, missing countries, shifted borders, etc…)

Each student will ultimately end up with the same four maps, Europe in the year 1900 and 2013, along with maps of Europe before and after WW2. The students will instantly realize the themes of continuity and change, and that the nature of maps is to change. These maps will also be valuable reference and study tools for the students going forward, and students should be encouraged to keep them with their workbooks/binders to provide context etc. when doing further studies.

Step 6: Sharing/Discussing/Teaching (15 Minutes)

Students will share the differences with they have found with a partner giving them a chance to collaborate and learn from each other. Then as a class we will highlight some of the things they have found, the goal being to establish common experiences which can be referenced later, and ensuring each student has a similar set of maps.
and realizes the same important changes that occur during this period. While keeping the key questions in mind, facilitate a class discussion about some of the changes in the map and allow all the students to vocalize questions about why these changes are happening.

Students will then select one specific change in the maps they created, and for homework, research the most significant cause/changing agent in causing this shift. This activity will not only show the students firsthand how maps can reveal the consequences of significant events, and further enforcing the point that the most significant developments may differ depending on the viewpoints/research source used.

Some good starting questions for the individual extension activity include:
• Was there only one significant contributing factor to this change?
• How does what occurred in the maps reveal things about the Second World War?
• Does that make the Second World War important to study?

f. Assessment:

Although this lesson does not offer many opportunities for formal assessment, it is an excellent opportunity to assess the children geographical knowledge of Europe (essential knowledge for studying the Second World War)

The students will also be required to speak to their choice of change in the map a significant event that caused this change in the conclusion lesson/formal assessment.
Lesson 4: Continuity and Change during World War II

a. Overview:

In this two-day lesson, we will be approach the historical thinking concepts regarding continuity and change by focusing on social, cultural, and political trends in Canada during World War II, such as conceptions of Canadian identity, race, and gender. Students will then research and construct their own timelines of this period by identifying turning points, graphing progress and decline according to different perspectives, and dividing their timeline into different periods.

b. Learning Goal:

In addition to learning about World War II and the accompanying social trends, students are to learn that continuity and change are interwoven, that history is punctuated with turning points, that progress and decline are useful but relative terms, and that periodization schemes depend upon interpretation.

c. Curriculum Expectations:

C1.1 describe some key social changes in Canada during this period

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives

A1.3 assess the credibility of sources and information relevant to their investigations

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for history inquiry

A1.5 use the concepts of historical thinking

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

C2.3 explain the main causes of World War II

C2.4 explain some of the ways World War II affected Canada and Canadians

* Students may also meet other curriculum objectives, depending on the events and topics they choose to address when constructing their timelines.
d. Materials:

i. Primary Source Documents
http://www.youtube.com/watch?v=eh1mfD90ALY.

http://www.warmuseum.ca/cwm/exhibitions/newspapers/intro_e.shtml.


http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/women_e.shtml.

ii. Instructions for Teacher
Plug your computer into the projector and load source 4.2 on your web browser. Photocopy BLM 4.1. Procure laptops or tablets for the second half of this lesson, unless you plan to have them use their smartphones and are confident that they all have smartphones with Internet access.

iii. Prompts for Students (BLMs)
a. BLM 4.1

c. Plans of Instruction:
Step 1: Warm up (3 minutes)

Introduce and play this YouTube clip of a Universal newsreel about Canada’s declaration of war against Germany: http://www.youtube.com/watch?v=eh1mfD90ALY. You may want to explain that before televisions became widely available, people could only view news at theaters and that these newsreels are important historical sources.

Step 2: Discussion (12 minutes)

Conduct assessment for learning by asking the following diagnostic questions meant to refresh students about Canada’s involvement and status during World War I and changes in Canadian identity in the interwar years:

- In what ways was this event significant? (It signalled Canada’s entrance into the war.)
- How did this event differ from Canada’s entrance into World War I? (As a political entity subservient to the United Kingdom, the Dominion of Canada was automatically at war against Germany when the British declared war. The
governor general did declare war, but Canada could not have decided not to fight.)

• What argument was employed to justify Canada’s participation in the First World War? (Canada had a duty to support the motherland.)
• Keep this in mind when examining the primary sources.
• How did English-speaking Canadians perceive their national identities before World War I? (Most historians believe that they had a hybrid British-Canadian national identity.)
• How did this identity change? (This is a much-debated issue. Some historians have argued that Canada’s accomplishments and their disgust with the war created a gulf between their identities and the British Empire. Others argue that the conflict actually strengthened the imperial connection.)
• Keep this in mind as well when analyzing documents from the Second World War.
• Did Canada have any degree of control over World War I? (Canada could determine its level of their involvement. Canadian forces fought separately from British forces.)
• How did this status change during and after the First World War? (Canada emerged more independent after the war and signed the Treaty of Versailles separately.)
• Does anyone remember the 1931 Statute of Westminster? (No.)
• Explain that the Statute of Westminster was passed by the British Parliament along with duplicate but separate laws in each of the British Dominions. The law established legislative equality between the dominions, meaning that the British Parliament could no longer create laws for the rest of the Commonwealth, including Canada. Canada was now a sovereign nation.

Step 3: Modeling (15 minutes)

Introduce, project and read aloud Primary Source 4.2, “Proclamation of War.”

Ask students to place this piece of evidence within the historical context you provided during the previous discussion and make some inferences. You may want to alter the degree of question and answer time and lecturing, depending on the class.

• What kind of language is present in this proclamation? (Archaic, traditional language.)
• Who is present and authenticating the document? (Tweedsmuir, the attorney-general of Canada.)
• On whose behalf is he acting? (King George the Sixth.)
• To whom is this proclamation addressed? (To all readers and all who hear of the proclamation.)
• Who actually drafted this document? (The attorney-general of Canada.)
• Who is he speaking for? (The Privy Council of Canada.)
• You may want to briefly explain the origins of the Privy Council.
• Explain that the actions of the Privy Council are actually decided by one of its committees, the cabinet, which is composed of the prime minister and the other Ministers.

• Who decided that this proclamation would be written? (Prime Minister William Lyon Mackenzie King.)

• What does this confusing list of authors and verifiers suggest about the intention of the document? (It is suggests that these politicians were trying to balance Canada’s new sovereignty with its status as a dominion of the king. The fact that this British-born governor general was selected as the witness for this proclamation suggests that King was attempting to maintain a balance between sovereignty and Canada’s heritage and membership in the Commonwealth.)

• Britain and France declared war on September 3rd. Do you notice anything incongruous in this document? (The proclamation repeatedly insists that Canada was not at war until September 10th.)

• Explain that Prime Minister King summoned parliament and had them vote on the measure, even though he did not have to. He then brought the document to the king to sign.

• Why would he do this? (To provide legitimacy to the declaration so that there were not negative political consequences and to secure Canada’s standing as a truly independent nation.)

• So what elements of change can we identify through this document? (King effectively projected an image of Canada as an independent nation by delaying Canada’s declaration of war until Parliament approved the measure. Canada therefore was at least perceived to determine its own response to Germany’s invasion of Poland.)

• What elements of continuity are evident here? (The fact that Prime Minister King had King George sign the document delivers a signal that Canada remains a part of the Commonwealth and its political institutions mirror those of Great Britain. Canada declared war shortly after Great Britain as well, thereby demonstrating its continued loyalty to the mother country.)

Ask if Canada’s declaration of war truly demonstrated its independence. You can also inform the students that most observers fully expected Canada to join the war.

Step 4: Guided Practice (20 minutes)

Hand out BBM 4.1 and explain that the students will be individually examining two primary sources by identifying elements of continuity and change. Explain the various meanings of the word “Totalitarian,” which was imported from Italian to refer to a state which exercised total control over the life of its civilians (later, you may ask what effect the use of this word has in the context of the article). Answer any questions that may arise as the students work. After they have completed their work, ask the students to share their responses and reiterate the idea that change and continuity coexist throughout history.
Step 5: Independent Activity (60 minutes)

Provide the students with tablets or computers, or instruct them to use their smartphones (depending on the circumstances of your particular class and school). Have them complete individual research and make notes about World War II and the surrounding time period with the aims of recognising trends of continuity and change and identifying specific turning points. Explain that turning points are moments in history during which there is a shift in the direction or speed of change. Give them fifteen minutes to complete this research.

You will likely run out of time at this point. Instruct the students to bring their lists to class tomorrow and resume the lesson.

Provide blank sheets of paper and coloured pencils and instruct the students to make a timeline by identifying turning points by making dots on the line and writing descriptions of the events, when they happened, and their significance under the dots. Above the timeline they are to place images and words which depict elements of continuity. They are also to make a title for their timelines and write their names on the top left corner.

After they have completed this part, ask the students to use different coloured pencils to draw lines that represent the rising and falling fortunes of three different groups during this period. Provide examples, such as the European Jews, industrial workers in North America, the German military. They should label the lines to the left.

Finally, ask them to divide their timelines into distinct historical periods if they think this would be useful.

Step 6: Sharing/Discussing/Teaching (30 minutes)

Ask the students to share their timelines and ask questions that require students to articulate their understanding of these historical thinking concepts, such as:

- Why did you choose these events?
- How did this event affect the course of history?
- Did this signify progress or decline for these groups?
- Would this have signified the opposite for another group?
- What stayed the same throughout this period?
- Why did you separate the war from the periods before and after?

During this conversation, use these questions about their timelines to ask questions about the historical thinking concepts themselves, such as:

- How should we understand the relation between these turning points and the broader trends? (Turning points punctuate the ebbs and flows of history, marking changes in the direction and pace of change).
- Is it useful to think of history in terms of progress and decline if these things are so subjective? (If historians did not evaluate the past, their narratives would lack
significance; however, historians must realize that these evaluations are dependent on perspectives.)

- Are historical periods arbitrary or are they a useful way of understanding the past? (Like many categorization schemes, historical periods are partially arbitrary and should not be understood as absolute; however, periodization allows us to break history into manageable, understandable chunks by employing particular criteria.)

f. Assessment

I will assess the students’ verbal responses, their black line masters, and their timelines in order to determine if they have successfully employed historical thinking concepts about continuity and change to this time period and demonstrated an understanding of some key events in World War II. I will assess whether students understand that continuity and change can exist simultaneously, that turning points signal changes in the direction and pace of change, that progress and decline vary according to the perspective of various groups, and understands that periodization is a useful tool but that periods vary according to interpretation. I will look for evidence of original and creative historical thinking and use the strengths and deficiencies that I identify in order to enhance subsequent lessons for student success and improve this lesson plan for future classes. With their permission, I may also post these timelines on the wall to remind students of these historical thinking concepts.
Lesson 5: Cause and Consequence in World War II

a. Overview:

This two-day unit covers all the guideposts of cause and consequence and enables students to learn these historical thinking habits and skills as well as historical content regarding World War II. In particular, these students will have to apply the skills they developed during the Historical Significance unit.

b. Learning Goal:

I aim to facilitate an exploration of some of the short-term and long-term causes and consequences of World War II and foster an understanding that events of varying degrees of significance are situated in a complex causal web. I also aim to have students examine the relationship between conditions and historical actors, who often produce unintended consequences, and ensure that they understand that history is not predetermined.

c. Curriculum Expectations:

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for history inquiry

A1.5 use the concepts of historical thinking

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

C2.3 explain the main causes of World War II

C2.4 explain some of the ways World War II affected Canada and Canadians

d. Materials:

i. Primary Source Documents

http://www.youtube.com/watch?v=s8dW3zSd4EA.


ii. Instructions for Teacher

Photocopy the two worksheets, plug your computer into a projector, and load the YouTube video ([http://www.youtube.com/watch?v=s8dW3zSd4EA](http://www.youtube.com/watch?v=s8dW3zSd4EA)), a Universal newsreel about the beginning of World War 2.

iii. Prompts for Students (BLMs)

a. BLM 5.1
b. BLM 5.2

c. Plans of Instruction:

Step 1: Warm up (3 minutes)

Explain that you will now be examining the causes and consequences of World War II. Introduce and play [http://www.youtube.com/watch?v=s8dW3zSd4EA](http://www.youtube.com/watch?v=s8dW3zSd4EA), a Universal newsreel about the beginning of World War 2.

Step 2: Discussion (7 minutes)

Facilitate the following discussion to introduce the first principle of cause and consequence:

- So what was the cause of World War II? (Various answers.)
- Was there one cause? (No.)
- Are these causes all the same? What makes Hitler’s rise different from the invasion of Poland? (One is more long-term than the other.)
- What happened because of the war? (Various answers.)
- And we could say the same thing about long-term causes and consequences, right?
- So, we have established that events have multiple causes and consequences and these causes are both short-term and long-term.
**Step 3: Modeling (15 minutes)**

Explain that we will be making charts of the causes and consequences of World War II. Draw a chart on the blackboard illustrating the causes and consequences of what is happening right now (you teaching this lesson), with circles flowing from the left of the event to represent causes and flowing to the right of the event to represent consequences. Connect the circles with lines representing causation.

**Step 4: Guided Practice (45 minutes)**

Break the students into partners or small groups and explain that you would like them list the causes and effects of World War II. Hand out BLM 5.1 and explain the various events. Answer questions as necessary as the students work.

After they have finished filling in their sheets, have the students list some of their answers and draw a chart on the blackboard. Ensure that the creation of Israel is included and then ask the students, “Did Hitler intend to create Israel?” Explain the fourth guidepost: the actions of historical actors often have unintended consequences.

Next, ask the students to number each cause in order of importance on their sheets. Allow the students share their choices for the most influential cause.

Afterwards, have the students stand up and arrange themselves in a line according to how important they now think their choice is. One end of the line represents the most influential cause and the other representing the least influential cause of World War II. Have them justify their positions and attempt to persuade others to rearrange themselves. After the students return to their desks, rearticulate the principle that some causes are more influential than others.

**Step 5: Independent Activity (35 minutes)**

Explain to the students that they will now be examining historical actors and conditions by completing a worksheet on which they will analyze primary documents. Hand out BBM 5.2 and circulate to answer questions.

**Step 6: Sharing/Discussing/Teaching (40 minutes)**

Mediate a four corners activity in which one corner of the room is reserved for students who belief that Hitler is overwhelmingly responsible for World War II and the opposite corner is for students who believe that social conditions ultimately caused the war. The third corner is for students who believe that Hitler was mostly responsible for starting the war and the fourth is for students who believe that the conditions were mostly to blame. Have each group select a spokesperson and produce a brief argument and then have each group provide their argument. Students are free to switch sides.

Once the students have returned to their desks, brainstorm alternative futures by choosing some of the following questions or making up your own:
• What would have happened if Hitler died in World War I?
• What would have happened if the United States joined the League of Nations?
• What would have happened if Germany were not severely punished in the Treaty of Versailles?
• What would have happened if Germany won the war?

Proceed via class discussion or have students write brief hypothetical narratives and ask them to share, depending on the time remaining and the characteristics of the class.

After this activity, introduce the final guidepost for cause and consequence: events are not inevitable but are the product of interactions between historical actors and circumstances.

f. Assessment

I will assess the students’ understand of historical concepts and content by analyzing the quality of their responses and group discussions and reviewing their answers on the worksheets. Specifically, I will analyse to what degree were able to identify and rank various short- and long-term causes and consequences, comprehend the interrelation between historical actors and conditions, recognise that actors often produce unintended consequences, and understand that history was not predetermined. I will use this information to modify future lessons and to refine this lesson for the future. I will also identify weak areas to address in the days to come.
Lesson 6: Historical Perspectives in World War II

a. Overview:

This lesson will engage the students in thinking about history from multiple points of view by challenging pre-existing perspectives and forcing them to assume the mindset of several different perspectives during the period of the Second World War. The warm up activity will consist of the students sharing the war and poverty cakes which will be pre made by the teacher. The cakes are both taken from real life newspaper recipes, submitted to Canadian newspapers during the years 1930 and 1942. Then a class discussion over the cakes will force students to start thinking about the home front here in Canada and what life might have been like for the groups of people living in Canada during this time. Then, after a discussion about historical perspectives and what we can do to better understand the people of the past; students will have an opportunity to work creatively, assuming the role of a World War Two Canadian soldier. In the form of a letter, poem, song lyric or any other acceptable creative method, students will send letters home to their families, and attempt to really assume the point of view of that soldier. Finally students will be given the opportunity to share their creative writing (if they would like), and the class will discuss the differences among them and how all the students works together broadens our historical perspectives and in turn our historical understanding.

b. Learning Goal:

In this lesson the students will learn the value of historical perspectives in deepening our understanding of history, and how by contemplating the different perspectives regarding an issue, person or event we can better understand it. The class will learn how pre-existing perspectives are created, and the affect these perspectives can have on how we view historical people, events or developments. The class will assume the perspective or several actors in Canadian history both abroad in Europe and on the home front back in Canada.

c. Curriculum Expectations:

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for history inquiry

A1.5 use the concepts of historical thinking

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

B2.2 Analyse events and issues significant to Canada between 1914-1929
B2.5 Describe attitudes towards minority groups in Canada during this period

C2.3 explain the main causes of World War II

C2.4 explain some of the ways World War II affected Canada and Canadians

C3.2 Analyse responses of Canada and Canadians to major international events and assess their significance

d. Materials:

i. Primary Source Documents:

Ingredients for cakes (as listed in the newspaper articles)

6.1 “This Week’s Best War-Time Recipes” - The Windsor Daily Star - Mar 14, 1942
http://news.google.com/newspapers?id=th8_AAAAIBAJ&sjid=oE8MAAAAIBAJ&pg=3983%2C4248626

6.2 “Reader’s Recipes: Poverty Cake” - The Vancouver Sun - Mar 18, 1930
http://news.google.com/newspapers?id=NnBmAAAAIBAJ&sjid=6YgNAAAAIBAJ&pg=4228%2C2093163

ii. Instructions for Teacher

• Bake both cakes (follow Recipes)

e. Plans of Instruction:

Step 1: Warm up (5 minutes)

Understanding perspectives during the World War Two period can be difficult considering the number of perspectives that exists, but as historians the more perspectives we can understand the greater our understanding of the conflict in its entirety. This exercise is not only in keeping with our exploration of primary sources, but is also fun! I came upon a similar idea in an article by Ian Mosby appropriately titled Eat your Primary Sources! It requires some night before prep on behalf of the teacher, but it’s an impactful way to get students thinking from the historical perspective of the people back on the home front, and what the second world war meant to their lives, while also challenging some pre-existing perspectives.

This exercise looks at two primary sources, in this case newspaper editorials that detail how to bake a cake in that given time period. This is one of the rare opportunities that history teachers have to bring real life history in the classroom, making the learning interactive and fun for the class, while differentiating the
learning from the traditional methods, and potential reaching those students who learn best from a hands on experience. This activity is really a fun social way to bring historical perspective in the classroom, and an excellent to promote student thinking and fill their stomachs (perhaps a little milk would help this learning go down easier).

**Step 2: Discussion (10 Minutes)**

While the class is enjoying the cakes, this becomes an excellent time to discuss what these articles or more specifically the cakes reveal about historical perspectives at the time. Begin by asking some very basic questions:

- How does it taste?
- Why are the ingredients what they are?
- What’s missing from a traditional cake?
- What are the differences in the two cakes?
- Would not using these ingredients have been a sacrifice for you?
- What other types of meals or foods would we be missing?
- How would that affect your life on the home front?

The recipes truly work two fold, firstly the allow the students to form a deep connection with the past by experiencing war rationing first hand, and will undoubtedly start them thinking about the historical perspective of people on the Canadian home front. Secondly the recipes highlight the ways in which working-class and lower-income families didn’t experience wartime rationing or shortages as a particularly significant shift in their daily eating habits. The sources will show that they were already skilled in stretching dear or expensive ingredients like butter, sugar, tea, coffee, meat and preserves (the types foods that were rationed in Canada during WWII) and were therefore well-prepared to make do with less of these items during the war in much the same way as they had for years. But for middle-class and wealthier families who had escaped the ravages of unemployment during the 1930s and therefore didn’t personally experience it as a decade of hunger and want, the war truly did require far more drastic cutbacks in the kitchen. War, for these families, really did taste a lot more like sacrifice and, to that end; was a very different culinary experience that harkened back to the previous war far more than the hard years of the 1930s. This type of thinking will force the students to realize the difference in perspectives, even within a group they may have previously grouped together, and that each person has a distinct perspective on history and we must take that into account when trying to better understand the people of the past. Although we may have our own ways of viewing history, there are many different types of perspectives, and through combining these perspectives, we as historians gain a fuller understanding of the people of the past.

**Step 3: Modeling (5 Minutes)**

Students often grasp concepts better, when provided with a visual example, and the case of perspectives is no different. As mentioned in The Big Six Historical Thinking Concepts, viewing history is a lot like looking at a dice. The teacher will stand in the
middle of the room and hold up a single die for the class to see. Naturally when asked what number they say people from different positions in the room will see different numbers; the teacher will remind the class that historical perspective is just like looking at the dice; depending on the view from which we see it we may see something different

**Step 4: Guided Practice (15 minutes)**

In step 5 of the lesson students will be given the opportunity to work creatively, while attempting to assume the historical perspective of the soldier. During this step the teacher will share ideas, subjects, or techniques that may be appropriate to include during a letter home. It is recommended that the instructor write their own letter, and share it with the class (if that is not possible, an older student, or online source would suffice) The teacher will then break down the letter and start the students thinking about what might be appropriate to put in a letter home from the war, and what we might be able to learn from these letters.

Ask the students questions such as:

- What would you say if you only could connect with your family once and while, and any letter could be your last?
- Would you worry about the morale of the home front?
- What would you choose to include? Exclude? Why?

**Step 5: Independent Activity (30 Minutes)**

Since we have attempted to contemplate the life on the home front, I would like the class to take this time to write creatively while assuming the role of the soldier; although this activity may not provide the students with a great deal of knowledge, it does start them thinking critically about historical perspectives and the context from which these perspectives arise. The personal written letter really allows the students to put themselves in the mindset of the soldier, and even if the students have not had a great deal of content knowledge to include in their letters home, it starts them thinking about the mindset of loneliness, despair, hunger, pain, sadness etc. that come along with being a soldier at war, away from his family. It is important to give students adequate time in creating this piece, and that they are given the opportunity to think creatively.

**Step 6: Sharing/Discussing/Teaching (10 minutes)**

During the final minutes of class, provide students with an opportunity to share their creative works should they desire. Discuss these as a class, and understand why they wrote the things they did in their letter and why? How do you think they may have differed if you were a German soldier, a general?
f. **Assessment:**

The creative independent work serves as an excellent opportunity to assess the overall knowledge of the students regarding the perspectives and daily lives of Canadians on both sides of the war. Teachers should be cautioned in marking creative work, as it may result in stifling creativity and in turn the thought process of the students.
Lesson 7: The Ethical Dimensions of World War II

a. Overview:

This lesson will incorporate several of the key historical learning concepts in order to examine the ethical dimensions that exist within the Second World War period. A warm up activity will help the students realize the pre-existing biases and ethical viewpoints that students have. Teacher led modeling and discussion will reveal the role that historical perspective and historical narrative play in influencing our ethical judgments of the past. The students will then work with primary sources including audio and an original journal, to examine different historical perspectives regarding a single event. Finally the class will share and debate various ethical dimensions and through this, realize the role that history can play in helping us to live in the present.

b. Learning Goal:

As discussed throughout our group of lessons it is important to emphasize to students that when thinking historically, we must consider the “past” as a place free from the rules and morale constraints which exist today. “The past is a foreign country” and when we visit the past historians we must act accordingly. In this lesson the students will learn the importance of establishing context in order fairly make ethical judgments about past.

c. Curriculum Expectations:

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives

A1.3 assess the credibility of sources and information relevant to their investigations

A1.4 interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for history inquiry

A1.5 use the concepts of historical thinking

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgments or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

B2.5 Describe attitudes towards minority groups in Canada during this period

C1.1 describe some key social changes in Canada during this period
C2.3 explain the main causes of World War II

C2.4 explain some of the ways World War II affected Canada and Canadians

C3.3 Understand the impact of the holocaust

d. Materials:

i. Primary Resources:


7.2 “Day of infamy speech” - U.S. President Franklin D. Roosevelt- December 8, 1941 [http://www.youtube.com/watch?v=_reGRx5RiSo]

7.3 “Commander Mitsuo Fuchida Journal” Translated [http://library.thinkquest.org/CR0214300/nzjapaneseview1.html]

ii. Teacher Instructions:

• Print class copy of Commander Mitsuo Fuchida’s Journal Excerpt
• Load computer with projector:
• “Day of infamy speech” Ready to be shown to class
• Word Document with potential guiding debate questions

e. Plans of Instruction:

Step 1: Warm up (5 Minutes)

As a class, walk through the “evil rulers slideshow”, since most of the class will agree instantly that most of these people are “evil”, discuss why that is, and whether there could be any perspectives in which these people could not be viewed as evil. The purpose of the warm up activity is start the students thinking about good and evil and to realize that we already make ethical judgements on people, events and developments in history though we may not be fit to do so.

Step 2: Discussion (10 Minutes)

Building upon the warm up activity, begin discussing why we view certain people as evil and some as good? What is the role of perspective and context in being able to judge these people fairly or not? Does anyone in the class actually know these people? Or what they experienced?

Discuss people like Julius Cesar? What role does the narrative play in dictating whether history will view these people as good or as evil? Does being victorious
effect how they are viewed? Are there people who can be viewed as both? What do we need to know about these people before we can fairly judge them? Emphasize the idea that “the past is a foreign country” and we as historians must avoiding judging the past through the lenses of modern day knowledge. We would be amiss if we as a society did not learn from events like the holocaust, but how can we as historians study the holocaust without making unfair ethical judgements and thus clouding our historical view of this subject. The need to employ historical perspectives techniques discussed last lesson becomes essential in attempting to judge the past fairly.

**Step 3: Modeling (5 Minutes)**

Using the example of well-known figure such as Julius Cesar or Alexander the Great, the teacher will examine how the popular narratives on the topic which could affect the ethical perspective. Emphasis on the need for context to understand the ethical implications, and be able to make our own FAIR historical judgements; the teacher should also model the concepts of how an author can implicitly or explicitly judge the topic in which they are commenting on.

**Step 4: Guided Practice (10 Minutes)**

As a class watch ‘Day in Infamy’ speech; ask the class what they know about pearl harbour? Have they seen it in movies? What did you guys feel from the speech? What was the tone? How do you feel about the Japanese after watching that? Just as we modeled in the previous step, guide the students through the process of analysing the speech as a source, and what it reveals. Keeping in mind during the guiding practice, how we need to gather as much context as possible to fairly examine this source, and that we may use these sources to affect how we act in the present. For example how we treat and talk about the role of Japan in the Second World War and how that may change how we view the Japanese as a people today.

**Step 5: Independent Activity (15 Minutes)**

Begin by distributing primary source document 7.3 and giving each student adequate time to read through the document. The source in question is the translated journal of Japanese Commander Mitsuo Fuchida; the journal provides a stark contrast to the speech delivered by FDR, both in content an in tone. It is essential that the class understand the difficult situation the Japanese faced before deciding to bomb the fleet at Pearl Harbour, and the feelings or positivity and joy when their mission is successful.

The reading of this primary source will give students a firsthand account of the opposite viewpoint to that given by the United States Presidents on the same exact event. The purpose of this independent activity is to present a different historical perspective, and to equip the students with the basic knowledge in order to have debate or discussion about the consequences and the ethical dimensions of this event.
Step 6: Sharing/Discussing/Teaching (20 Minutes)

Begin by dividing the class into pairs, and instruct each pair to develop a summary of both the speech and the translated journal source, (depending on the class level the teacher may want to provide specific questions that could be answered as a pair). Next divide the class in half, making half of the class (still in pairs) Americans, and the other half Japanese. Give each group a chance to argue the two basic questions: 1. was the bombing of Pearl Harbour justified and 2. Did the bombing of pearl harbour justify the nuclear bombing of Japan? After giving students time prepare for the mini debate, give them five minutes to debate these issue from their assigned point of view, before surprising the class, by switching the roles. The purpose of this activity is that students will be forced to assume a different historical perspective, and in turn understand how this well change our view of the ethical dimensions of a given event.

Understanding the relationships that all the historical thinking concepts have with each other becomes essential when attempting to fairly judge the past. Finally ask the class if the knowledge learned today has in anyway changed their view, ask them to rethink some of the things they originally said about the Japanese and the attack on Pearl Harbour? How do these changes alter how we might act now in the present?

f. Assessment

This lesson does not provide many great opportunities for assessment, but the combination of skills learned in the lesson will be essential in being successful in the concluding formal assessment.
Lesson 8: Conclusion

a. Overview:

This lesson will consist of a summative unit test in which students will be required to demonstrate their understanding of the big six historical thinking concepts within the context of World War II. The primary sources and questions provided are similar to those that students encountered throughout the unit.

b. Learning Goals:

Students will demonstrate their historical thinking skills by analysing primary sources and responding to the formative activities completed throughout the unit. For the essay section, students will reflect on a particular type of primary source by comparing its advantages and disadvantages and suggesting strategies for incorporating these types of sources into historical narratives.

c. Curriculum Expectations:

A1.3 assess the credibility of sources and information relevant to their investigations

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for history inquiry

A1.5 use the concepts of historical thinking

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

C1.1 describe some key social changes in Canada during this period

C2.3 explain the main causes of World War II

C2.4 explain some of the ways World War II affected Canada and Canadians

d. Materials:

iv. Primary Source Documents

http://commons.wikimedia.org/wiki/File:%22Jap...You're_Next%5F_We'll_Finish_the_Job%22_-_NARA_-_513563.jpg

http://www.diercke.com/kartenansicht.xtp?artId=978-3-14-100790-9&seite=36&id=17472&kartennr=4
v. **Instructions for Teacher**

Photocopy BLM 8.1. Explain to students that they will be completing a summative test with a short answer section worth 60% and an essay worth 40%. Remind them of the rubric and explain how they will be assessed. Monitor the classroom as the students complete the test and clarify questions as necessary.

vi. **Prompts for Students (BLMs)**

a. BLM 8.1
b. Assessment Rubric

c. **Plans of Instruction:**

After receiving instructions, students will complete the unit test and hand it in when they have completed.

d. **Assessment**

This assessment is primarily an assessment of learning. I will use the rubric that I provided the students with at the beginning of the unit in order to assess: (1) to what extent they have developed and are able to apply historical thinking skills, (2) their ability to make insightful inferences, (3) the content knowledge and understanding of World War II they have accrued, (4) the extent to which they have refined their organization and writing skills, and (5) the extent to which they reflect on the usefulness of primary sources and create effective strategies for incorporating these sources into historical narratives.

While this is a summative assignment, it also partially functions as an assessment as learning by enabling students to further apply and develop their historical thinking skills. It also functions as assessment of learning, as I will use the information gathered to alter my future lesson plans for this group and for future groups.
Appendices

Primary Source Documents


http://www.warmuseum.ca/cwm/exhibitions/newspapers/intro_e.shtml.


http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/women_e.shtml.

http://www.youtube.com/watch?v=s8dW3zSd4EA.


5.3 German children playing with money after the hyperinflation of 1923. Accessed 8 November 2013. 

5.4 Woman buying vegetables in 1920s Weimar Germany. Accessed 8 November 2013. 


6.1 “This Week’s Best War-Time Recipes” -The Windsor Daily Star - Mar 14, 1942 
http://news.google.com/newspapers?id=th8_AAAIAIAJ&sjid=oE8MAAAAIAIAJ&pg=3983%2C4248626

6.2 “Reader’s Recipes: Poverty Cake” -The Vancouver Sun- Mar 18, 1930 
http://news.google.com/newspapers?id=NNBmAAAAIAAJ&sjid=6YgNAAAAIAAJ&pg=4228%2C2093163

http://www.huffingtonpost.com/gilbert-altergilbert/evil-rulers-_b_2332084.html#slide=1903958

7.2 Roosevelt, Franklin D. “Day of infamy speech”- December 8, 1941 
http://www.youtube.com/watch?v=_reGRx5RiSo

http://library.thinkquest.org/CR0214300/nzjapaneseview1.html
http://commons.wikimedia.org/wiki/File:%22Jap...You%27re_Next%5E_We%27ll_Finish_the_Job%22_-_NARA_-_513563.jpg

http://www.diercke.com/kartenansicht.xtp?artId=978-3-14-100790-9&seite=36&id=17472&kartennr=4
BLM 1.1: Writing Historical Narratives

1) Asking good questions about sources is the first step to turn a source into evidence. List several questions you might ask about this primary source and explain how you might prepare to answer these questions.

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2) If you were writing a book about World War II, how would you use this primary source as evidence to establish the significance of the Normandy landings?

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_____________________________________________________________________
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_____________________________________________________________________
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_____________________________________________________________________

3) How do you think this event is similar and dissimilar to events that came before?

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4) How would you position this event in your narrative? What information would come before and what would come after?

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
5) Describe several perspectives that you could explore in order to construct a more comprehensive understanding of the Normandy landings and explain how you would attempt to assume one of these perspectives.

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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6) In your history, would you portray the landings in a positive or negative manner? What information would need to gather in order to make a fair ethical assessment?

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
1. This Canadian World War II poster shows a soldier, an industrial worker, and a woman. Which of these figures best represents its intended audience? Explain your reasoning.

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. What was the purpose of this poster?
__________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
______________________________

3. What does this poster reveal about society’s views of men and women during this period?
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4. During World War II, the Canadian economy was focused on the war effort and women were expected to reduce their consumption of consumer goods, recycle materials that could be used in the war, and take up jobs which had traditionally been performed by men. Use this historical context to ask a question and then answer it.
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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_____________________________________________________________________
_____________________________________________________________________
5. Who do you think created this poster and for what purpose or purposes was it likely created?
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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. The ghostly figure in the poster is Joan of Arc, a French peasant born during the late Middle Ages who claimed to experience visions from God and who led the French to victory in several victories in the Hundred Years War before being captured and burned at the stake for heresy at the age of nineteen. She was recognized as a martyr by the Catholic Church shortly thereafter and finally attained sainthood in 1920. Why do you think she was included in this poster?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

7. The Canadian Women’s Army Corps was created in 1942 due to a shortage of personnel. They were paid less and were not allowed to assume combat roles. How does this historical context provide insight into this source?

8. What does this source suggest about social attitudes towards women during this period?

9. Compare this poster with “Canada’s New Army.” Does this source contradict or corroborate the inferences that were made about that source? Explain.
10. Compare this source with “Attack on All Fronts.” Does this contradict or corroborate the inferences that were made in your group about that source? What additional insight does this source provide you about “Attack on All Fronts?”
The following excerpts were taken from “‘Total Effort’ Will Alone Ensure Our Freedom,” an opinion piece written by a retired member of the Royal Engineers, a corps in the British Army. The author calls for Canada to commit all available resources to training airmen and building ships and other war materials. Of the greatest interest are his arguments in support of a strong war effort:

“The totalitarian organization of the man-power and industry of Germany, which has been productive of a war machine more powerful than ever before dreamed of, can only be defeated by the greater collective total effort of all free Britishers.”

“We utterly failed upon the declaration of war, as a member of the British Commonwealth of Nations, to straightway make it crystal clear that every Canadian was a voluntarily totalitarian contributor to the crusade against the Nazi system of persecution which has degraded the white race to the level of the lowest marauders known to history.”

“In September last the bugle call to all Britishers was sounded, not primarily as a rally to any cause, but as a general assembly to defend our heritage in whatever capacity best suited each individual.”

1. List and explain two or three elements from the passages that demonstrate the continuity of cultural, social, and political concepts and practices:

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2. Explain how these excerpts also contain evidence of historical change:

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5 Ibid.

6 Ibid.
Gender Norms

Read the following opinion piece published in the Globe and Mail in May of 1940, which attempts to influence the organization of Canada’s war effort by importing British experiences into the discourse.

From Ministerial pronouncements and other sources it may be gathered that the Federal Government, under the plan of national selective service now in process of incubation at Ottawa, intends to draw much more freely than heretofore upon women’s services for war purposes and particularly for the augmentation of the labor force engaged in the war industries. On the evidence of the data of the national registration of 1940, there exists in Canada a large reserve of womanpower, which under proper management and direction could be very profitfully utilized for the expansion of the war effort.

But for its most effective employment it is essential that some forethought be taken and some preparations made to ensure that the large body of women whom the Government hopes to be able to draft into industry should be given working conditions which will be acceptable to them and which will tend to make them contented and efficient workers. Accordingly it would be advantageous if the authorities responsible for the administration of the new mobilization scheme were to study carefully some of the lessons which could be learned from British experience with women’s labor in wartime.

For example, it has been discovered in Britain that in the case of women who are suddenly assigned to industrial work, such as the manufacture of munitions, only exceptionally strong and hearty individuals are able to work right away the number of hours per day which are the rule in the average factory. If their physical powers were not overtaxed during the initial stages of their career as industrial workers, a substantial proportion of these women recruits gradually became capable of facing the standard workday, but in plants where their strength was not carefully guarded the strain caused many to break down and retire to private life. Reports of the Industrial Fatigue Board which was established in Britain prove conclusively that excessively long working hours for women are uneconomic and defeat their own ends because they result in absenteeism, physical collapse and underproduction through fatigue. In the light of the British experience our Department of Labor would be wise to take precautions by regulations to ensure that employers in their eagerness to increase their output do not make demands upon women which are not capable of being met.

Apparently it is hoped to enlist for the industrial war program a large number of married women, and many of them will doubtless welcome an opportunity to contribute their labor to the common cause. But thousands of married women who are quite willing to serve must be hurried with household duties and family responsibilities which occupy a great deal of their time every day. So some consideration should be given to plans which would help to remove this particular obstacle to the employment of married women on any large scale, and here again British experience can be a useful guide. The provision of creches in schoolchildren, which promises to become general in Britain for the duration of the war, is letting free thousands of married women for war work, and the idea might be considered profitably in industrial centres in Canada. Again not a few factories in Britain have established creches in which the young children of women working in the plants are carefully looked after until their mothers are ready to go home. Naturally young women are better industrial workers than their older sisters, and the establishment of creches makes possible the utilization of the labor of thousands of young married women who would otherwise have been tied to their homes. If we are to get the best possible results from the enlistment of more women for our war effort, careful attention should be paid to the special needs and responsibilities of women, and some imagination should be applied to the solution of the problems presented by their employment.

3. How does this source provide evidence of shifting social norms regarding women and work?

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4. How does this piece demonstrate continuity regarding conceptions of women’s capabilities and their role in society?

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BLM 5.1: The Causes and Consequences of World War II

Arrange the following causes and consequences in the diagram on the back of this page and draw lines between the events in order to represent causation:

- **Mass deaths**, which made World War II the deadliest conflict in history
- **Hitler’s desire** to expand Germany and dominate Europe
- **The baby boom**, a rapid increase in the birthrate in Western countries
- France, Great Britain, and the Commonwealth of Nations’ **declaration of war against Germany** on September 3rd, 1939
- **Economic growth and prosperity** for the United States and Canada
- The development of **fascism** as an ideology that advocates militarism and national expansion
- **The creation of Israel** as a homeland for the Jewish People
- **The Treaty of Versailles**, which ended World War I, placed an enormous burden on Germany’s economy and caused public resentment towards the war’s victors, particularly France.
- The emergence of the United States and the Soviet Union as **superpowers and the ensuing Cold War**
- The **appeasement strategy** of British Prime Minster Neville Chamberlain towards Nazi Germany, by which he attempted to prevent war by giving concessions
- **Technological advancement**, particularly the invention of atomic weapons
- The **failure of the League of Nations** to prevent the Second Sino-Japanese War and Germany’s subsequent annexations
- **The holocaust**: Nazi Germany’s mass murder of approximately six million Jews along with other minority groups
- **The end of the Great Depression** due to a massive boost in military spending
- The **annexations** of Austria and Sudetenland and the establishment of Slovakia by Nazi Germany
- Germany and Slovakia’s **invasion of Poland** on September 1st, 1939
BBM 5.2: Historical Actors and Historical Conditions

The following excerpts are from a anti-Nazi pamphlet published in 1939 titled *Mein Kampf: An Unexpurgated Digest*, which contains translated passages of Hitler’s autobiographical manifesto, which he published in 1923 while serving a prison sentence for instigating a failed coup:

“The present acts of France, inspired by her own hatred and executed under Jewish leadership, constitutes a sin against the white race, and will some day bring down upon this people the avenging spirit of an entire generation, which looks upon race-degeneration as the original sin of mankind.”

“Today I am guided only by the cold argument that lost territories can not be reconquered by the speeches of sharp parliamentarians, but only by a sharp sword—a bloody war.”

“It (the nationalist-socialist party) must unite our people, without paying any attention to tradition and prejudiced opinion, in order to lead them out of their present narrow territory to new land and soil.”

“We take up the work where it was left six hundred years ago. We put an end to our age-old wandering in the direction of the South and West of Europe, and turn our eyes to the land in the East.”

1) What do these quotations suggest about Hitler’s plans for Germany and Europe sixteen years before the war began?

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2) Do these excerpts support the idea that Hitler was able to singlehandedly compel Germany into war to carry out his plan, or do you see evidence of larger social and political trends at play? Explain.

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9 Ibid., 12.

10 Ibid.

11 Ibid., 13
Life in the Weimar Republic

Between 1921 and 1924 the government of the Weimar Republic began purchasing foreign currency in order to pay the hefty reparations stipulated by the Treaty of Versailles. This began to rapidly devalue the German currency. By 1923 the currency had become virtually worthless, causing a massive loss of wealth and economic stagnation.

3) What is the tone of the photograph to the left and why do you think it was taken?

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4) What is the intended effect of the photograph to the right? Is it similar or dissimilar to the first photograph?

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5) What do these photographs suggest about conditions and attitudes in Germany during this period?

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6) How did these cultural, social, and economic conditions likely affect events to come?

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7) Can you draw any connections between the information and sentiments expressed in these photographs and Hitler’s statements in *Mein Kampf*?

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Social Darwinism and Scientific Racism

This is a map from prominent American lawyer and amateur scientist Madison Grant’s 1916 book, *The Passing of the Great Race*, a famous work of scientific racism.

8) What does this map suggest about attitudes and ideas about race during this period and in what way did these cultural factors likely influence historical actors and events?

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9) Does this map provide any insight into Hitler’s priorities during the war?

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People or Trends?

10) Is Hitler mostly responsible for the initiation of World War II or are these cultural conditions more to blame? Explain.
1) What is the intended audience and purpose of this American World War II propaganda poster and how does it accomplish this purpose?

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http://commons.wikimedia.org/wiki/File:%22Jap...You%27re_Next%EF%BB%BF%27%27We%27ll_Finish_the_Job%22_-_NARA_-_513563.jpg.
2) What does this propaganda poster reveal about contemporary conceptions of race and nationality and how might we conduct a reasonable ethical analysis of this poster?

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3) Based on our work with maps, list one country that was directly or indirectly created as a consequence of World War II and explain the most historically significant event that led to its creation.

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4) Identify one element of continuity and one element of change in this map. How might this element of change have represented progress or decline for different groups?

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5) Describe two causes and two consequences of World War II and explain the effects that individuals and conditions had on this historical process.

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6) How did our war cake and poverty cake experiment change your perspective of Canadian life on the home front?

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Part B: Essay (40%)

7) Consider one of the types of primary sources that we analysed during this unit. What are some of the strengths and limitations of this type of source and how would this type of source best be utilized when constructing a rich historical narrative with the “big six” historical thinking concepts in mind?
### Assessment Rubric

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Level 1 (50-59%)</th>
<th>Level 2 (60-69%)</th>
<th>Level 3 (70-79%)</th>
<th>Level 4 (80-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Content (e.g., historical facts)</td>
<td>Demonstrates limited knowledge of content</td>
<td>Demonstrates some knowledge of content</td>
<td>Demonstrates considerable knowledge of content</td>
<td>Demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Understanding of Content (e.g., concepts, trends, conditions)</td>
<td>Demonstrates limited understanding of content</td>
<td>Demonstrates some understanding of content</td>
<td>Demonstrates considerable understanding of content</td>
<td>Demonstrates thorough understanding of content</td>
</tr>
</tbody>
</table>

**Thinking**

| Making Inferences from Primary Sources | Makes insightful inferences with limited effectiveness | Makes insightful inferences with some effectiveness | Makes insightful inferences with considerable effectiveness | Makes insightful inferences with a high degree of effectiveness |

**Communication**

| Expression and organization of ideas and information (e.g., clear expression and logical organization) | Expresses and organizes ideas and information with limited effectiveness | Expresses and organizes ideas and information with some effectiveness | Expresses and organizes ideas and information with considerable effectiveness | Expresses and organizes ideas and information with a high degree of effectiveness |

**Application**

| Applying Historical Thinking Concepts to New Contexts | Applies historical thinking skills to new contexts with limited effectiveness | Applies historical thinking skills to new contexts with some effectiveness | Applies historical thinking skills to new contexts with considerable effectiveness | Applies historical thinking skills to new contexts with a high degree of effectiveness |

**Metacognition**

| Reflecting on the Usefulness and Limitations of Primary Sources | Demonstrates limited reflection about primary sources | Demonstrates some reflection about primary sources | Demonstrates considerable reflection about primary sources | Demonstrates a high degree of reflection about primary sources |
| Creating Strategies to Best Utilize Primary Sources | Creates limitedly effective strategies to utilize primary sources | Creates somewhat effective strategies to utilize primary sources | Creates considerably effective strategies to utilize primary sources | Creates highly effective strategies to utilize primary sources |
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